

Music & Drama Pathway-ARB

Subject Lead: Jordan Garratt

INTENT:

Music & Drama is an inspiring, creative and practical subject. Music encourages children to learn about cultures around the world and sound through history. It encourages our pupils to have a preference and to respect other’s choices. At Camelford Primary ARB, we encourage children to use their creativity and imagination, to explore how sound works in a variety of ways. We aim to, wherever possible, link work to topic themes and offer designs fit for real life purpose. Through Drama children learn to express themselves and test out unfamiliar scenarios in a safe environment. The children are also given opportunities to share their work through filmed and live performances to an audience to help build a sense of pride and accomplishment.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of exploring a range of music from history and different cultures. The children have the opportunity to choose and are encouraged to have a preference, whilst keeping a broad knowledge of music. We explore sound through manual and electronic instruments, as well as sounds in our everyday environment.

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to explore, rehearse and perform
- Develop an understanding of emotions in context to better manage big emotions when they are felt in daily life
- Pupils feel more confident to try unfamiliar opportunities in the outside world
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to play an instrument or perform for purpose.
 - understand and apply the principles of sound. Supporting them to create variety in their work and to broaden their musical preference..
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Camelford Primary School Music & Drama Skills Progression

	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways-British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways-British Values History Focus
A R B Music	Sounds interesting-exploring sounds U2, Instruments P1b Special People-beat and tempo ME 8-19	Sound & Skills all around us P5b & 6b, U1	Showing enjoyment	Turn taking	Listening & enjoyment P1c Growth & change-loud & quiet ME56-67	Sound (1) P1a & 2c	Made instruments P6a Working world ME 44-45	Instruments & Rhythm Cultural Rhythms P4b, 6c	Exploring rhythmic patterns U10 Moving Patterns P2a, ME 32-43	Exploring sounds Going places- high and low ME 20-31	Sound (2) Electronic Music P3c	Our senses-Timbre ME68-69 Rhythmic movement P3b
A R B Drama	Exploring Space & Movement 1 Our Bodies P2a	Relationships	Sensory seasons Woodland soundscape P1a	Taking turns	Exploring space and movement 2 Cycles water P4a	Using stories 1 We're going on a bear hunt P1b	Using role play 1 Sensory Christmas P4a, 5c	Using stories 2 P2b & c, 3a, c, 6b, c	Using stories 3 The gingerbread boy	Using role play 2 Journeys-pack a suitcase P4c	Exploring space and movement 3 Maytime P6a	Using role play 3 Goldilocks and the three bears P1c

Camelford Primary School Music & Drama Skills Progression

The following documents detail the Engagement Steps and Primary Steps statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for levels Engagement Steps 1-6 and Primary Steps 1-2+.

How should this be used to help plan learning opportunities?

Teachers must ensure that they use the progression of skills to guide their planning, teaching and assessment. They should inform their planning for each child inline with their level in each subject area. However, due to the fact that we have mixed classes at Camelford ARB, teachers must use their professional judgement.

How can this be used by subject leads and SLT?

Subject Leads and SLT should use the progression of skill statements and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that they are pitched to the right level ensuring challenge. The journey of a child in their time at Camelford ARB should be carefully monitored to ensure their learning is progressive and varied.

Engagement Steps 1-6

Cognition & Learning: Exploration Description

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Cognition & Learning: Anticipation Description

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

Cognition & Learning: Initiation Description

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieved outcome.

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

Communication & Interaction: Expressive Communication Description

Assessment of Expressive Communication measures intentional and pre-intentional patterns of behaviour and communication which help the pupil get their needs met.

Communication & Interaction: Receptive Communication Description

Assessment of Receptive Communication measures the extent to which a pupil comprehends simple verbal, symbolic and body language.

Sensory & Physical: Auditory Operation Description

Assessment of Auditory Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of sound.

Primary Steps: 1-3

Science: Sound Description

Assessment of Science Sound measures the extent to which a pupil understands the different ways to make sound, how to adapt sound and how to use sound and instruments to express themselves creatively.

English: Spoken Language Description

Assessment of English spoken language measures the extent to which a pupil can express themselves through either spoken word, or using of gesture, objects or symbols. It measures a pupil’s ability to make choices and to interact with others.

PSHE: Relationships Description

Assessment of PSHE relationships measures the extent to which a pupil understands how to interact with other people and how to express their emotions and needs in a healthy and safe way.

*beyond these assessment tools and statements, pupils in ARB would move on to YR1-YR6 statements for assessment found under the same categories on B2 Connecting Steps. We do not currently have pupils in our ARB working close to this level.