

↓ | what they are doing |

<p>Curricular area: Experiences and Outcomes</p> <ul style="list-style-type: none"> I can sing and play music from a range of styles and cultures, showing skills and using performance directions, and/or musical notation EXA2-16A 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. EXA2-18A 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. EXA2-19A <p>U4W Being e's + o's? NWB-2-13A Dance e's + o's - EX2-09a</p> <p>* Pupils have been identified working ^{within} towards 3rd level Esr 0's therefore relevant benchmarks have been highlighted to ensure relevant pace challenge for all pupils.</p>	<p>Level: Learning Intentions</p> <p>I am:</p> <ul style="list-style-type: none"> Improving my skills on Tuned Percussion Improving my skills and notation reading on violin, Guitar and double bass Expressing my thoughts and feelings on a variety of potential songs to be learned. Improving my singing techniques. I can create a short sequence of steps appropriate to a given piece of music I am able to perform my ^{designated} own roll in front of an audience <p>Learners will be successful if they can: * Skills</p> <ul style="list-style-type: none"> Learning and rehearsing with two beaters on Glockenspiel. Instrumentalist can practice their part of the arrangement with their instructor Follow simple notation Demonstrate vocal techniques, many dynamics and accurate pitch. <p>Benchmarks</p> <ul style="list-style-type: none"> Explains preference for music pieces listened to. Explains with supporting reasons what works well and what could be improved in their work and others work, using appropriate music vocabulary. 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. Applies verbal and non verbal techniques whilst giving and/or following performance direction, for example, eye contact and/or body language. 	<p>Block: Learning Experiences</p> <ul style="list-style-type: none"> Suggest and explore variety of songs to perform ^{appropriate} in with performance. Practice with all instruments involved in arrangement, in groups and all together. Developing how to follow performance directions. Practice chosen songs using ^{known techniques} and learning ^{introducing} techniques which convey mood of song. - dance Audio taping for rolls within ^{done} ^{teacher support} ^{to create short performance} ^{using opportunities to rehearse performing skills in front of small audiences} ^{Now} ^{Assessment:} <p>Assessment:</p> <ul style="list-style-type: none"> Evaluate song choices and rehearsals on P7 Blog Documenting skills development on P7 Blog. Peer/Self and Teacher Assessment with every Instrumental Practice - Individuals * ^{Video} ^{As rehearsals progress Audio recording of practices so children can ^{self-} assess their progress.} Video Recording of P7 Showcase Class videos will be discussed with pupils, evaluated + documented on blog. <p>Context:</p> <p>Celebrating P7</p> <ul style="list-style-type: none"> Showcasing P7's leaves Assembly P7 <p>* opportunities for solo performers to be peer assessed.</p>
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