**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 dancecommunicating 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 sequenceknow that we use signalong to support communication in school | know what the word melody means, know what the word lyrics means |
| **Key Skills:**  | copying actionsjoining 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:**  | rulesschoolUse of signalong and widgit symbols to support access to and learning of new language | beatsequence communicationMindmaps 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 peersEn1/1b ask relevant questions to extend their understanding and knowledgeEn1/1c use relevant strategies to build their vocabularyEn1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsEn1/1h speak audibly and fluently with an increasing command of Standard EnglishEn1/1i 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 rhymesMu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded musicMu1/1.4 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 healthyKS1 H3. about how physical activity helps us to stay healthy; and ways to be physicallyactive everydayKS1 L1. about what rules are, why they are needed, and why different rules are neededfor different situationsKS1 L5. about the different roles and responsibilities people have in their communityKS2 L1. to recognise reasons for rules and laws; consequences of not adhering to rulesand laws |