

Curricular area: <b>Expressive arts</b>	Level: <b>Second</b>	Block: <b>April - June</b>
<p><b>Experiences and Outcomes</b></p> <p>I can sing and play music from a range of styles and cultures, showing skills and using performance directions, and/or musical notation. <b>EXA2-16A</b></p> <p>Inspired by a range of stimuli, and working on my own and or/with others, I can express and communicate my ideas, thoughts and feelings through musical ideas. <b>EXA2-18A</b></p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work. <b>EXA2-19A</b></p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. <b>EX2-09A</b></p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. <b>HWB2-13A</b></p> <p>Pupils have been identified working within 3rd level E's &amp; O's, therefore relevant E's &amp; O's and Benchmarks have been highlighted to ensure relevant pace and challenge for all pupils.</p>	<p><b>Learning Intentions</b></p> <p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• improving my skills on tuned percussion;</li> <li>• improving my skills and notation reading on violin, guitar, viola and bass guitar;</li> <li>• expressing my thoughts and feelings on a variety of potential songs to be learned;</li> <li>• improving my singing techniques;</li> <li>• creating a short sequence of steps appropriate to a given piece of music;</li> <li>• able to perform my own role confidently in front of an audience;</li> </ul> <p><b>Learners will be successful if they can:</b></p> <p>learn arrangement of <i>Pachabels Canon</i>, <i>Stay with me</i> and <i>See you Again</i> on their chosen instrument;</p> <p>read notation (only pupils with musical instruction);</p> <p>demonstrate being able to follow performance directions;</p> <p>demonstrate vocal techniques, dynamics and pitch;</p>	<p><b>Learning Experiences</b></p> <p>Suggest and listen to a variety of songs pupils would like to perform for showcase.</p> <p>Practice with individual groups of instruments and come together for rehearsals.</p> <p>Develop how to follow and be guided by performance directions.</p> <p>Practice chosen songs using techniques to convey mood of music.</p> <p>Auditioning for dance roles within Evolution of dance, rehearsing with teacher support to create short performance.</p> <p>Opportunities to exercise performing skills in front of small audiences.</p> <p><b>Assessment:</b> Documenting skills development on P7 blog.</p> <p>Peer/self and teacher assessment with every instrumental practice.</p> <p>Solo performers to be peer assessed by rehearsing in front of peers</p> <p>As rehearsals progress audio and video recording of practices so pupils can assess their learning.</p>

<p>I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. <b>EXA3-16A</b></p> <p>I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. <b>EXA3-18A</b></p>	<p>create and rehearse a dance sequence with others and perform with confidence.</p> <p><b>Benchmarks</b>  Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.</p> <p>Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.</p> <p>Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts.</p> <p>Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.</p> <p>Selects and applies dance skills to create dance that shows variation, for solo or group performance.</p> <p>Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or individual performance.</p> <p>Performs individually and as part of a group,</p>	<p>Class videos will be reviewed with pupils, evaluated and documented on p7 blog</p> <p>Daily assessment in plans.</p> <p>Video recording of final performance.</p> <p><b>Context:</b> Showcasing P7 skills to audience during leavers assembly.</p>
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