**KS4 - Performing Arts - Cycle 1**

**Spring Term 1**

**My Local Area**

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|  | **Pathway 1** | **KS4**  **Performing Arts**  **Cycle 1** | **Spring Term 1**  **My Local Area** | | |
| **Learning Intention:** Music and movement based unit, pupils will identify likes and dislikes through the exploration of different types of music created by artists from the local area. Students will react to musical stimuli and create sequences of movements to share with their classmates. Students will identify the beat and melody in pieces of music and identify if the tempo is fast or slow. | | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | | **Most** | **Some** |
| **Concept:** | | Beat and melody are different things. Where our school is. | | Songs have a beat and a melody. Famous people can come from anywhere. | The tempo is the speed of the music. |
| **Knowledge:** | | Know that our school is in Hillingdon and that most of the students here live in Hillingdon.  Know how to make consistent sounds using percussion instruments.  Identify parts of their body to use to copy movements of others.  Know that beat and melody are different things. | | Know that some famous people come from Hillingdon.  Know that the beat is the pulse of the music. Know that the melody is the part of a song that we sing or hum. Know how to plan a simple sequence of movements. | Know the names of some famous people who come from Hillingdon.  Know that the tempo is the speed at which the music is played |
| **Key Skills:** | | Copy movements seen. Play along to a simple beat (4/4 - 1,2,3,4,1,2,3,4 or 3/4 – 1,2,3,1,2,3). Sing or hum along to a known melody | | Identify the beat in a song. Identify the melody in a song. Sequencing simple movements. | Identify if songs have a fast or slow tempo. Be able to plan movements for others to copy. |
| **Language and/or communication skills:** | | music  beat  melody  copy  Use of signalong and widgit symbols to support access to and learning of new language  Use of Mindmaps to explore theme | | Hillingdon  movements  sequence  Use of ELKLAN sequencing diagrams to support creating/structuring story | local  tempo  fast  slow  plan |
| **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  En1/1d articulate and justify answers, arguments and opinions  En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  **Maths -** [**https://sites.google.com/site/primarycurriculum2014/year1/mathematics**](https://sites.google.com/site/primarycurriculum2014/year1/mathematics)  Ma1/3.1d sequence events in chronological order using language  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  Mu1/1.2 play tuned and untuned instruments musically  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 H21. to recognise what makes them special  KS1 H22. to recognise the ways in which we are all unique  KS1 H23. to identify what they are good at, what they like and dislike | | | |