**Performing Arts SOW - KS3 - Cycle 1 - Spring 2  
Looking After Animals**

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|  | **Pathway 1** | **KS3**  **Performing Arts**  **Cycle 1** | **Spring Term 2**  **Looking After Animals** | |
| **Learning Intention:** Dance based unit through which students will explore how different animals move. Students will have looked at videos of animals moving and compared this with performers moving as animals in clips from shows like The Lion King and Cats. Students will have used descriptive language to discuss the movements animals make and will attempt to copy these movements. Students will have combined animal movements to create a dance. | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | **Some** |
| **Concept:** | | Observing different movements. Mimicking simple movements.  Responding to musical stimuli. | Repeating patterns of movements. Sequencing conjunctions. | Use of descriptive language to discuss movements. Warming up before activities. |
| **Knowledge:** | | Know that different animals move in different ways.  Recognise dogs, cats, birds and lions. | Know that we can use the terms first, next, then and last to sequence steps when creating a repeating pattern | How to construct simple descriptive sentences.  Know that it is important to warm up before physical activities. How to warm up safely |
| **Key Skills:** | | Demonstrate a range of movements developing gross motor skills. Will be able to demonstrate physical response to musical stimuli. Will be able to demonstrate a rhythmic response to musical stimuli. | Will be able to create a 4 step sequence of simple movements. Will be able to use the terms first, next, then and last effectively. | Will use simple descriptive language when discussing movements. How to warm up safely. |
| **Language and/or communication skills:** | | Movement  Resond  animal  cat  dog  bird  lion  Use of signalong and widgit symbols to support access to and learning of new language | Sequence  first  next  then  last  repeating pattern  Use of ELKLAN sequencing diagrams to support creating sequences/repeating patterns | Warm-up  Descriptive language  Use of Colourful Semantics to support construction of sentences |
| **Curricular Links** | | English - using descriptive language; sequencing events  Maths - sequencing events/ordinal numbers  Science/Geography - recognising animals  PE - warm up,  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  PE1/1.1c perform dances using simple movement patterns | | |