**KS3 - Performing Arts - Cycle 2**

**Spring Term 2**

**Caring for the Environment**

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|  | **Pathway 1** | **KS3**  **Performing Arts**  **Cycle 2** | **Spring Term 2**  **Caring for the Environment** | |
| **Learning Intention:** Music based unit, pupils will have looked at existing instruments and explored the materials and shapes. Pupils will have designed instruments and suggested recycled materials that could be used to make them. Pupils will have made their own instruments from recycled materials. | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | **Some** |
| **Concept:** | | I can make instruments using recycled materials, I can make music using instruments | I can identify how instruments make sounds, I can design simple instruments, I can describe how instruments look | I can suggest materials I want to use to make instruments, I can describe the sounds instruments make |
| **Knowledge:** | | Using glue and tape to join materials, how to shake, bang or strum instruments appropriately | recognise 2D and 3D shapes, draw 2D shapes, use keywords to describe how instruments look, plan steps to make instruments | identify materials instruments are made from and instruments that could be used to make instruments, describe how instruments look and sound using full sentences |
| **Key Skills:** | | shake, bang or strum instruments appropriately | cutting, sticking, drawing/planning | consider qualities of materials |
| **Language and/or communication skills:** | | shake  bang  strum  colours  Use of signalong and widgit symbols to support access to and learning of new language | shapes  square  circle  triangle  rectangle  cube  cuboid  cylinder  cone  describe  Use of ELKLAN sequencing diagrams to support creating/structuring sequences.  Use of Mindmaps to explore themes | Sequence  first  next  after that  then  finally  feedback  Use of Colourful Semantics to support construction of sentences |
| **Curricular Links** | | **Art**  Ar1/1.1 to use a range of materials creatively to design and make products  Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination    **DT**  DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria  DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  DT1/1.2a select from and use a range of tools and equipment to perform practical tasks  DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics    **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    **Maths**  Ma1/3.1d sequence events in chronological order using language  Ma1/3.2a recognise and name common 2-D and 3-D shapes  Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.    **Music**  Mu1/1.2 play tuned and untuned instruments musically  Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music | | |