

## Expressive Arts

Our Expressive Arts key concepts are:

- Music
- Drama
- Music & Movement

- Drama and Music and Movement on a three year rolling program.
- Music on a two year rolling program to alternate between 'singing' and 'playing instruments'

Explorers Primary Expressive Arts (Exploring my imagination and creativity)		
Term 1&2	Pre Scheme A	
	Key Concept	Music & Movement
	Explorers Topic  Vocab <span style="background-color: #d3d3d3; border: 1px solid #000; padding: 2px;">▶ Explore...</span>	<ul style="list-style-type: none"> <li>•Listens with increased attention to sounds- <i>Gives attention to sounds they hear</i></li> <li>•Explore and engage in movement to music, where the music influences the movements made</li> <li>•Concentrates on moving safely around the space, influenced by the music they hear</li> <li>•Moves to music purposely and with feeling</li> </ul> <p><b>End Goal- Listens carefully to music, aiming to move in time with the beat</b></p>

Term 3&4	Key Concept	Drama	
	Explorers Topic Vocab 📺 Explore...	<p>Listen attentively to stories and respond with words and actions</p> <p>To learn and recount simple narratives</p> <p>Shows increased level of understanding of vocabulary from literature through role play</p> <p>Adapt and invent narratives, influenced by the literature they have experienced</p> <p><b>End Goal- Collaborate with others to perform simple narratives</b></p>	
Term 5&6	Key Concept	Music Singing	
	Explorers Topic Vocab 📺 Explore...	<p>Sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> <li>•Sing as part of a group with increasing accuracy, melody, pitch and timing</li> <li>•Performs songs with others</li> </ul> <p><b>•End Goal- Performs collaboratively, listening to and taking cues from each other</b></p>	

Expressive Arts				
Term 2	Scheme	Scheme A	Scheme B	Scheme C
	Key Concept	Music & Movement		
	Topic	Disco	Disco	Latin

	<p><b>Composite Skills</b></p> <p>Component skills</p>	<p>Responds specifically to music through movement</p> <p>Reacts to a change in the music</p> <p>Moves rhythmically with music</p> <p>To dance a learned routine with a group, showing awareness of space and moving in time together</p> <p>To perform a learned routine with a group to an audience, showing awareness of space and moving in time together</p>	<p>To dance a learned routine with a group, showing awareness of space and moving in time together</p> <p>To perform a learned routine with a group to an audience, showing awareness of space and moving in time together</p> <p>To create a routine sequence of movements to music, moving in time</p> <p><b>End Goal- To create and perform a routine with a group to an audience, showing awareness of space and moving in time together</b></p>
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Term 4		<p>To create a routine sequence of movements to music, moving in time</p> <p>End Goal- To create and perform a routine with a group to an audience, showing awareness of space and moving in time together</p> <p><b>End Goal- To learn a dance routine</b></p>		
	Scheme	Scheme A	Scheme B	Scheme C
	Key Concept	Drama		
	Topic	WW2	WW2	Shakespeare
	Composite Skills	Engages in imaginative role-play based on lesson theme	<p>Can perform a given role within a group</p> <p>Can memorise lines</p>	

		<p>Uses available resources to create props to support drama</p> <p>Can role play alongside another character in a storyline</p> <p><b>End goal- Can adopt a role using a script/ role given to them</b></p>	<p>Can project their voice when performing, understanding why this is necessary</p> <p>Can use expression and body language to enhance the portrayal of the character they are playing</p> <p>Can create a role</p> <p>Can devise drama, working in a small group to construct and coordinate ideas</p> <p><b>Devises and performs drama with a group to an audience</b></p>	
Term 6	Scheme	Scheme A	Scheme B	Scheme C
	Key Concept	Music Singing		
	Topic	Longcase has Talent	Longcase has Talent	Rap and Hip-Hop
	<p>Component Skills</p> <p><b>Composite Skill</b></p>	<p>To listen and respond to a wide range of high-quality live and recorded music of different styles, genres and traditions</p> <p>To meaningfully discuss the music they hear</p> <p>Can join in with singing</p>	<p>To develop an understanding of how music can evoke emotions</p> <p>Understand, recognise and use correct vocabulary to describe the elements of music</p> <p>Can use their voice expressively when singing songs</p>	

		<p>Sing a song, starting and stopping in the right places</p> <p><b>End Goal- Sing in a group listening to each other to keep in time</b></p>	<p>Can perform to an audience singing in a solo context, in time with the beat</p> <p>Uses choral techniques when singing with others</p> <p><b>End Goal- Can write and perform their own lyrics</b></p>
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Explorers Primary  
Expressive Arts (Exploring my imagination and creativity)

Term 1&2	Pre Scheme A	
	Key Concept	Music & Movement
	Explorers Topic  Vocab Explore...	<ul style="list-style-type: none"> <li>•Listens with increased attention to sounds- <i>Gives attention to sounds they hear</i></li> <li>•Explore and engage in movement to music, where the music influences the movements made</li> <li>•Concentrates on moving safely around the space, influenced by the music they hear</li> <li>•Moves to music purposely and with feeling</li> </ul> <p><b>End Goal- Listens carefully to music, aiming to move in time with the beat</b></p>
Term 3&4	Key Concept	Drama
	Explorers Topic  Vocab Explore...	Listen attentively to stories and respond with words and actions  To learn and recount simple narratives  Shows increased level of understanding of vocabulary from literature through role play  Adapt and invent narratives, influenced by the literature they have experienced  <p><b>End Goal- Collaborate with others to perform simple narratives</b></p>
	Key Concept	Music Playing Instruments

	Explorers Topic  Vocab Explore...	<ul style="list-style-type: none"> <li>•Explore and engage in music making with instruments</li> <li>•Play instruments with intention, to express feelings and ideas.</li> <li>•Performs songs with others</li> <li>•<b>End Goal- Performs collaboratively, listening to and taking cues from each other</b></li> </ul>
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Expressive Arts				
Term 2	Scheme	Scheme A	Scheme B	Scheme C
	Key Concept	Music & Movement		
	Topic	Bollywood	Bollywood	Block Party
	Component Skills  <b>Composite Skill</b>	<p>Responds specifically to music through movement</p> <p>Reacts to a change in the music</p> <p>Moves rhythmically with music</p>	<p>To dance a learned routine with a group, showing awareness of space and moving in time together</p> <p>To perform a learned routine with a group to an audience, showing awareness of space and moving in time together</p> <p>To create a routine sequence of movements to music, moving in time</p> <p><b>End Goal- To create and perform a routine with a group to an audience, showing</b></p>	

		<b>End Goal- To learn a dance routine</b>	<b>awareness of space and moving in time together</b>	
Term 4	Key Concept	Drama		
	Topic	Around the world-stories from different cultures	Around the world-stories from different cultures	Comedy
	Component Skills <b>Composite Skill</b>	Engages in imaginative role-play based on lesson theme  Uses available resources to create props to support drama  Can role play alongside another character in a storyline  <b>End goal- Can adopt a role using a script/ role given to them</b>	Can perform a given role within a group  Can memorise lines  Can project their voice when performing, understanding why this is necessary  Can use expression and body language to enhance the portail of the character they are playing  Can create a role  Can devise drama, working in a small group to construct and coordinate ideas  <b>Devises and performs drama with a group to an audience</b>	

Term 6	Key Concept	Music Using Instruments		
	Topic	Africa	Africa	Band Camp
	Component Skills  <b>Composite Skill</b>	<p>To listen and respond to a wide range of high-quality live and recorded music of different styles, genres and traditions</p> <p>To meaningfully discuss the music they hear</p> <p>Explore different sounds (from instruments, body percussion or recorded sounds)</p> <p><b>End Goal- Understands and can demonstrate pulse and rhythm, in time with</b></p>	<p>To develop an understanding of how music can evoke emotions</p> <p>Understand, recognise and use correct vocabulary to describe the elements of music</p> <p>Can compose a piece of music</p> <p>Can perform a piece of music to an audience</p> <p><b>End Goal- Can play music with a group, showing listening skills and playing in time</b></p>	

		music (using an instrument, body percussion or recorded sounds)	
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Explorers Primary Expressive Arts (Exploring my imagination and creativity)		
Term 1&2	Pre Scheme A	
	Key Concept	Music & Movement
	Explorers Topic  Vocab Explore...	<ul style="list-style-type: none"> <li>•Listens with increased attention to sounds- <i>Gives attention to sounds they hear</i></li> <li>•Explore and engage in movement to music, where the music influences the movements made</li> <li>•Concentrates on moving safely around the space, influenced by the music they hear</li> <li>•Moves to music purposely and with feeling</li> </ul> <p><b>End Goal- Listens carefully to music, aiming to move in time with the beat</b></p>
Term 3&4	Key Concept	Drama

	<p>Explorers Topic</p> <p>Vocab</p> <p>📺 Explore...</p>	<p>Listen attentively to stories and respond with words and actions</p> <p>To learn and recount simple narratives</p> <p>Shows increased level of understanding of vocabulary from literature through role play</p> <p>Adapt and invent narratives, influenced by the literature they have experienced</p> <p><b>End Goal- Collaborate with others to perform simple narratives</b></p>
Term 5&6	Key Concept	Music Singing
	<p>Explorers Topic</p> <p>Vocab</p> <p>📺 Explore...</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> <li>•Sing as part of a group with increasing accuracy, melody, pitch and timing</li> <li>•Performs songs with others</li> </ul> <p><b>•End Goal- Performs collaboratively, listening to and taking cues from each other</b></p>

Expressive Arts				
Term 2	Scheme	Scheme A	Scheme B	Scheme C
	Key Concept	Music & Movement		
	Topic	Circus	Circus	Bollywood

	Component Skills	Responds specifically to music through movement	To dance a learned routine with a group, showing awareness of space and moving in time together	
	<b>Composite Skill</b>	Reacts to a change in the music	To perform a learned routine with a group to an audience, showing awareness of space and moving in time together	
		Moves rhythmically with music	To create a routine sequence of movements to music, moving in time	
		<b>End Goal- To learn a dance routine</b>	<b>End Goal- To create and perform a routine with a group to an audience, showing awareness of space and moving in time together</b>	
Term 4	Key Concept	Drama		
	Topic	Traditional Tales	Traditional Tales	Myths and Legends
	Component Skills	Engages in imaginative role-play based on lesson theme	Can perform a given role within a group	
	<b>Composite Skill</b>	Uses available resources to create props to support drama	Can memorise lines	
			Can project their voice when performing, understanding why this is necessary	

		<p>Can role play alongside another character in a storyline</p> <p><b>End goal- Can adopt a role using a script/ role given to them</b></p>	<p>Can use expression and body language to enhance the portrail of the character they are playing</p> <p>Can create a role</p> <p>Can devise drama, working in a small group to construct and coordinate ideas</p> <p><b>End goal- Devises and performs drama with a group to an audience</b></p>	
Term 6	Key Concept	Music Singing		
	Topic	Longcause has Talent	Longcause has Talent	Musicals
	<p>Component Skills</p> <p><b>Composite Skill</b></p>	<p>To listen and respond to a wide range of high-quality live and recorded music of different styles, genres and traditions</p> <p>To meaningfully discuss the music they hear</p>	<p>To develop an understanding of how music can evoke emotions</p> <p>Understand, recognise and use correct vocabulary to describe the elements of music</p> <p>Can use their voice expressively when singing songs</p>	

		<p>Can join in with singing</p> <p>Sing a song, starting and stopping in the right places</p> <p><b>End Goal- Sing in a group listening to each other to keep in time</b></p>	<p>Can perform to an audience singing in a solo context, in time with the beat</p> <p>Uses choral techniques when singing with others</p> <p><b>End Goal- Can write and perform their own lyrics</b></p>
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Links to careers		
Music	Movement and Music	Drama
Musician, DJ, working as part of a team, teaching or assisting teaching of music	Dancer, working as part of a team, teaching or assisting with dance lessons	Actor, working as part of a team, teaching or assisting with drama lessons