

	<b>Expressive Arts and Design</b>			
<b>Curriculum goals</b>	To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.			
<b>Educational Programme</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
		<b>Learning focus</b>	<b>Vocabulary</b>	<b>Demonstrating skills and showing understanding.</b>
<b>Autumn term</b> <b>Once upon a time....</b>  <b>Percy and his friends.</b>	<b>Being Imaginative and Expressive</b>	<p>To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music.</p> <p><b>Me! Charanga</b></p> <p><b>Can I sing songs and Nursery Rhymes from memory?</b></p> <ol style="list-style-type: none"> <li>1) Can I begin to move to the pulse?</li> <li>2) Can I begin to sing back the pitch?</li> <li>3) Can I sing traditional rhymes with my friends?</li> <li>4) Can I sing traditional rhymes on my own?</li> <li>5) Can I add actions?</li> <li>6) Can I perform to a small audience?</li> </ol> <p><b>Christmas Performance</b></p> <p><b>Can I retell the Christian Christmas story through actions and song?</b></p> <ol style="list-style-type: none"> <li>1) Can I take part in vocal warm up's?</li> <li>2) Can I begin to learn lyrics using call and response?</li> <li>3) Can I add actions to my songs?</li> <li>4) Can I begin to sing with my friends and keep in time to the music?</li> <li>5) Can I sing to an audience and enjoy it?</li> </ol>	<ul style="list-style-type: none"> <li>• Pulse- steady beat, the heartbeat of the music.</li> <li>• Rhythm- long and short sounds.</li> <li>• Pitch- high and low sounds.</li> <li>• Warm -up</li> <li>• Classroom instruments- tambourine, triangle, drum, xylophone, wood block, sleigh bells, maraca's, cymbal.</li> <li>• Audience.</li> <li>• Perform</li> </ul>	<p><b>Listen and Respond</b></p> <p>To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><b>Explore and Create</b></p> <p>Children listen to and work with the Games Track to complete Pulse, Rhythm and Pitch</p> <ul style="list-style-type: none"> <li>• Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>• Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> </ul> <p><b>Singing</b></p> <p>To sing along with a pre-recorded song and add actions. To sing along with the backing track. To begin to understand what good posture looks like and the importance of warming up before we sing.</p> <p><b>Share and Perform</b></p> <p>Perform any of the nursery rhymes by singing and adding actions or dance. Record the performance to talk about.</p>

		6) Can I say what went well and what you could do better next time?		
Spring term Terrific Transport  What will I be?	Being Imaginative and Expressive	<b>Learning focus</b>	<b>Vocabulary</b>	<b>Demonstrating skills and showing understanding.</b>
		<p>To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music. <b><u>I'm a composer!</u></b> <b><u>Naughty Bus!</u></b> <b>Can I explore and create a soundscape for our story, using classroom instruments?</b> 1) Create a story, choosing and playing classroom instruments and/or sound makers. 2) How will I create musical sound effects and short sequences of sounds in response to music and video? 3) Can I use a graphic score to represent the sound I created using my own symbols? 4) Could I use music technology, to capture, change and combine sounds? 5) Can I work as part of a team to improve our performance? 6) Using musical language, can I say how I felt about our performance and how it could be improved next time?</p>	<ul style="list-style-type: none"> <li>• Pulse- steady beat, the heartbeat of the music.</li> <li>• Rhythm- long and short sounds.</li> <li>• Pitch- high and low sounds.</li> <li>• Warm -up</li> <li>• Classroom instruments- tambourine, triangle, drum, xylophone, wood block, sleigh bells, maraca's, cymbal.</li> <li>• Audience.</li> <li>• Perform</li> <li>• Posture</li> <li>• Compose</li> <li>• Graphic score</li> <li>• Sound effects</li> <li>• Improvise</li> <li>• Riff</li> </ul>	<p><b>Listen and Respond</b> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><b>Explore and Create</b> Children listen to and work with the Games Track to complete Pulse, Rhythm and Pitch</p> <ul style="list-style-type: none"> <li>• Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>• Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song</li> </ul> <p><b>Singing</b> To sing along with a pre-recorded song and add actions. To sing along with the backing track. To begin to understand what good posture looks like and the importance of warming up before we sing.</p> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul>

		<p><b>Sandiway and Cuddington Gala Day</b>  <b>Can I sing as part of a group and match the pitch?</b>            1) Why do I need to warm up my voice before I sing?            2)How can I use my eyes and eyebrows to improve my performance?            3)How can I use my ears to improve my performance?            4) What does good posture look like?            5)Can I sing the words clearly and with energy?</p>		
<p><b>Summer Term Superheroes to the rescue</b></p> <p><b>Under the sea</b></p>	<p><b>Being Imaginative and Expressive</b></p>	<p>To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music.</p> <p><u><b>Under The Sea</b></u>  <b>Can I listen and respond to different musical styles?</b>            1)How can I move to the pulse?            2)Can I match the pitch?            3)Which instruments can I hear?            4)What are the songs about?            5)How does the music make me feel?            6) What are the differences between the musical styles we have been learning about?</p>	<ul style="list-style-type: none"> <li>• Pulse- steady beat, the heartbeat of the music.</li> <li>• Rhythm- long and short sounds.</li> <li>• Pitch- high and low sounds.</li> <li>• Warm -up</li> <li>• Classroom instruments- tambourine, triangle, drum, xylophone, wood block, sleigh bells, maraca's, cymbal.</li> <li>• Audience.</li> <li>• Perform</li> <li>• Call and response</li> <li>• Lyrics</li> <li>• Musical Style Eyes, Ears,</li> </ul>	<p><b>Listen and Respond</b>            To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><b>Explore and Create</b>            Children listen to and work with the Games Track to complete Pulse, Rhythm and Pitch</p> <ul style="list-style-type: none"> <li>• Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>• Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>• Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> </ul> <p><b>Singing</b>            To sing along with a pre-recorded song and add actions. To sing along with the backing track. To understand what good posture looks like and the importance of warming up before we sing.</p> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> </ul>

		<b>Reflect, Rewind and Replay</b> <b>Can I remember skills I have learnt and improve them?</b> 1) Can I sing and revisit nursery rhymes and action songs? 2) How will I play instruments within the song? 3) Can I improvisation using my voice and instruments? 4) Can I create a riff- based- composition? 5) Can I practise to improve my performance?	Eyebrows, Energy • Compose • Graphic score • Riff	• Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.