

Autumn 1 Creating with Materials		Autumn 2 Being Imaginative- Music/ Performing Arts Charanga		Spring 1 Being Imaginative- Music/ Performing Arts Charanga		Spring 2 Being Imaginative- Music/ Performing Arts Charanga		Summer 1 Being Imaginative- Music/ Performing Arts Charanga		Summer 2 Being Imaginative- Music/ Performing Arts Charanga	
Creating with Materials											
- During the first half term, the children will complete weekly EAD sessions that focus on basic skills. These skills will ensure that the children can then access the wider provision - particularly the creative area - and independently apply and extend their learning and development in relation to creating with a wide range of materials. - Throughout the academic year there will be consistent access to the creative area, where the children can design and make using their imagination. There will also be enhancements in provision which will extend and challenge the children's EAD skills. These may be linked to a topic, weekly theme or planned based on the interests of the children after adult observations. - Adult interactions will encourage the children to work towards the following ELGs as they access the wider provision independently to build on their EAD skills: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.											
Introduction to basic skills.	Children will be exploring the Creative Area in provision and the different materials and equipment available to them. Once a week there will be a short adult led input based on a specific skill and the children will have the opportunity to experiment with this skill/ technique that they can then independently use out in provision. Basic skills/ input focuses will include: - Equipment safety - Self-Portraits - Manipulating paper (folding/ bending) - Cutting Skills - Joining materials (glue-collage) - Making a Diya Lamp - Diwali <u>Short Step Progression Links</u> <i>Explore different materials feely, to develop their ideas about how to use them and what to make. (N)</i> <i>Develop their own ideas and then decide which materials to use to express them. (N)</i> <i>Join materials and explore different textures. (N)</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (N)</i>	Chant to the Animals	In this unit, the children will learn two chants: Banana Rap by Jane Sebba and We're Going on a Bear Hunt by Michael Rosen. By learning these chants, the children will start to understand that there are different ways to use our voice in music and that chants use the spoken voice rhythmically and musically. - Explore and learn chants that tell a story. - Know that a chant uses speaking voices musically. <u>Short Step Progression Links</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	Lilting Lullaby	Baby Elephant is a gentle lullaby to help babies fall asleep. The song's melody requires careful listening and practice to accurately pitch-match voices. It has an unusual lilting rhythm created by two beats followed by three beats. You will listen and respond to another piece called Mars by Gustav Holst, which also has a five-beat pattern. Use different ideas from the class to choreograph a dance to Baby Elephant. Dance and music are both expressive performing arts. Combining these will help the children learn that we can communicate with our bodies and not just with words. Learn to sign some or all of the song and enjoy a mixed-art performance in your final week. - Pitch match with accuracy when singing. - Feel the lilt of a 2-3 pattern of beats in music with five beats. <u>Short Step Progression Links</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>	Number Time	In this unit, you will sing two songs, Hickory, Dickory, Dock and Ten Green Bottles. The children will find it easier to learn to sing songs if they hear each melody shape and can draw it with their finger in the air. This helps them know when their voice needs to go up or down. Hickory, Dickory, Dock features a different animal for each time on the clock. Explore each animal's characteristics and emotions as they run up and down the clock. This will help the children to sing with vocal and facial expressions to communicate the song to an audience. Talk about the different verses in Hickory, Dickory, Dock. Can the children draw an animal on the clock picture and draw the hands for the correct time? - Sing with expression. - Hear, draw and sing melody shapes. <u>Short Step Progression Links</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art,</i>	Wellbeing Matters	Learn up to three songs with actions that explore different emotions and share their message through voice and non-verbal communication. Get creative with movement, music and songwriting with different backing tracks to express your feelings. Explore a range of dynamics and learn to control performing them neatly together, following a leader. Discover how a relaxing breathing technique can help to prepare for a performance by calming the body and mind. - Learn to explore and share emotions. - Follow a leader to play loudly and quietly. <u>Short Step Progression Links</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	Rhythm Adventure	This unit has two traditional songs, ABC and The Bear Went Over The Mountain. As the children learn to sing the songs, they will discover how some phrases have many words with busy rhythms and others have fewer words and simple rhythms. The class will select their own words as building blocks and arrange them in different ways to compose repeated rhythms called ostinatos. The Bear Went Over The Mountain has three verses, each with a different terrain for an exciting adventure. At the end of the unit, the song can be brought to life with actions and mixed-media artwork for a class video. - Sing songs rhythmically. - Combine words to compose rhythms. <u>Short Step Progression Links</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i>

	<i>Explore colour and colour mixing. (N)</i> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.				Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. (ELG) Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music. (ELG)		Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. (ELG) Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music. (ELG)
--	---	--	--	--	--	--	--	--	--	--	--