


Expressive Arts

Our Expressive Arts key concepts are:

- Music
 - Drama
 - Music & Movement
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- 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) | | |
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| Term 1&2 | Pre Scheme A | |
| | Key Concept | Music & Movement |
| | Explorers Topic Vocab  Explore... | <ul style="list-style-type: none"> •Listens with increased attention to sounds- <i>Gives attention to sounds they hear</i> •Explore and engage in movement to music, where the music influences the movements made •Concentrates on moving safely around the space, influenced by the music they hear •Moves to music purposely and with feeling <p>End Goal- Listens carefully to music, aiming to move in time with the beat</p> |

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| 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 End Goal- Collaborate with others to perform simple narratives |
| Term 5&6 | Key Concept | Music Singing |
| | Explorers Topic Vocab Explore... | Sing a range of well-known nursery rhymes and songs. •Sing as part of a group with increasing accuracy, melody, pitch and timing •Performs songs with others •End Goal- Performs collaboratively, listening to and taking cues from each other |



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


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| | Composite Skills | Responds specifically to music through movement | To dance a learned routine with a group, showing awareness of space and moving in time together |
| | Component skills | 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 |
| | | <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>End Goal- To create and perform a routine with a group to an audience, showing awareness of space and moving in time together</p> |

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| | | <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>End Goal- To learn a dance routine</p> | | |
| Term 4 | 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> | |

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| | | <p>Uses available resources to create props to support drama</p> <p>Can role play alongside another character in a storyline</p> <p>End goal- Can adopt a role using a script/ role given to them</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>Devises and performs drama with a group to an audience</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>Composite Skill</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> | |

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| | | <p>Sing a song, starting and stopping in the right places</p> <p>End Goal- Sing in a group listening to each other to keep in time</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>End Goal- Can write and perform their own lyrics</p> |
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| Explorers Primary Expressive Arts (Exploring my imagination and creativity) | | |
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| Term 1&2 | Pre Scheme A | |
| | Key Concept | Music & Movement |
| | Explorers Topic Vocab  Explore... | <ul style="list-style-type: none"> •Listens with increased attention to sounds- <i>Gives attention to sounds they hear</i> •Explore and engage in movement to music, where the music influences the movements made •Concentrates on moving safely around the space, influenced by the music they hear •Moves to music purposely and with feeling <p>End Goal- Listens carefully to music, aiming to move in time with the beat</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>End Goal- Collaborate with others to perform simple narratives</p> |
| | Key Concept | Music Playing Instruments |


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| | Explorers Topic Vocab  Explore... | •Explore and engage in music making with instruments •Play instruments with intention, to express feelings and ideas. •Performs songs with others • End Goal- Performs collaboratively, listening to and taking cues from each other |
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| Expressive Arts | | | | |
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| Term 2 | Scheme | Scheme A | Scheme B | Scheme C |
| | Key Concept | Music & Movement | | |
| | Topic | Bollywood | Bollywood | Block Party |
| | Component Skills Composite Skill | Responds specifically to music through movement Reacts to a change in the music Moves rhythmically with music | To dance a learned routine with a group, showing awareness of space and moving in time together To perform a learned routine with a group to an audience, showing awareness of space and moving in time together To create a routine sequence of movements to music, moving in time End Goal- To create and perform a routine with a group to an audience, showing | |

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| | | End Goal- To learn a dance routine | awareness of space and moving in time together | |
| Term 4 | Key Concept | Drama | | |
| | Topic | Around the world- stories from different cultures | Around the world- stories from different cultures | Comedy |
| | Component Skills Composite Skill | 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 End goal- Can adopt a role using a script/ role given to them | 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 portrait of the character they are playing Can create a role Can devise drama, working in a small group to construct and coordinate ideas Devises and performs drama with a group to an audience | |

| Term 6 | Key Concept | Music Using Instruments | | |
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| | Topic | Africa | Africa | Band Camp |
| | Component Skills Composite Skill | <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>End Goal- Understands and can demonstrate pulse and rhythm, in time with</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>End Goal- Can play music with a group, showing listening skills and playing in time</p> | |

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

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| | 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 End Goal- Collaborate with others to perform simple narratives |
| Term 5&6 | Key Concept | Music Singing |
| | Explorers Topic Vocab Explore... | Sing a range of well-known nursery rhymes and songs. •Sing as part of a group with increasing accuracy, melody, pitch and timing •Performs songs with others •End Goal- Performs collaboratively, listening to and taking cues from each other |

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

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| | 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 | |
| | Composite Skill | 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 | |
| | | End Goal- To learn a dance routine | End Goal- To create and perform a routine with a group to an audience, showing awareness of space and moving in time together | |
| | 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 | |
| Composite Skill | | Uses available resources to create props to support drama | Can memorise lines | |
| | | | Can project their voice when performing, understanding why this is necessary | |

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| | | <p>Can role play alongside another character in a storyline</p> <p>End goal- Can adopt a role using a script/ role given to them</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>End goal- Devises and performs drama with a group to an audience</p> | |
| Term 6 | Key Concept | Music Singing | | |
| | Topic | Longcause has Talent | Longcause has Talent | Musicals |
| | <p>Component Skills</p> <p>Composite Skill</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> | |

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| | | <p>Can join in with singing</p> <p>Sing a song, starting and stopping in the right places</p> <p>End Goal- Sing in a group listening to each other to keep in time</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>End Goal- Can write and perform their own lyrics</p> |
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| Links to careers | | |
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| 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 |