

DANCE, DRAMA and MUSIC

WEEK 1

Listen and move/dance to a range of different music.

Play DANCE FREEZE.

How does each different style of music make you FEEL?

What instruments can you hear?

Did you notice any RHYMING words in the songs?

In Tune Singing

Musical Notation

Hot Cross Buns is a traditional Easter song.

Cooking and eating hot cross buns stems from traditional Christian practices.

This simple song uses only 3 notes and 3 rhythmic patterns. All students have been introduced to these symbols.

We call them:

ta = 1 sound on a beat

ti-ti = 2 sounds on a beat

zah = NO sounds on a beat (a silent beat)

Hot Cross Buns

			~
Hot	cross	buns	
			~
Hot	cross	buns	
∩	∩	∩	∩
One a	pen-ny	Two a	pen-ny
			~
Hot	cross	buns	

Hot Cross Buns

Hot cross buns, Hot cross buns,
One a pen - ny, two a pen - ny, Hot cross

MySongFile.com

Hot Cross Buns
Sing the notes you know.

m r d

m r d

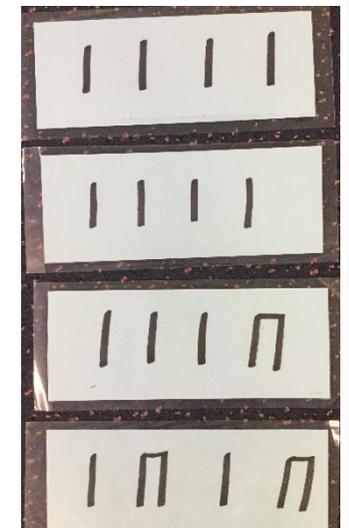
Clap/step/tap these rhythm patterns and create your own:

Game – no materials needed.

Beat

In Tune Singing

All Round The Brickyard. The children are all familiar with this and will be able to teach you.



WEEK 2

Listen and move/dance to a range of different music.

Play **DANCE FREEZE**.

How does each different style of music make you FEEL?

What instruments can you hear?

Did you notice any RHYMING words in the songs?

Musical Notation RHYTHM PATTERNS

Clap/step/tap these rhythm patterns and create your own:

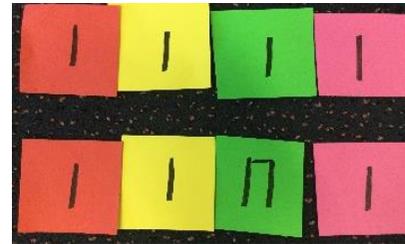
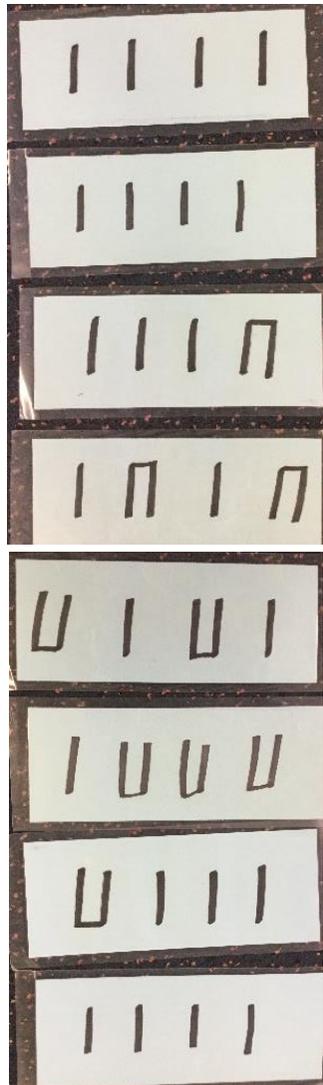
All students have been introduced to these symbols.

We call them:

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Action Song, Sing Along Instruments

“I am the Music Man” Sing along and do the actions, pretend to play a range of different musical instruments.

Dance/Beat/Action Songs

Eg: Hokey Pokey; Here We Go Looby Lou; Blue Bells Cockle Shells.

Game – no materials needed.

Voice Recognition/Listening

In Tune Singing

Kangaroo, Skippy Roo. The children are all familiar with this and will be able to teach you.

In Tune Singing, Sing along for Fun

Alice The Camel

LEARNING GOALS TRANSITION TO YEAR TWO Long term, developmental ... over 3 years....

- Respond to a range of art forms used to communicate emotions, messages and ideas.
- Create and share own artworks (dance moves and sequences, songs and song adaptations, dress up as act as created character).
- Recognise that the purpose of drama is to communicate and share ideas with others.
- Develop skills of effective self-expression and communication
- Build understanding of fiction and non-fiction (real and imaginary/ pretend)

Please note that ARTS areas will naturally overlap, as we blend dance, drama, music visual arts and media arts. Reading, drawing, puppet making, storytelling etc will also readily complement the ARTS.

This will look and sound like:

DANCE	DRAMA	MUSIC
<ul style="list-style-type: none"> ❖ Moving safely in different spaces ❖ Developing balance and coordination ❖ Using large and small muscles and joints in coordinated and controlled movement patterns (eg crawling, star jumps, “flossing”) ❖ Moving to a beat ❖ Remembering movement patterns ❖ Creating sequences of movement patterns (4 x side step left, 4 x jump, 4 x side step right) ❖ Linking movement to emotion and sound (gentle flowing ballet or disco or folk dancing) ❖ Developing spacial awareness (maintaining equal distances, knowing how much space you need to do a spin, the splits, a “worm”...) ❖ Creating and sustaining dance formations and positions such as: rows, lines, pairs, circles, front/rear of stage, left/right... 	<ul style="list-style-type: none"> ❖ using voice facial expression and movement (including gestures) effectively for different emotions ❖ communicating ideas with words, facial expression and movement ❖ is beginning to use different voices for each character ❖ retell familiar stories to an audience (use puppets, dress ups, toys etc) ❖ Using intonation (ups and downs) effectively to express message. ie, questions have an “up” intonation at the end. ❖ effectively using volume and pace for impact ❖ using appropriate volume ❖ using microphones safely and effectively ❖ altering voice to make story more interesting ❖ observing dance, acting and music to consider how and why these artworks were created ❖ exploring a range of vocal sounds and other sound effects 	<ul style="list-style-type: none"> ❖ Listening to and joining in (singing or tapping the beat) to LOTS of DIFFERENT TYPES of music. ❖ Notice/ identify the instruments, voices, sound effects used and wonder why these were selected. ❖ Noticing the RHYMING words. ❖ Singing in tune ❖ identifying high, middle and low notes ❖ identifying familiar musical instruments ❖ Using your “singing voice” which is different from your talking voice. ❖ Identifying familiar people just by their voice. ❖ Creating music for different purposes, eg speed up TEMPO to get audience excited, slow it down to make them feel sleepy. ❖ Making rhythm patterns with things you find and noticing the differences in their sounds... and wondering why they sound different. Some examples: pots, plastic buckets, cutlery, cardboard boxes. (DYNAMICS: volume/ loud/ quiet; resonance, vibrations, sound waves, TIMBRE: metal, wooden, plastic; PITCH: high/ low) <ul style="list-style-type: none"> ❖ Reading, playing and creating simple RHYTHM PATTERNS (1 sound on a beat, 2 sounds on a beat and 0 sounds on a beat – silent note)