**Performing Arts -**

**Spring Term 1**

**Senses**

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|  | **Pathway 1** | **KS4** | | **Spring Term 1**  **Senses** | |
| **Learning Intention:** Dance and music based unit, pupils will have explored the senses of sight and sound through music and movement. Pupils will explore the sounds in their environment, identifying what they are; they will also explore the different sounds made by a variety of percussion and stringed instruments. Pupils will consider how we share information about movements and use descriptive language to share movements. Pupils will know the musical term ‘beat’ and begin to identify this in music. | | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | | **Some** |
| **Concept:** | | Copying and planning short sequences of movements | There are sounds all around us | | Describe movements to copy |
| **Knowledge:** | | know that several movements can be put together to make a short sequence | Know that different instruments and objects make different sounds | | Know left, right, up, down, forwards and backwards.  Know that the beat is the pulse of the music. |
| **Key Skills:** | | sequencing actions to perform | explore and compare sounds | | using descriptive language to describe movements for others to copy |
| **Language and/or communication skills:** | | listen  copy  watch  Use of signalong and widgit symbols to support access to and learning of new language  Use of ELKLAN sequencing diagrams to support creating | sounds  hearing | | beat  describe  movements |
| **Curricular Links** | | **English**  En1/1a listen and respond appropriately to adults and their peers  En1/1b ask relevant questions to extend their understanding and knowledge  En1/1c use relevant strategies to build their vocabulary  En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  En1/1h speak audibly and fluently with an increasing command of Standard English  En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates    **Maths**  Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.    **Art**  Ar1/1.1 to use a range of materials creatively to design and make products    **Resistant Materials**  DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria  DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics    **PE**  PE1/1.1c perform dances using simple movement patterns. | | | |