**KS3 - Performing Arts - Cycle 1**

**Spring Term 1**

**Weather**

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|  | **Pathway 1** | **KS3**  **Performing Arts**  **Cycle 1** | | **Spring Term 1**  **Weather** | |
| **Learning Intention:** Music based unit through which students will explore weather and nature sounds, they will also have recreated weather and nature sounds using instruments, identifying different weather and nature sounds as well as sounds in the school environment. | | | | | |
| **Key knowledge that should be learned during this SoW** | | **All** | **Most** | | **Some** |
| **Concept:** | | combining different sounds | mimicking sounds we know | | composing short percussion pieces |
| **Knowledge:** | | Know that there are sounds all around us. Know that we can play music fast and slow. Know that we can make sounds using different materials. Know that we can put different sounds together. | Know that we can change the speed we play music at. Know that we can make sounds that sound like other sounds, such as the weather, using percussion instruments. | | Know that the tempo is the speed at which the music is played. Know that when we put a sequence of sounds together we are composing. |
| **Key Skills:** | | identifying sounds around them | copying sounds and repeating simple sound patterns | | creating simple sound patterns and controlling the tempo of the sounds they are playing. |
| **Language and/or communication skills:** | | **listen**  **rain**  **wind**  **fast**  **slow**  Use of signalong and widgit symbols to support access to and learning of new language | **hear**  **sound**  **storm**  **make**  **speed**  Use of Mindmaps to explore theme | | **weather**  **respond**  **tempo**  **sequence**  **compose** |
| **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  En1/1i 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 | | | |