

My Creativity- Dance, Drama and Music

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| <p>Curriculum Intent</p> <p>Learning Intentions</p> | <p>Dance, Drama and Music</p> <p>Drama- is based upon imaginative engagement and pretence - the developmental levels leading to this can be supported through 'My Cognition' focussing on the different aspects of play: sensori motor exploration in an ego centric manner moving toward relational and parallel play opportunities i.e. identifying objects and playing alongside peers. Play can develop further with the understanding of the functional use of objects- brushing hair with comb and beginning to pro-actively initiate and participate with peers/adults. Symbolic understanding leads to the connection of meaning to objects and the start of pretence i.e. feeding dolly with a spoon/dish, some turn taking and participation with peers. Higher level conceptual understanding- the pupil gives alternative meaning/function to an object and begin to create imaginary objects i.e. stirring bricks in a pan to make the dinner, miming throwing an imaginary ball to someone.</p> <p>Dance- is based upon 'My Physical' following the SOW individual gross motor needs for each pupil. However, importantly it is also about sense of rhythm and moving bodies in appreciation of the dynamics and pitch of music- moving quickly or waving arms energetically to a fast tempo. Developing a sense of stillness i.e. visibly relaxing to a piece of calming music. Changing our mood and matching our body movements to a piece of music i.e. stomping angrily to a piece of loud staccato music. Following a modelled step/action and increasingly complex sequences i.e. stop/go developing to imitating a dance step routine of 3-4 parts.</p> <p>Music- As with all creative sessions the learning focus is on process and both the listening and doing aspects of creating sound and music. Elements of music to consider are: tempo, structure, pitch, timbre/tone, dynamics, texture and rhythm. Using the Equals SOW to look at specific details for teaching sessions to develop: tempo and rhythm; timbre, the quality of a musical sound; texture, how melody, harmony and rhythm are combined; structure: the plan or composition of a piece of music; pitch, how high or low a note is; dynamics. How loud or quiet a piece of music is.</p> <p><u>Semi-Formal:</u> Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills. Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body. Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions. Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.</p> <p><u>Semi-Formal Enhanced/Bridging:</u> Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory. Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.</p> |
| <p>Curriculum Implementation</p> <p>Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits</p> | <p>Music: Music assessment systems and Teaching/Planning support packages: Tuning In set, Sounds of Intent. Holistic Music for Children. All Join In. Tac Pac- anticipating/linking music and action. Resources: Making music through technology i.e. electronic music trolley, Sound Beamz, Sound activated rainbow board, iPad apps, Switch activated lights/sound. Resonance Boards/Resonance speaker in the floor cushion or the Sound Cradle. Percussion and tuned instrument sessions [from different cultures]. Live Music Now and Sowerby Music for Life. Signing choir/Sing & Sign sessions. Recorded commercial music- various genres and accessing in different ways i.e. iPad, iphone, YouTube, CD player, ear buds, head phones, surround sound! Rhyme and song/music can support all teaching activities and used a sensory prompt i.e. auditory clue as introduction or signifying end of an activity.</p> <p><i>Fiesta! Mardi Gras- Salsa/Latin drumming, observe on YouTube and join in with percussion rhythms- bongo drums, bongo bell, timbales. Listening and responding to music from celebrations around the world using single switch to operate or ipad, using headphones.</i></p> <p>Drama: Sessions can be continuous exploration [play] provision and also directly linked to thematic planning. <i>Fiesta! Linked to My Communication sensory story of travelling to a destination and taking part in carnival and fiesta celebrations.</i> Keith Park 'call and response' approaches to sessions- repeat and model.</p> <p>Dance: Dance teaching approaches: Jabadao, Developmental Movement & Play and Intensive interaction teaching strategies. Dancing floor based or in equipment or on our feet i.e. wheelchair or walker ceilidh, lycra rolling floor based. Dancing can be from different genres/cultures: Traditional- square dance, line dance, ballroom and Latin dance, tap, Irish dancing; Contemporary/Modern- Street, hip hop, body popping etc. To have the opportunity to watch a dance show 'Strictly Come Dancing' on TV or a stage show or Northern Ballet production. <i>Fiesta! Carnival and Mardi Gras salsa dancing- watch clips on YouTube and immerse the classroom/hall in sounds and lights- wheelchair salsa, moving together in pairs and as a group link to My Physical and MATP.</i></p> |