**Performing Arts - Spring Term 2**

**School Rules**

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|  | **Pathway 1** | **KS4** | | **Spring Term 2**  **School Rules** | |
| **Learning Intention:** Music and dance based unit, students will work as a team to create a song and accompanying dance looking at the school rules. Students will put into practice prior learning on beat, melody and movement planning, promoting teamwork skills, creative thinking and beginning to gain some understanding of non-verbal communication. To review the school rules, supporting students with understanding what the rules mean and applying this to our actions. | | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | | **Some** |
| **Concept:** | | the school rules | planning a dance  communicating through actions | | writing a simple song |
| **Knowledge:** | | know what the school rules are | know what the beat is and what is meant by the word sequence  know that we use signalong to support communication in school | | know what the word melody means, know what the word lyrics means |
| **Key Skills:** | | copying actions  joining in with repetitive words or phrases | sequencing movements to go with a piece of music and recalling movements in the sequence | | writing simple sentences, singing as part of a group to create a nice sound |
| **Language and/or communication skills:** | | rules  school  Use of signalong and widgit symbols to support access to and learning of new language | beat  sequence  communication  Mindmaps to collate ideas  Use of ELKLAN sequencing diagrams to support creating | | melody  planning |
| **Curricular Links** | | **English -** [**https://sites.google.com/site/primarycurriculum2014/year1/english**](https://sites.google.com/site/primarycurriculum2014/year1/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 -** [**https://sites.google.com/site/primarycurriculum2014/year1/mathematics**](https://sites.google.com/site/primarycurriculum2014/year1/mathematics)  Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.  **Music -** [**https://sites.google.com/site/primarycurriculum2014/ks1/music**](https://sites.google.com/site/primarycurriculum2014/ks1/music)  Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes  Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music  Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music    **PE -** [**https://sites.google.com/site/primarycurriculum2014/ks1/physical-education**](https://sites.google.com/site/primarycurriculum2014/ks1/physical-education)  PE1/1.1c perform dances using simple movement patterns.  **PSHCE -** [**https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning**](https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning)  KS1 H1. about what keeping healthy means; different ways to keep healthy  KS1 H3. about how physical activity helps us to stay healthy; and ways to be physically  active everyday  KS1 L1. about what rules are, why they are needed, and why different rules are needed  for different situations  KS1 L5. about the different roles and responsibilities people have in their community  KS2 L1. to recognise reasons for rules and laws; consequences of not adhering to rules  and laws | | | |