

Teacher:	School:	Class:	Planning Block:
ABC Course/Pack: SEN 1	Journey:8	Curricular Level: CFE Level 1	
Main Lines Of Development	Creating <input type="checkbox"/>	Presenting/Performing <input type="checkbox"/>	Evaluating & Appreciating <input type="checkbox"/>



Act no.	WmUp/Activity	Success Criteria: I can.....	Date Started	Date Completed
1	Tell Diff Perc.	Tell the difference between the sound of different percussion instruments.		
2	Listen Bells play	Play percussion instruments along with a simple song about percussion instruments.		
3	Movement Game-How Many?	Listen and respond to different numbers of sounds. Choose and perform numbers of sounds to control the movement of my peers.		

Code	Act No	1	2	3	Expressive Arts Outcomes/Experiences: Description
EXA 1--2 01a			√	√	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 2--16a			√		I can sing and play music from a range of other styles and cultures, showing growing confidence and skill using performance directions, and/or musical notation.
EXA 2--17a			√	√	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
EXA 2--18a /	√	√	√	√	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 activities.
EXA 2--19a /			√	√	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.
EXA 0-08a			√	√	I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.
EXA 0-10					I have opportunities to enjoy taking part in dance experiences.

Code	Act No	1	2	3	Cross-Curricular Outcomes/Experiences
HWB 0/1/2-19a		√	√	√	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.
HWB 0/1/2-21			√	√	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.
HWB 0/1/2-23a		√	√	√	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.
HWB 0/1/2-24a		√	√	√	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.
HWB 0/1/2-25a					Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.
Lit 0-01a			√	√	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.
Lit 0/1/2-02a		√	√	√	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
Lit 0/1/2-09a		√	√	√	When listening and talking with others for different purposes, I can: •share information, experiences and opinions •explain processes and ideas • identify issues raised and summarise main points or find
Lit 0/1/2-10a		√	√	√	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
MNU 0-02a				√	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.
MNU 1-13a			√	√	I can continue and devise more involved repeating patterns or designs, using a variety of media.
MNU 0/1-16a					I enjoy investigating objects and shapes and can sort, describe and be creative with them.

Assessment- AiFL	Assessment Summative List	Evaluation	Next Steps
Self (S), Individual (I), Peer (P), Group (G), Class (C) <ul style="list-style-type: none"> • Traffic Lights • Self Evaluation • Peer Evaluation • Effective Questioning • Sharing Learning intentions + Review • Generate Success Criteria • Talking Partners • Snowballing • Envoying- think/pair - share • Effective feedback - oral and written - (2 stars and a wish, or tickled pink & green for growth) • Giving a range of answers • Wait time- no hands • Unit coverage- generated by children- KWL grid 	Self (S), Individual (I), Peer (P), Group (G), Class (C) <ul style="list-style-type: none"> • Hard Copy • Observation • Active Listening • Specific Task Management • Questioning • Responding • Describing • Discussion • Post-topic assessment • Recorded interview/video • Performance • Presentation • Role Play 		

Possible Outcomes:

Code	Outcome
EXA 0-08a	I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.
EXA 0-10	I have opportunities to enjoy taking part in dance experiences.
EXA 0--01a / EXA 1--01a / EXA 2--01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 0--16a	I enjoy singing and playing along to music of different styles and cultures.
EXA 1--16a	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.
EXA 2--16a	I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.
EXA 0--17a	I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.
EXA 1--17a	I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.
EXA 2--17a	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
EXA 0--18a / EXA 1--18a / EXA 2--18a	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 activities.
EXA 0--19a	I can respond to music by describing my thoughts and feelings about my own and others' work.
EXA 1--19a / EXA 2--19a	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.
LIT0-01a/LIT 0-11a/ LIT 0-20a	<i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i>
LIT 1-02a	<i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i>
LIT 2-02a	<i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i>
LIT 1-09a	<i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i>
LIT 2-10a / LIT 3-10a	<i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i>

LIT 2-09a	<i>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more.</i>
HWB 0-19a	<i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i>
HWB 1-19a	<i>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</i>
HWB 2-19a	<i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</i>
HWB 1-21	<i>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.</i>
HWB 2-23a	<i>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</i>
HWB 1-24a	<i>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</i>
HWB 2-23a	<i>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</i>
HWB 2-24a	<i>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</i>
HWB 3-23a	<i>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</i>
HWB 3-24a	<i>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</i>
HWB 1-25a	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</i>
HWB 2-25a / HWB 3-25a	<i>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</i>
MNU 0-02a	<i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.</i>
MTH 1-13a	<i>I can continue and devise more involved repeating patterns or designs, using a variety of media.</i>
MTH 0-16a	<i>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</i>

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OS: **Participation in performances and presentations** All aspects of learning in expressive arts include opportunities to present and perform, for example through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in the community. At third level, as a culmination of learning within their broad general education each young person should have the opportunity to contribute to a significant presentation (such as an exhibition) or performance in at least one area of the expressive arts. **Elements Relation to this Journey Highlighted**

OS: **Music** : Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works. **Elements Relation to this Journey Highlighted**

IS: **Expressive Arts** My learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

Glossary **Music**

Dynamics The varying degrees of loudness and quietness in sound.

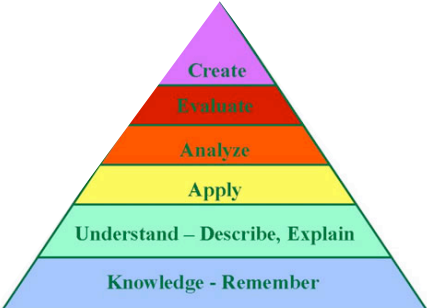
Music concepts Terms that describe the ingredients of music, such as repetition, harmony, major key, syncopation.

Music technology The use of electronic devices and computer software in music compositions and performance.

Pitch The term used to describe how high or low/deep a note or sound is.

Timbre The tone colour or quality of tone which distinguishes one instrument from another.

- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
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- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
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- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
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- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.



Activity	1	2	3	4	5	6
Create	√		√			
Evaluate						
Analyze						
Apply						
Understand - Describe/ Explain						
Knowledge - Remember						