

Framework for Expressive Arts

Early, First & Second Level



Art &
Design

Dance

Drama

Music

Guidance on using this framework

Framework for Expressive Arts

Guidance on using this framework

The Glasgow CREATE **Framework for Expressive Arts** has been designed to support practitioners to provide progression in learning in Expressive Arts within Curriculum for Excellence, and to provide challenging, inspirational and enjoyable learning experiences which will enable children and young people to:

- *be creative and express themselves in different ways*
- *experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation*
- *develop important skills, both those specific to the expressive arts and those which are transferable*
- *develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,*
- *prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.*

(Building the Curriculum 1)

It is intended that this framework is used to:

- Support practitioner knowledge and understanding of skills progression across CfE Levels within Expressive Arts
- Support planning for learning in, through and about the Expressive Arts
- Support practitioners to track progress and inform professional judgement
- Ensure consistency of learner experiences across establishments
- Encourage interdisciplinary learning by highlighting opportunities for links to be made across the Expressive Arts organisers and the wider curriculum, and in particular, to support skills for literacy development at Early Level
- Enable links to be made with professional arts companies, creative adults and cultural organisations which will enhance opportunities and experiences for learners

Framework for Expressive Arts

Guidance on using this framework

Supporting Guidance

*The majority of activities in the expressive arts involve **creating** and **presenting** and are practical and experiential. **Evaluating** and **appreciating** are an integral part of the **creative process** and are linked to developing creative **skills, knowledge and understanding** and enhancing **enjoyment**.*

(Expressive arts: Principles and practice)

The suggested teaching strategies and approaches with exemplar learning experiences in this framework are reflective of the statement above, with a strong focus on creating, presenting, evaluating and appreciating as core lines of development within Expressive Arts. These suggestions, however, are not exhaustive and practitioners are encouraged to explore a wide variety approaches, materials and partnerships to create opportunities which meet learners' needs and nurture children's skills, talents or interests.

Glossaries

A Glossary of Terms for each Curriculum Organiser can be downloaded which provides definitions for any technical terms used in the Trackers and Supporting Guidance.

Accessing the Framework

The Framework for Expressive Arts can be viewed online at www.glasgowcreate.online and can be downloaded for use as an interactive PDF.

Framework for Expressive Arts

Navigation around the framework: Title Page & Organisers

The **Framework for Expressive Arts** is arranged by Curriculum Organisers and Experiences and Outcomes in line with Curriculum for Excellence.

Framework for Expressive Arts Early, First & Second Level



Guidance on using this framework

Art &
Design

Dance

Drama

Music

Click each tile to access the progression framework for that Curriculum Organiser.

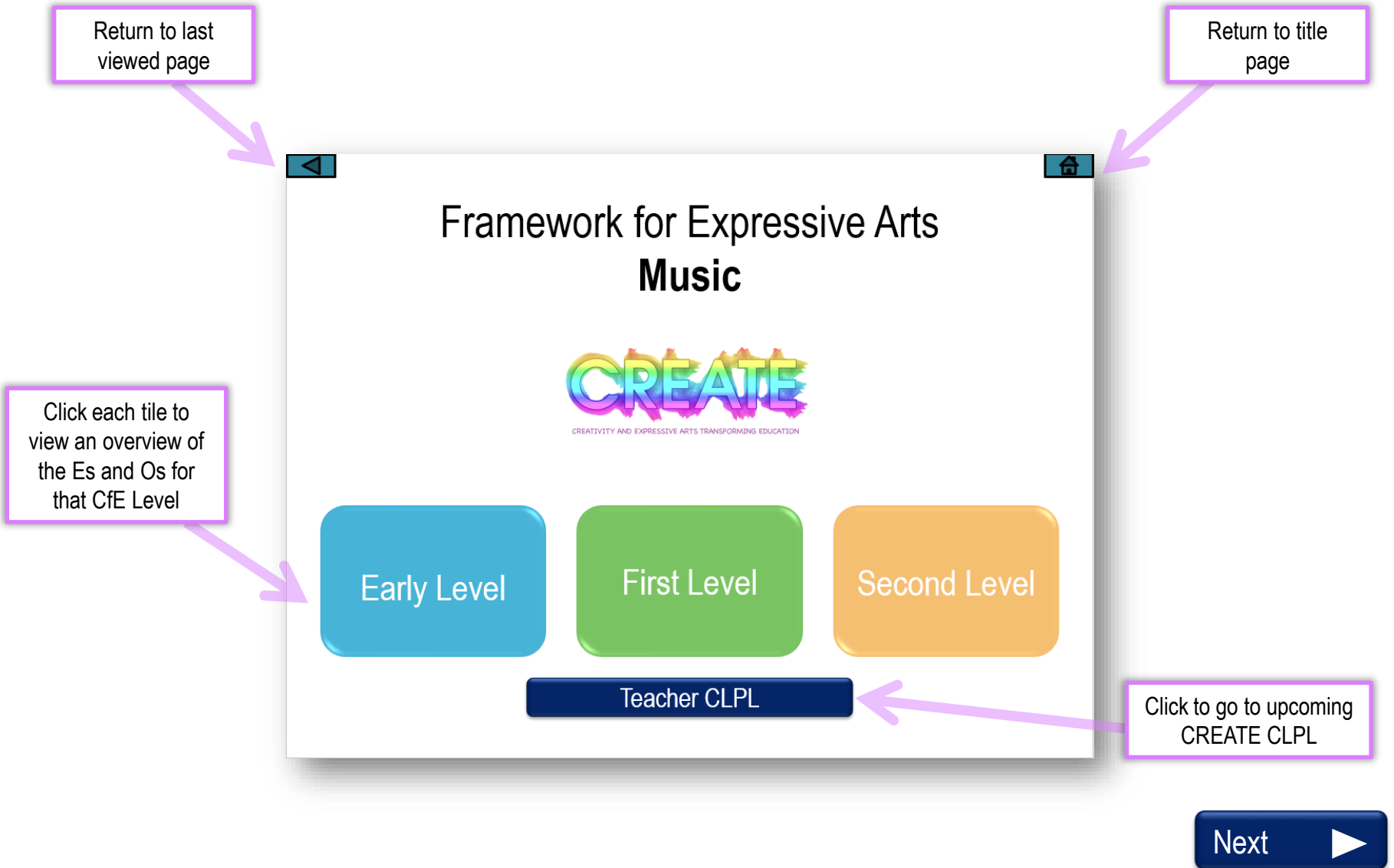
Go to beginning of the guidance section

Next



Framework for Expressive Arts

Navigation around the framework: Organiser & Levels



Framework for Expressive Arts

Navigation around the framework: Es & Os Overview

Within each of the four expressive arts Curriculum Organisers (Art & Design, Dance, Drama, Music) there is an overview of the Es and Os and one tracker for each CfE Level.

Click to view the tracker for that level

CfE descriptor for that Curriculum Organiser

Music at Early Level: Experiences & Outcomes

Early Level Tracker

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.

EXA 0-16a	I enjoy singing and playing along to music of different styles and cultures.
EXA 0-17a	I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.
EXA 0-18a	Inspired by the range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feeling through musical activities.
EXA 0-19a	I can respond to music by describing my thoughts and feelings about my own and others' work.
EXA 0-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performance.

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Framework for Expressive Arts

Navigation around the framework: Tracker

On each tracker, the Es and Os are arranged down the left hand side and these are used to organise the relevant knowledge, skills and understanding for that CfE Level.

For each E and O, there is a Supporting Guidance page with suggested teaching strategies and approaches and links to useful resources.

Click to view Supporting Guidance for that E and O.

Early Level Tracker: Music	
Music	<p>EXA 0-16a</p> <p>Supporting Guidance</p> <p>Sing individually and as part of a group. Differentiate between a speaking and singing voice. Sing with some understanding of pitch (higher and lower). Sing/chant with a louder or quieter voice. Sing/chant at a faster or slower tempo. Keep the beat with actions. Walk to the beat.</p> <p>Begin to internalise single words or short phrases in familiar songs/rhymes. Clap the rhythm of a known song/rhyme (ta, te te, ta rest). Follow simple pictorial rhythm notation for a known song/rhyme. Use some percussion instruments to keep a steady beat. Use some percussion instruments play along at a slower or faster tempo. Use some percussion instruments to tap back a simple rhythm. Use some percussion instruments play the rhythm of a known song/rhyme (ta, te te, ta rest).</p>
	<p>EXA 0-17a</p> <p>Supporting Guidance</p> <p>Experiment with the voice to create different sounds e.g. speaking, singing, whispering, humming. Begin to identify and name some tuned and untuned percussion instruments. Show respect for instruments in the classroom. Develop basic techniques for playing some untuned and tuned percussion instruments. Experiment with and talk about the sound quality (timbre) of different percussion instruments e.g. shake, tap, ting, boom.</p> <p>Use percussion instruments to accompany songs and play along keeping a steady beat. Use tuned and untuned percussion instruments to begin to explore tempo and dynamics. Use tuned percussion instruments to begin to explore pitch. Use digital technology to capture short recordings of sound or performances. Use digital technology to listen back to recordings of sounds or performances. Respond to recordings of own or others' work by sharing thoughts and feelings.</p>
	<p>EXA 0-18a</p> <p>Supporting Guidance</p> <p>Explore sounds made by a range of tuned and untuned percussion instruments and everyday objects. Use voice, body, instruments and everyday objects to create loud/quiet sounds, fast/slow sounds, high/low sounds. Begin to recognise the timbre of some percussion instruments: shake (e.g. maraca), tap (e.g. claves), ting (e.g. triangle), boom (e.g. tambour). Listen to and talk about sounds heard in everyday environments e.g. classroom, playground, street.</p> <p>Listen to soundscape recordings from different environments (e.g. beach, underwater, city) and respond by sharing thoughts and feelings. Work individually or with a group to create own soundscapes and sound effects in response to a variety of stimuli e.g. sounds, pictures, stories, videos. Follow a leader to perform an improvised or rehearsed soundscape / sound picture / sound story using body percussion, voice, instruments and everyday objects. Explore rhythm by copying and creating short patterns of sounds using voice, body, instruments or objects.</p>
	<p>EXA 0-19a</p> <p>Supporting Guidance</p> <p>Understand the importance of being a good listener and listen appropriately to the views of others. Comment on own and others' work, celebrating success and giving some suggestions on how to improve. Listen to a range of live and/or recorded music, sharing thoughts and feelings, attempting to give reasons for likes and dislikes e.g. 'I heard...'; 'I liked it because...'; 'It made me think of...'. Begin to link emotions with music e.g. 'It made me feel...happy/sad/scared because...'</p> <p>Listen to different styles of music from Scotland and other cultures and begin to identify simple musical concepts e.g. familiar instruments and voices, fast/slow, loud/quiet, high/low. Demonstrate a steady beat with an instrument, body percussion or movement when listening to a piece of music. Express a response to music through other areas of Expressive Arts (Art & Design, Drama, Dance) e.g. creating a simple sequence of movements, demonstrating facial expressions and drawing or mark making.</p>
	<p>EXA 0-01a</p> <p>Supporting Guidance</p> <p>Participate in a musical performance to the class, parents or in the community. Develop basic performance techniques, for example: confidence, concentration and following a leader. Experience live performance as an audience member e.g. at other class performances, visiting musician/theatre group performances and visits to theatres/concert halls. Develop ability to listen and concentrate on a short performance. Celebrate the achievement of others at a performance.</p>

The Trackers do not show a linear progression and aspects of each E & O can be bundled together across the Curriculum Organiser, and links should be made with the wider curriculum.

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Framework for Expressive Arts

Navigation around the framework: Supporting Guidance

These are some suggested teaching strategies and approaches for developing children's knowledge, skills and understanding relevant to this E and O. Please note that learning experiences should be planned by making links across the Es and Os and are 'bundled' together.

The relevant end of Level Benchmarks are highlighted here.

The screenshot shows a digital interface for 'Early Level: Music' with the following sections:

- Teaching Strategies and Approaches**
 - Use of the voice and singing with an understanding of pitch**
 - Using visuals to support, model use of the voice in different ways and learners engage through call and response e.g. 'Have you got your speaking/singing/loud/quiet voice?'
 - Model the use of a 'singing voice' for singing songs and a 'speaking voice' for chanting rhymes.
 - Select songs and rhymes which are short and repetitive and teach by breaking down into chunks e.g. line by line, using call and response.
 - Select songs within a pitch range which is manageable for children to sing – children have a very limited range (middle D to the B above). A chime bar is useful for finding an appropriate starting pitch.
 - Encourage learners use movement to show the change in pitch (higher and lower) as they sing simple songs.
 - Using call and response, learners should hear and repeat short phrases from familiar songs at, or close to, the same pitch
 - Model and encourage learners change their voice and sing songs using different dynamics (louder and quieter).
 - Create opportunities for learners to sing words or short phrases individually during singing games e.g. singing their name.
 - Introduce learners to the concept of internalising by asking them to sing/say single words or phrases from familiar songs and rhymes 'in their head' using a 'thinking voice'. A cone/finger puppet can be used to indicate when to sing out loud and when to sing in their head.
 - Developing awareness of beat and rhythm**
 - Model a steady beat/pulse using body percussion, actions or a percussion instrument.
 - Provide opportunities for learners to develop their sense of pulse by keeping a steady beat with movement e.g. using simple actions, marching on the spot or walking, clapping their hands or tapping their knees
 - Support learners to understand the concept of pulse/beat in music by relating it to the regular pulse/heartbeat in our bodies - learners can tap heart shapes to the beat whilst singing/chanting to reinforce this concept.
 - Give learners opportunities to experience beat at different tempos by singing/chanting a song/rhyme faster or slower.
 - Support learners to keep a steady beat using a percussion instrument, e.g. claves or drum, while singing a simple song.
 - Introduce rhythm to learners as patterns of short and long sounds – model and ask learners to copy rhythm patterns by clapping the rhythm of words from short, repetitive rhymes.
 - Support learners to understand both concepts by combining beat and rhythm when chanting a rhyme e.g. half the group can keep a steady beat on their knees, while the other half clap the rhythm.
 - Introduce the rhythm names for 1 beat (ta) 2 half beats (te te) using familiar rhymes with a repetitive rhythm e.g. Buster Buster, Engine Engine.
 - Provide opportunities for learners to follow pictorial symbols which represent the rhythm of a familiar and repetitive rhyme.

- End of Level Benchmarks**
- Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.
- Uses instruments such as drum, claves, chime bar to play along to a range of music styles.
- Interdisciplinary links**
- LIT 0-01a / LIT 0-11a / LIT 0-20a
- LIT 0-02a / ENG 0-03a
- ENG 0-12a / LIT 0-13a / LIT 0-21a
- MNU 0-02a, MTH 0-13a
- HWB 0-10a, HWB 0-11a, HWB 0-14a
- HWB 0-21a, HWB 0-22a, HWB 0-23a
- SOC 0-04a
- RME 0-04a
- Navigation Buttons:**
- Classroom Resources
- Teacher Resources
- Lesson Plans & Activities
- Music & Literacy Materials
- Audio Recordings
- Glossary of Terms

These are suggested links that could be made with other curricular areas.

Click on each tile to go to supporting materials on the CREATE blog e.g. lesson plans, videos, recordings, glossaries

Click to view suggested resources for use in the classroom e.g. printable resources, practical materials

Click to view suggested resources for teachers to explore e.g. books, websites, apps, useful documents

End of guidance: return to title page



Framework for Expressive Arts Art & Design



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Early Level

First Level

Second Level

Teacher CLPL

Art & Design at Early Level: Experiences & Outcomes

Early Level
Tracker



Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

EXA 0-02a

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

EXA 0-04a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 0-05a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-06a

Working on my own and with others, I use my curiosity and imagination to solve design problems.

EXA 0-07a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Early Level Tracker: Art & Design



Art & Design

EXA 0-02a Supporting Guidance	Experiment with a wide range of mark making tools e.g. crayons, pencils, pens, pastels, charcoal, sidewalk chalk, printing with finger, hands and feet, brushes, spray bottles, rollers, stampers, classroom objects, natural objects, cookie cutters, sticks and modelling tools.		Use movement to create a range of marks, e.g. large scale work on whiteboard, SmartBoard, playground, large rolls of paper.	Create a variety of lines, e.g. thick, thin, straight, wavy, zigzag.	Create 3D shapes (regular and irregular) and structures using a variety of materials e.g. build with blocks, stickle bricks, Lego and junk materials.	Create 2D shapes (regular and irregular) using a variety of materials e.g. printing with shapes, drawing around, tangram tiles, sticky shapes, cut and stick.	Develop skills in manipulating materials, e.g. rolling, pinching, tearing, gluing, cutting, joining, folding.	
	Experiment with colour through creating artwork, e.g. paintings, drawings, digital images, collage.	Use, identify and name colours.	Describe colours and relate to emotions and experiences, e.g. dark, light, hot, cold, sad, happy and angry.	Discover and create simple patterns/repeating patterns in indoor/outdoor environments, e.g. shells, leaves, flowers, pinecones, snowflakes, collage, loose parts.		Explore textures using senses and talk about using appropriate vocabulary e.g. rough, smooth, hard, soft, bumpy, fluffy, jaggy, sticky.		Create collage.
	Create images/film using digital technologies, e.g. use iPads to record role play or small world play.		Create artwork using weaving techniques, using e.g. wool, paper, ribbon, string, raffia Experiment with modelling materials, e.g. play dough, plasticine, salt dough, clay, tinfoil.		Experiment with colour mixing using a wide range of materials, e.g. paint, crayon, chalk, tissue paper layering, cellophane, acrylic rainbow blocks.	Create patterns/repeat patterns using lacing, beads, pegboards, cubes, printing and loose parts.	Experiment with combining materials.	
EXA 0-04a Supporting Guidance	Notice and comment on surrounding environment, e.g. comment on colour, shape, pattern, texture, images, posters, illustrations in books.		Use senses to experience indoor and outdoor environments.	Use senses to investigate objects, e.g. magnifying glasses, viewfinders, sensory trays and feely bags, sensory walks.		Use digital technologies to make observations, i.e. take photographs.	Use observations to create a variety of artwork relating to surrounding environments, e.g. drawing, painting, printing, rubbings, 3D structures.	
EXA 0-05a Supporting Guidance	Create artwork in response to stories (e.g. make a puppet or model of a character) and roleplay (e.g. make a mask of favourite animal for zoo role play) and smallworld play (e.g. creating cardboard box garage for cars).			Create artwork in response to film (e.g. drawing favourite part of the film).	Create artwork in response to music, e.g. creating marks whilst listening to classical music, junk model instruments.	Create artwork in response to the environment (e.g. drawing around shadows, construction, take photographs) and seasons (e.g. leaf printing/collage, pictures using seasonal colours).		
	Create artwork in response to objects, e.g. "Here is a plastic bottle. What could we use it to make?"		Create artwork in response to sensory trays, e.g. mark making in sand, foam, gloop.		Share ideas, thoughts and feelings in response to artwork e.g. state what they like and don't like.		Begin to link emotions with artwork using simple language to explain how it makes them feel e.g. it's scary, it's funny.	
EXA 0-06a Supporting Guidance	Identify design problems e.g. in role-play, the king wants a crown.	Explore features e.g. look at pictures, books, discuss what it looks like.	Choose appropriate materials e.g. discuss properties of materials in simple language.	Explore solutions e.g. experience trial and error.	Create a finished outcome for a specific purpose.	Talk about the design process, explaining how the problem was solved.	Justify choices, e.g. "I used cardboard because it was bendy", "I stuck these bits together to make it a round shape"	
EXA 0-07a Supporting Guidance	Share thoughts and opinions on other children's work / work of artists and designers e.g. I like it because.../ It makes me feel...		Answer questions about own artwork.	Look at and ask questions about others' artwork.	Comment on colour, mood, lines, shape and texture in simple language.		Encourage others by giving positive comments.	Give and receive suggestions on how to improve artwork.
EXA 0-01a Supporting Guidance	Present own artwork to the class, parents or in the community.		Begin to contribute and be involved in decisions on how to present own and others' artwork, e.g. framing, hanging, arranging display.		Experience being an audience member at, for example, other class presentations, visiting artist presentations and visits to galleries/museums.		Look at and talk about own and others' artwork, including known artists.	Celebrate the achievement of others in their artwork.

Early Level: Art & Design

E & O: I have the freedom to discover and choose ways to create images and objects using a variety of materials
(EXA 0-02a)

End of Level Benchmarks

When creating images and objects to express ideas, thoughts and feelings:

- uses a variety of available materials and technology;
- shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.

Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.

Interdisciplinary Links

Literacy and English: [LIT 0-10a](#), [LIT 0-21b](#), [LIT 0-26a](#)

Numeracy and mathematics: [MNU 0-01a](#), [MNU 0-20a](#), [MTH 0-13a](#), [MTH 0-16a](#)

Health and wellbeing: [HWB 0-01a](#)

Technologies: [TCH 0-01b](#), [TCH 0-04b](#), [TCH 0-10a](#), [TCH 0-11a](#)

Classroom
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Glossary

Example
Lessons

Early Level: Art & Design

E & O: I can create a range of visual information through observing and recording from my experiences across the curriculum (EXA 0-04a)

End of Level Benchmarks

Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest.

Recognises colour, line, shape and at least one more of the visual elements:
form, tone, pattern, texture.

Interdisciplinary links

Literacy and English: [LIT 0-02a](#)/[ENG 0-03a](#), [LIT 0-10a](#), [LIT 0-21b](#)

Numeracy and mathematics: [MNU 0-01a](#), [MNU 0-20a](#), [MTH 0-13a](#), [MTH 0-16a](#)

Technologies: [TCH 0-01a](#)

Science: [SCN 0-01a](#), [SCN 0-12a](#)

Social Studies: [SOC 0-07a](#), [SOC 0-08a](#), [SOC 0-09a](#)

Classroom
Resources

Teacher
Resources

Glossary

Example
Lessons

Early Level: Art & Design

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design (EXA 0-05a)

End of Level Benchmarks

When creating images and objects to express ideas, thoughts and feelings:

- uses a variety of available materials and technology;
- shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.

Shares views and listens appropriately to the views of others on their own or others' work.

Interdisciplinary links

Literacy and English: [LIT 0-02a/ENG 0-03a](#), [LIT 0-10a](#), [LIT 0-21b](#), [LIT 0-09a](#), [LIT 0-09b](#) / [LIT 0-31a](#)
[LIT 0-01a](#) / [LIT 0-11a](#) / [LIT 0-20a](#)

Technologies: [TCH 0-01a](#) [TCH 0-04b](#) [TCH 0-09b](#) [TCH 0-10a](#) [TCH 0-11a](#)

Classroom
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Glossary

Example
Lessons



Early Level: Art & Design

E & O: Working on my own and with others, I use my curiosity and imagination to solve design problems (EXA 0-06a)

End of Level Benchmarks

Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose.

Interdisciplinary links

Literacy and English: [LIT 0-02a/ENG 0-03a](#), [LIT 0-10a](#), [LIT 0-09a](#), [LIT 0-21b](#)

Technology: [TCH 0-04c](#), [TCH 0-09a](#), [TCH 0-10a](#), [TCH 0-11a](#)

Science: [SCN 0-15a](#)

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Early Level: Art & Design

E & O: I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 0-07a)

End of Level Benchmarks

Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes.

Shares views and listens appropriately to the views of others on their own or others' work.

Recognises colour, line, shape and at least one more of the visual elements:
form, tone, pattern, texture.

Interdisciplinary links

Literacy and English: [LIT 0-02a](#)/[ENG 0-03a](#), [LIT 0-10a](#), [LIT 0-09a](#)

Health and Wellbeing: [HWB 0-11a](#), [HWB 0-01a](#)

Classroom
Resources

Teacher
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Glossary

Example
Lessons



Core Art Materials

- Pens/pencils/crayons/chalk of various thickness in wide range of colours and tones
- Poster Paint, Tempera paint, Watercolour Paint, Acrylic Paint
- Range of brushes in various sizes (to allow for thick and thin line)
- Sponges, nailbrushes and toothbrushes
- Water pots, large mixing trays
- Chalk Pastels, Charcoal, Oil Pastels
- Printing resources - printing ink, trays, rollers and stampers
- Sheets of acrylic
- Variety of papers in different textures/ thickness/ colours
- Newsprint, large rolls of paper, wallpaper samples, newspaper, magazines and catalogues for collage
- Tissue paper, cellophane, shiny paper, sticky shapes, crepe paper, cotton wool, tinfoil
- Right and left-handed scissors, scissors with various lines e.g. zig-zag
- Modelling clay and tools, play dough with tools, plasticine, gloop, slime
- Sand
- Fabric swatches and squares in various prints and textures
- Masking tape, cello tape, glue sticks, pva, glue spreaders, paper clips, string
- Classroom resources for making patterns and constructing 3D models
- Junk modelling resources
- Loose parts
- Transient art materials - grass/leaves/twigs
- Cameras/iPads
- Viewfinders, magnifying glasses
- Standing and table-top easels
- Aprons

Stimuli for creating artwork

- | | |
|---|--|
| <ul style="list-style-type: none"> • Picture books • Film and animation • Photographs • Objects • Sensory experiences and feely bags | <ul style="list-style-type: none"> • Sculpture • Architecture • Natural environment • Other artists' work • Music |
|---|--|

Digital Technology

- iPads
- Cameras
- Speaker



<p><u>Books</u></p>	<ul style="list-style-type: none"> • <i>Engaging Learners Through Artwork</i> by K. Douglas & D. Jaquith • <i>The Open Art Room</i> by M Purtee & I. Sands • <i>The Learner Directed Classroom: Developing Creative Thinking Skills Through Art</i> by D. Jacquith & N. Hathaway • <i>Choice without Chaos</i> by A. Bedrick (ebook) • <i>Expressive Arts and Design in the Early Years</i> by A. McTavish • <i>Supporting Creativity and Imagination in the Early Years</i> by B. Duffy • <i>The Usborne Complete Book of Art Ideas</i> by F. Watt • <i>The Little Book of Print Making</i> by L. Garner • <i>The Little Book of Sewing and Weaving</i> by S. Featherstone • <i>50 Fantastic Ideas Inspired by Famous Artists</i> by J. Harris • <i>50 Fantastic Things to do with Paint</i> by A. Bryce-Clegg & K. Beeley
<p><u>Online resources & digital tools</u></p>	<div data-bbox="459 901 896 1019" style="text-align: center;"> <p>Websites</p> </div>
<p><u>Online Courses</u></p>	<ul style="list-style-type: none"> • Art & Activity: Interactive Strategies for Engaging with Art https://www.coursera.org/learn/art-activity • Art & Inquiry: Museum Teaching Strategies For Your Classroom https://www.coursera.org/learn/artinquiry

Early Level Art & Design: Websites

The School Arts Room	https://www.schoolartsroom.com/
Teaching for Artistic Behaviour	https://teachingforartisticbehavior.org/index.html
National Society for Education in Art and Design	https://www.nsead.org/
Glasgow Life - Museums	https://www.glasgowlife.org.uk/museums/learning/schools-and-nurseries
National Galleries Scotland	https://www.nationalgalleries.org/art-and-artists/for-educators
Museum of Modern Art	https://www.moma.org/learn/moma_learning/
Scottish National Gallery of Modern Art	https://www.nationalgalleries.org/visit/scottish-national-gallery-modern-art
V&A Dundee	https://www.vam.ac.uk/info/primary-schools
Art for Small Hands	http://www.artforsmallhands.com/
TinkerLab	https://tinkerlab.com/
The Art of Education (blog list)	https://theartofeducation.edu/2017/01/30/blog-year-compilation/

Art & Design at First Level: Experiences and Outcomes

First Level
Tracker



Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

EXA 1-02a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.
EXA 1-03a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.
EXA 1-04a	I can create a range of visual information through observing and recording from my experiences across the curriculum.
EXA 1-05a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
EXA 1-06a	I can use exploration and imagination to solve design problems related to real-life situations.
EXA 1-07a	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 1-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.



EXA 1-02a Supporting Guidance	Experiment with a wide range of mark-making tools.	Develop vocabulary to describe effects, e.g. pastels can be smudged.	Describe properties of materials in relation to their suitability for a task e.g. use paint rather than crayons to colour a junk model as wax won't work on that surface.	Select preferred tool for a purpose.	Regularly use a wide range of work surfaces and scale e.g. large scale work, different papers and 3D surfaces, canvas, outdoor environment.	Experiment with a range of technologies to create images and objects for specific tasks and effect.	Manipulate materials with increasing control.	Use mark making tools with increasing skill, e.g. different sized brushes, sponges, pencil ranges.
	Create images/film using digital tools with increasing confidence, selecting tools to suit a purpose	Discuss and select appropriate digital tools to suit purpose.	Regularly access a wide range of tools for image and object creation.	Explore tools and materials with increasing skill e.g. use pastel on it's side to cover a large area but use the tip to draw details.	Use a variety of objects materials to create 3D structures with increasing mastery e.g. more complex structures such as bridges.	Use a variety of materials to create 2D shapes and images e.g. printing, tiling, collage.	Use 3D materials to weave and wind around objects such as wool, ribbon, string, rope, thread, with increasing accuracy.	
	Use modelling materials (playdough, salt dough, clay etc.) for a specific purpose. e.g. use papier mâché and a balloon to make a "bowl".	Experiment with colour mixing and application using e.g. poster paint, water colour paint, block paint, crayon, chalk pastels, pencils, brush pens, tissue paper, acrylic sheets.		Create patterns using beads, pasta, loose parts, natural materials, paper, colour, 3D objects which are selected for a purpose.	Explore and describe textures through objects and images.	Link textures and colours to emotions and characteristics. e.g. the jaggy and bumpy crocodile is frightening and the soft fluffy bunny is gentle.	Combine materials and objects to create new image/structure to fit a purpose / present information.	
EXA 1-03a Supporting Guidance	Line <ul style="list-style-type: none"> Create a variety of lines, e.g. thick, thin, straight, wavy, zig-zag, with increasing control and purpose Recognise horizontal, vertical and diagonal lines Use a range of different kinds of line to create artwork 		Shape <ul style="list-style-type: none"> Describe 2D and 3D shapes using appropriate vocabulary Use appropriate positional language and show understanding Create images and objects using 2D and 3D shapes with increasing complexity 		Form <ul style="list-style-type: none"> Explore range of ways to join materials together using fine motor skills with increasing skill and precision Use tools to join materials together. E.g., glue, string, folding, tying, paper clips, elastic bands etc. with increasing independence Use dark and light to create form on 2D surface Plan and create models and sculptures Explore a range materials for creating 3D forms e.g. papier mâché, junk modelling, textiles, paper, clay, salt dough, mixed-media 			
	Texture <ul style="list-style-type: none"> Explore and describe texture with increasingly developed vocabulary through physical objects and images. Use and select materials/visual elements to recreate a texture in an image/object. E..g using lines to recreate tree bark or shells. Explore range of collage materials /mixed media/textiles to create textured images and objects. 		Colour <ul style="list-style-type: none"> Identify and use primary colours (red, yellow, blue) and secondary colours (orange, green, purple) Use primary colours to mix secondary colours. Mix primary colours to create brown. Use colours to evoke feeling or mood in an artwork. Select appropriate colours for a purpose. Experiment with colours using paint, pastel, tissue paper, cellophane. 		Tone <ul style="list-style-type: none"> Identify light and dark. Use range of media to create light and dark on 2D surfaces. Use hard and soft materials to create light and dark images. Experiment using monochrome and limited colour palettes. Use black and white to lighten and darken colours. 		Pattern <ul style="list-style-type: none"> Notice and describe patterns in the inside and outdoor environment. Use line, shape and colour to finish and create patterns with increasing complexity. Explore symmetrical pattern. Using a variety of 2D and 3D materials. 	
EXA 1-04a Supporting Guidance	Develop observation skills using increasingly detailed language related to the VISUAL ELEMENTS to comment on a range of visual stimuli (i.e. colour, shape/space, pattern, texture, line, tone, form).			Continue to develop use of senses to experience and investigate indoor and outdoor environments, using the visual elements to focus observation skills.		Investigate using magnifying glasses, viewfinders and sensory boxes.		Use digital technologies to make observations and investigations, i.e. take photographs with increasing skill.
	With increasing skill, use observations, sketches, photographs to create a variety of artwork relating to surrounding environments, interdisciplinary work and contexts for learning.	Drawing: using increased complexity and accuracy.	Painting: Use language of painting- dark/light, tone, tint, translucent, opaque Mix paint to make different colours, make secondary colours, mix with black/white to make tones and tints, name and mix cool and complementary colours Use different tools for effects, experiment with and control different types of paint.			Printing: repeat patterns, use more than one colour, make own printing blocks or tiles	Rubbings: experiment with layers of objects for printing to create effects.	3D structures: Explore and select different materials to make models, sculptures, textiles.



EXA 1-05a Supporting Guidance	<p>Create artwork in response to stories/class novel (e.g. make a puppet or model of a character with increasing detail and accuracy, paint a portrait of a character)</p>	<p>Create artwork in response to roleplay/drama (e.g. make masks/props/ stage set/costumes to enhance a drama presentation)</p>	<p>Create artwork in response to film (e.g. draw favourite part of the film, paint the setting, create an imaginary world /setting in 3D)</p>	<p>Create artwork in response to smallworld play/construction (e.g. creating cardboard box garage for cars, create a castle for the Scottish King).</p>
	<p>Create artwork in response to music (e.g. creating marks whilst listening to classical music, junk model instruments, create graphic scores using drawing/pictures to represent sounds).</p>	<p>Create artwork in response to environment (e.g. draw around shadows, create 3D constructions, create still life images using real objects outdoors, paint tree faces, take photographs to record).</p>	<p>Create artwork in response to seasons (e.g. leaf printing/collage, draw, paint, collage using seasonal colours)</p>	<p>Create artwork in response to objects (e.g. here is a plastic bottle, "What is it made of?", What qualities does this material have?" "What can it do?") discussing shape/space, line, tone, colour, pattern, texture, form as appropriate.</p>
	<p>Shares ideas, thoughts and feelings, stating likes and dislikes and explains how it makes them feel using increasingly detailed vocabulary (e.g. 'It's scary - I think the jaggy lines and red paint make it look scary', 'I like how the blue sky helps me feel calm').</p>		<p>Use the language of the visual elements when sharing thoughts and feelings, i.e. shape/space, line, tone, colour, pattern, texture, form.</p>	
EXA 1-06a Supporting Guidance	<p>Identify /respond to a design problems e.g. What do the 3 little pigs need to keep them safe from the wolf? What will the children need to build to escape from the desert island?</p>	<p>Explore features, look for inspiration and a starting point for the design, e.g. look at pictures, books, discuss what it looks like, what could it be made of, what problems could be encountered?</p>		<p>Work with the understanding that what is designed must meet a purpose, e.g. the boat needs to float, the house needs to stand up and be strong, not blow over.</p>
	<p>Choose appropriate materials and discuss properties of materials using increasingly complex language, bendy (pliable), hard, strong, durable, waterproof etc.</p>	<p>Explore solutions e.g. experience trial and error. How can we make joins, hold things together so its strong, try out materials</p>	<p>Talk about the design process, with increasing skill, explaining how the problem was solved.</p>	<p>Justify choices, e.g. "I used sticks because they floated", "I used strong carboard and Sellotaped the edges to make the house stand strong."</p>
EXA 1-07a Supporting Guidance	<p>With increasingly accurate and more complex language, share thoughts and opinions on other children's work / work of artists and designers e.g. I like it because.../ It makes me feel.../ In my opinion.../I think...because.../</p>		<p>Answer questions about own artwork, beginning to use the language of the visual elements.</p>	
	<p>Look at, talk about and ask questions about others' artwork, making comments beginning to use the language of the visual elements.</p>	<p>Encourage others by giving positive and constructive comments.</p>	<p>Give and receive suggestions on how to improve artwork, beginning to use the language of the visual elements.</p>	
EXA 1-01a Supporting Guidance	<p>Present own artwork to the class, parents or in the community</p>	<p>Contribute to and be involved in decisions on how to present own and others' artwork, e.g. framing, hanging, arranging display.</p>		<p>Select an appropriate way to present own art work for a particular purpose</p>
	<p>Experience being an audience member at, for example, other class presentations, visiting artist presentations and visits to galleries/museums.</p>	<p>Look at and talk about own and others' artwork, including known artists, beginning to use the language of the visual elements.</p>		<p>Celebrate the achievement of others in their artwork.</p>

First Level: Art & Design

E & O: I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks (EXA 1-02a)

End of Level Benchmarks

Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture.

When creating images and objects to express ideas, thoughts and feelings:

- chooses and uses technology and a range of media;
- shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces;

Interdisciplinary Links

Literacy and English: [LIT 1-10a](#), [LIT 1-24a](#), [LIT 1-26a](#)

Numeracy and mathematics: [MTH 1-16a](#), [MTH 1-16b](#), [MTH 1-19a](#), [MNU 1-19b](#), [MNU 1-20a](#)

Health and wellbeing: [HWB 1-01a](#)

Technologies: [TCH 1-01b](#), [TCH 1-04a](#), [TCH 1-04b](#), [TCH 1-11a](#), [TCH 1-12a](#), [TCH 1-15a](#)

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First Level: Art & Design

E & O: I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture (EXA 1-03a)

End of Level Benchmarks

Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture.

When creating images and objects to express ideas, thoughts and feelings:

- chooses and uses technology and a range of media;
- shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours;
- shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces;
- shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Interdisciplinary Links

Literacy and English: [LIT 1-10a](#), [LIT 1-24a](#), [LIT 1-26a](#)

Numeracy and mathematics: [MTH 1-16a](#), [MTH 1-16b](#), [MTH 1-19a](#), [MNU 1-19b](#), [MNU 1-20a](#)

Health and wellbeing: [HWB 1-01a](#)

Technologies: [TCH 1-01b](#), [TCH 1-04a](#), [TCH 1-04b](#), [TCH 1-11a](#), [TCH 1-12a](#), [TCH 1-15a](#)

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First Level: Art & Design

E & O: I can create a range of visual information through observing and recording from my experiences across the curriculum (EXA 1-04a)

End of Level Benchmarks

Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others.

Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture.

When creating images and objects to express ideas, thoughts and feelings:

- chooses and uses technology and a range of media
- shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours;
- shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#), [LIT 1-09a](#)

Numeracy and mathematics: [MTH 1-13a](#), [MTH 0-16a](#), [MTH 0-16b](#), [MTH 1-19a](#)

Technologies: [TCH 1-01a](#), [TCH 1-09a](#), [TCH 1-15a](#)

Science: [SCN 1-12b](#), [SCN 0-15a](#)

Social Studies: [SOC 0-07a](#)

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First Level: Art & Design

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design (EXA 1-05a)

End of Level Benchmarks

Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer.

Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary.

When creating images and objects to express ideas, thoughts and feelings:

- chooses and uses technology and a range of media;
- shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours;
- shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalk instead of pencil to fill larger spaces;
- shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#), [LIT 1-09a](#)

Technologies: [TCH 1-01a](#), [TCH 1-04b](#), [TCH 1-09a](#), [TCH 1-10a](#), [TCH 0-11a](#), [TCH 1-12a](#)

Science: [SCN 1-15a](#)

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First Level: Art & Design

E & O: I can use exploration and imagination to solve design problems related to real-life situations (EXA 1-06a)

End of Level Benchmarks

Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body.

Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#), [LIT 1-09a](#)

Technologies: [TCH 1-04b](#), [TCH 1-04d](#), [TCH 1-09a](#), [TCH 1-10a](#), [TCH 0-11a](#), [TCH 1-12a](#)

Science: [SCN 1-12b](#), [SCN 1-15a](#)

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First Level: Art & Design

E & O: I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 1-07a)

End of Level Benchmarks

Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer.

Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary.

Interdisciplinary Links

Literacy and English: LIT 1-02a, ENG 1-03a, LIT 1-09a, LIT 1-10a

Health and Wellbeing: HWB 1-01a, HWB 1-11a

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Core Art Materials

- Pens/pencils/crayons/chalk of various thickness in wide range of colours and tones
- Poster Paint, Tempera paint, Watercolour Paint, Acrylic Paint
- Range of brushes in various sizes (to allow for thick and thin line)
- Sponges, nailbrushes and toothbrushes
- Water pots, large mixing trays
- Chalk Pastels, Charcoal, Oil Pastels
- Printing resources - printing ink, trays, rollers and stampers
- Sheets of acrylic
- Variety of papers in different textures/ thickness/ colours
- Newsprint, large rolls of paper, wallpaper samples, newspaper, magazines and catalogues for collage
- Tissue paper, cellophane, shiny paper, sticky shapes, crepe paper, cotton wool, tinfoil
- Right and left-handed scissors, scissors with various lines e.g. zig-zag
- Modelling clay and tools, play dough with tools, plasticine, gloop, slime
- Sand
- Fabric swatches and squares in various prints and textures
- Masking tape, cello tape, glue sticks, pva, glue spreaders, paper clips, string
- Classroom resources for making patterns and constructing 3D models
- Junk modelling resources
- Loose parts
- Transient art materials - grass/leaves/twigs
- Cameras/iPads
- Viewfinders, magnifying glasses
- Standing and table-top easels
- Aprons

Stimuli for creating artwork


- | | |
|--|--|
| <ul style="list-style-type: none"> • Role play and small world play • Picture books, stories and nursery rhymes • Film and animation • Photographs and objects • Sensory experiences and feely bags | <ul style="list-style-type: none"> • Sculpture • Architecture • Natural environment • Other artists' work • Music |
|--|--|

Digital Technology

- iPads
- Cameras
- Speaker

First Level Art & Design: Teacher Resources



<u>Books</u>	<ul style="list-style-type: none">• <i>Engaging Learners Through Artwork</i> by K. Douglas & D. Jaquith• <i>The Open Art Room</i> by M Purtee & I. Sands• <i>The Learner Directed Classroom: Developing Creative Thinking Skills Through Art</i> by D. Jacquith & N. Hathaway• <i>Choice without Chaos</i> by A. Bedrick (ebook)• <i>The Usbourne Complete Book of Art Ideas</i> by F. Watt• <i>The Little Book of Print Making</i> by L. Garner• <i>50 Fantastic Ideas Inspired by Famous Artists</i> by J. Harris• <i>50 Fantastic Things to do with Paint</i> by A. Bryce-Clegg & K. Beeley
<u>Online resources & digital tools</u>	<p style="text-align: center;"></p>
<u>Online Courses</u>	<ul style="list-style-type: none">• Art & Activity: Interactive Strategies for Engaging with Art https://www.coursera.org/learn/art-activity• Art & Inquiry: Museum Teaching Strategies For Your Classroom https://www.coursera.org/learn/artinquiry



First Level Art & Design: Websites

Andrea's Notebook (blog)	https://andreasnotebook.com/25-outdoor-arts-and-crafts-for-kids/
Art for Small Hands	http://www.artforsmallhands.com/
Glasgow Life - Museums	https://www.glasgowlife.org.uk/museums/learning/schools-and-nurseries
Museum of Modern Art	https://www.moma.org/learn/moma_learning/
National Galleries Scotland	https://www.nationalgalleries.org/art-and-artists/for-educators
National Society for Education in Art and Design	https://www.nsead.org/
Scottish National Gallery of Modern Art	https://www.nationalgalleries.org/visit/scottish-national-gallery-modern-art
Teaching for Artistic Behaviour	https://teachingforartisticbehavior.org/index.html
The School Arts Room	https://www.schoolartsroom.com/
The Art of Education (blog list)	https://theartofeducation.edu/2017/01/30/blog-year-compilation/
TinkerLab	https://tinkerlab.com/
V&A Dundee	https://www.vam.ac.uk/info/primary-schools

Art & Design at Second Level: Experiences and Outcomes

Second Level
Tracker



Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

EXA 2-02a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
EXA 2-03a	I can create and present work that shows developing skill in using the visual elements and concepts.
EXA 2-04a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.
EXA 2-05a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
EXA 2-06a	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.
EXA 2-07a	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 2-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.



EXA 2-02a
Supporting Guidance

Select and use a wide range of manual tools for specific purposes.	Develop an increasingly wide and detailed vocabulary to describe effects and specific uses of materials.	Describe properties of materials with increased complexity and relate them to task suitability, giving any pros/cons, e.g. Using cardboard for a model is easily cut/can slot together but is not water resistant/soaks up paint.	Select range of preferred tools dependent on task.	Select and use a wide range of work surfaces with increasing independence and can talk about why different scales/surfaces are suitable to a task.	Manipulate materials using hands and tools with increasing skill and control, e.g. uses cutting tools for lino print creation.	Select from a wide range of tools for task suitability, e.g. rollers to paint large surfaces, thin small brushes for details.	Use digital images/film in increasingly creative ways using appropriate apps, e.g. photo/movie editing.
Give appropriate reasons for using technologies and discuss the benefits and drawbacks using appropriate vocabulary.	Regularly access a wide range of tools for image and object creation with opportunity for personal/group led projects.	Use tools with increased purpose/skill/accuracy as well as opportunities to use more specialised tools with guidance, e.g. lino printing – acrylic and fabric paint.	Explore 3D structures in a wide range of materials with a focus on design to solve problems using knowledge of materials.	Create 2D shapes and images such as tiling, printing and collage with increasing skill and purpose, discussing choices with appropriate vocabulary.	Use 3D materials such as wool for a purpose, e.g. sewing hand fabric together or basic embroidery/knitting.	Manipulate modelling materials using hands/tools with increasing skill and mastery, e.g. making a cup with clay and attaching a handle using appropriate feeling and tools.	
Experimenting with colour using a wide range of tones and shades using appropriate vocabulary to describe colour creation and choices.	Create visual patterns with increasing complexity and skill.	Explore textures with confidence and use text combinations and contrasts for visual effect.	Use textures and colours to enhance the purpose of an image or object, e.g. uses cold/blue colours to show loneliness in an antibullying poster.	Opportunities for child-led creation of new images and objects to display learning or message using a combination of resources, e.g. shows learning on a subject through a model/sculpture/painting/film/photo/collage.			

EXA 2-03a
Supporting Guidance

<p>Line</p> <ul style="list-style-type: none"> Create and use line with purpose and control, increasing in detail and accuracy, e.g. eye drawing shows pupil/iris detail. Use line to represent objects and experiences that are real, remembered or from imagination. Use a wide range of lines and combinations to form new effects, e.g. cross hatching lines to show tone. Use line to create basic perspective drawing using one-point perspective, e.g. looking down train tracks, at the back wall of a room. 	<p>Shape</p> <ul style="list-style-type: none"> Describe 2D and 3D shapes both regular and irregular using technical and descriptive vocabulary. Use positional language to create images from different vantage points, e.g. birds-eye view, front and side views. Combine 2D and 3D to create new functional and artistic structures. Use basic shapes to prepare for a more detailed drawing, e.g. oval face shape construction 	<p>Form</p> <ul style="list-style-type: none"> Join materials together using a wide range of tools with precision to create desired structures, explaining their choices. Use wide range of tones and shade from dark to light to create form on 2D surfaces, using appropriate materials (2B, 4B, 8B pencils). Use line, tone and shade to create observational and representative drawings, communicating proportion and distance with increasing skill. Create 3D form using a range of materials and tools with increasing skill and independence. 	
<p>Texture</p> <ul style="list-style-type: none"> Regularly use a range of textures when freely creating images and objects across the curriculum. Use visual elements to create textures in images and artwork with increased attention to detail, e.g. uses fine, overlapping pencil strokes to create fine fur on a cat drawing Experience using collage/fabric/mixed media for a range of purposes across the curriculum. Discuss the visual elements of texture in mixed media and graphic design across the curriculum, e.g. to create posters / display information. 	<p>Colour</p> <ul style="list-style-type: none"> Confidently identify primary and secondary colours, mixing them independently. Explore harmonious and contrasting colours, e.g. red and orange (harmonious) and red and green (contrasting). Select colours with purpose for a desired effect. Use colour and shade to evoke tone, mood, message in an image. Use colours in realistic ways as well as stylised and imaginative ways, e.g. explore observational colour “matching” and use colour in visual and surprising ways to suit a purpose or a task. Experiment with colour with increasing skill, e.g. watercolour, acrylic paints, ink. 	<p>Tone</p> <ul style="list-style-type: none"> Confidently identify shades and tones from dark to light, using a range of gradients and tonal scale. Create images which show different light environments, e.g. sunsets, darkness, lit from one side. Combine hard and soft materials to create light and dark within an image with increasing skill. Use monochrome/limited palettes for design purposes across the curriculum. Discuss black and white as shades and tones and demonstrate their use in creating different colour gradients, e.g. use a little black to create a shade, use a little white to create a tint. 	<p>Pattern</p> <ul style="list-style-type: none"> Describe and recreate pattern with increasing complexity. Use line, shape, colour and form to create patterns with a design purpose, e.g. designing a necklace. Explore multiple lines of symmetry in both 2D and 3D shapes. Identify/explore the role pattern plays in design, e.g. find patterns in a homeware catalogue.



EXA 2-04a

Supporting Guidance

Continue to develop observation skills using increasingly detailed language related to the **visual elements** to comment on a range of visual stimuli.

Develop further the use of their senses to experience and investigate indoor and outdoor environments, using the **visual elements** to focus their observation skills.

Further develop observation and investigation skills using magnifying glasses, viewfinders, using ICT to enlarge images to investigate detail.

Develop skills in using digital technologies to make observations and investigations, e.g. take photographs with increasing skill.

With increasing skill, use observations, sketches, photographs etc. to create a variety of artwork relating to surrounding environments, interdisciplinary work and contexts for learning.

Drawing:

- Using increased complexity and accuracy, select line, tone and shade to represent things seen, remembered or imagined.
- Use knowledge of proportion to draw faces and figures.
- Use perspective in drawing to show relative distance.
- Draw familiar things from different viewpoints.
- Select from a range of materials to produce line, tone and shade in drawings.
- Apply knowledge of texture, line, colour and pattern to create drawings.

Painting:

- Use language of painting - dark/light, tone, tint, translucent ,opaque.
- Paint from observation, mixing and matching colours as appropriate.
- Experiment with use of colour to create atmosphere, emotions and mood.
- Experience a wide range of different types of paint, e.g. water colours, oils, acrylics.
- Experiment with the application of different types of paint on a variety of surfaces.
- Experiment with paint to create interesting effects, e.g. by adding PVA, sand, salt.
- Create paintings, using imagination, that demonstrate knowledge of texture, line, colour and pattern.

Printing:

- Use different printing techniques, e.g. lino, screen printing, press, collograph.
- Select different materials to create different textures for printing, e.g. string, polystyrene, fabric.
- Add detail to prints using different media, e.g. pens, pastels.
- Design and create prints using appropriate methods and media, e.g. design wallpaper, fabric.

3D structures:

- Design, plan and make models using a variety of tools, selecting appropriate materials, e.g. clay, junk materials, papier mâché, mod roc.
- Shape, form, model and join with confidence to create 3D objects.
- Make armatures for 3D model.

Collage/Textiles:

- Select and combine different materials to create collages, including adding collage to painted/drawn/printed backgrounds.
- Create repeated patterns on fabric using different media, e.g. fabric paints/crayons, dyes, stitching.
- Experiment with and use dyes, paints, batik, applique etc. to design and create textiles.

Moving image and photography:

- Take photographs and record sound and images to represent experiences.
- Explore and use digital media, including moving image, animation, digital packages to communicate ideas, experiences and information in a creative way.

EXA 2-05a

Supporting Guidance

Create artwork in response to stories/class novel, e.g. paint a portrait of a character using knowledge of proportion, create the setting by painting or drawing using perspective and using colour to create mood/atmosphere.

Create artwork in response to drama, e.g. make masks/props/stage/set/costumes to enhance a drama (create 3D model to represent staging and use textiles to create costumes).

Create artwork in response film, e.g. draw/paint the setting using colour to create atmosphere, mood, or create the setting in 3D; use digital media to communicate own ideas inspired by film.

Create artwork in response to learning contexts, e.g. WW1 - collaboratively design and build a life size replica air-raid shelter; Victorians - design and create a textile using printing techniques; Rainforest– create collage to represent the four layers.

Create artwork in response to music, e.g. create graphic scores using drawing/pictures to represent sounds; use digital media to communicate own ideas; create 3D models, drawings and paintings inspired by pieces of music.

Create artwork in response to environment, e.g. go on an 'inspiration walk' and record interesting images by making sketches and taking photographs, explore these images in class, pick out interesting details and experiment with different media to create design ideas; use ideas to create a design (e.g. wallpaper, using printing techniques)

Create artwork in response to objects, e.g. fine tune observation skills using everyday objects, discussing shape/space, line, tone, colour, pattern, texture, form as appropriate (Here is a shoe, "What is it made of?", "What qualities does this material have?" "How does it feel?")

State likes and dislikes and explain feelings using increasingly more detailed and accurate language, e.g. the use of different shades of green make me feel calm and relaxed; the use of string on the press print has created an interesting texture.

Share ideas using language of the visual elements with increasing skill and confidence.



<p>EXA 2-06a</p> <p>Supporting Guidance</p>	<p>Identify/respond to and research a design brief, e.g. design and make a moving toy for a P1 child; design a stained glass window for your classroom.</p>	<p>Explore features, look for inspiration and a starting point for the design, e.g. look at pictures, books, take photographs, ask questions (indoors and outdoors), discuss what it could look like, what could it be made of, what problems could be encountered?</p>	<p>Understand that what is designed must meet a purpose, e.g.</p> <ul style="list-style-type: none"> A toy - needs to move in some way to engage the child - will it spin, jump, move on wheels? How will it look? Will it be attractive to a small child and suit their interests? Stained glass - light needs to get through stained glass and it needs to create interest and a focal point of a room/hall etc. 	
	<p>Choose appropriate materials and discuss properties of materials using increasingly complex language (pliable, rigid, hard, strong, durable, waterproof, transparent, opaque, circular).</p>	<p>Explore solutions, experiencing trial and error, e.g. try out materials - how can we make joins / hold things together so its strong? How can we make this move? What shapes do we need?</p>	<p>Talk about the design process, with increasing skill and confidence, explaining how the problem was solved, and confidently justify choices, 'I used...because...'</p>	
<p>EXA 2-07a</p> <p>Supporting Guidance</p>	<p>Explore the work of artists, sculptors and designers with a developing understanding of how and why they make their work.</p>	<p>With increasingly accurate and more complex language, share thoughts and opinions on other children's work / work of artists and designers and justify opinions.</p>	<p>Answer questions about own artwork, using the language of the visual elements.</p>	<p>Look at, talk about and ask questions about others' artwork, making comments using the language of the visual elements.</p>
	<p>Evaluate and improve own work and the work of others by giving feedback on agreed criteria.</p>	<p>Give and receive constructive suggestions on how to improve artwork, using the language of the visual elements.</p>	<p>Understand and appreciate the value of displaying and exhibiting art and that art can take many different forms.</p>	
<p>EXA 2-01a</p> <p>Supporting Guidance</p>	<p>Present own artwork to the class, school, parents or in the community.</p>	<p>Contribute to and be involved in decisions on how to present own and others' artwork, e.g. framing, hanging, arranging display.</p>	<p>Select an appropriate way to present own art work for a particular purpose.</p>	
	<p>Experience being an audience member at, for example, other class presentations, visiting artist presentations and visits to galleries/museums.</p>	<p>Look at and talk about own and others' artwork, including known artists, beginning to use the language of the visual elements.</p>	<p>Celebrate the achievement of others in their artwork.</p>	

Second Level: Art & Design

E & O: I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. (EXA 2-02a)

End of Level Benchmarks

When creating images and objects to express ideas, thoughts and feelings:

- uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line;
- shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint;
- shows understanding of the properties of a range of modelling media, through practical exploration;
- shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture;

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-10a](#), [LIT 1-24a](#)

Numeracy and mathematics: [MTH 2-16a](#), [MTH 2-16b](#), [MTH 2-16c](#), [MNU 2-19a](#)

Health and wellbeing: [HWB 2-01a](#), [HWB 2-11a](#)

Technologies: [TCH 2-04b](#) , [2-04d](#), [TCH 2-09a](#), [TCH 2-10a](#), [TCH 2-11a](#)

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Second Level: Art & Design

E & O: I can create and present work that shows developing skill in using the visual elements and concepts.
(EXA 2-03a)

End of Level Benchmarks

Recognises and describes the visual elements in their own and others' work.

When creating images and objects to express ideas, thoughts and feelings:

- uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line;
- shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-10a](#), [LIT 1-24a](#)

Numeracy and mathematics: [MTH 2-16a](#), [MTH 2-16b](#), [MTH 2-16c](#), [MNU 2-19a](#)

Health and wellbeing: [HWB 2-01a](#), [HWB 2-11a](#)

Technologies: [TCH 2-04b](#) , [2-04d](#), [TCH 2-09a](#), [TCH 2-10a](#), [TCH 2-11a](#)

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Second Level: Art & Design

E & O: Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. (EXA 2-04a)

End of Level Benchmarks

Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle.

Recognises and describes the visual elements in their own and others' work.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-10a](#)

Numeracy and mathematics: [MTH 2-16a](#), [MTH 2-16b](#), [MTH 2-16c](#), [MNU 2-17d](#)

Technologies: [TCH 2-01a](#) , [2-04b](#), [TCH 2-09a](#), [TCH 2-11a](#)

Science: [SCN 2-11b](#), [SCN 2-17a](#)

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Second Level: Art & Design

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. (EXA 2-05a)

End of Level Benchmarks

Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary.

When creating images and objects to express ideas, thoughts and feelings:

- uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line;
- shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint;
- shows understanding of the properties of a range of modelling media, through practical exploration;
- applies a printmaking process, for example, makes prints from polystyrene;
- shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture;
- shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-10a](#)

Numeracy and mathematics: [MTH 2-16a](#), [MTH 2-16b](#), [MTH 2-16c](#), [MNU 2-17d](#)

Technologies: [TCH 2-01a](#), [2-04b](#), [TCH 2-09a](#), [TCH 2-11a](#)

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Second Level: Art & Design

E & O: I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. (EXA 2-06a)

End of Level Benchmarks

Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief.

Follows a step-by-step process to develop and communicate ideas in response to a design brief.

Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-10a](#)

Technologies: [TCH 2-01a](#), [2-04b](#), [TCH 2-04c](#), [TCH 2-09a](#), [TCH 2-10a](#), [TCH 2-11a](#)

Science: [SCN 2-17a](#)

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Second Level: Art & Design

E & O: I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. (EXA 2-07a)

End of Level Benchmarks

Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work.

Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary.

Interdisciplinary Links

Literacy and English: LIT 2-02a, LIT 2-10a

Health and Wellbeing: HWB 2-11a, HWB 2-20a

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Second Level Art & Design: Classroom Resources

Core Art Materials

- Pens/pencils/crayons/chalk of various thickness in wide range of colours and tones
- Poster Paint, Tempera paint, Watercolour Paint, Acrylic Paint
- Range of brushes in various sizes (to allow for thick and thin line)
- Sponges, nailbrushes and toothbrushes
- Water pots, large mixing trays
- Chalk Pastels, Charcoal, Oil Pastels
- Printing resources - printing ink, trays, rollers and stampers
- Sheets of acrylic
- Variety of papers in different textures/ thickness/ colours
- Newsprint, large rolls of paper, wallpaper samples, newspaper, magazines and catalogues for collage
- Tissue paper, cellophane, shiny paper, sticky shapes, crepe paper, cotton wool, tinfoil
- Right and left-handed scissors, scissors with various lines e.g. zig-zag
- Modelling clay and tools, play dough with tools, plasticine, gloop, slime
- Sand
- Fabric swatches and squares in various prints and textures
- Masking tape, cello tape, glue sticks, pva, glue spreaders, paper clips, string
- Classroom resources for making patterns and constructing 3D models
- Junk modelling resources
- Loose parts
- Transient art materials - grass/leaves/twigs
- Cameras/iPads
- Viewfinders, magnifying glasses
- Standing and table-top easels
- Aprons


Stimuli for creating artwork

- | | |
|---|--|
| <ul style="list-style-type: none"> • Class novels • IDL topics/class projects • Film and animation • Photographs and objects • Sculpture • Architecture | <ul style="list-style-type: none"> • Natural and built environment • Other artists' work • Music e.g. BBC Ten Pieces (40 pieces of classical music and resources for teachers with ideas to help learners respond creatively though art and design) |
|---|--|

Digital Technology

- iPads and cameras
- Speaker



<u>Books</u>	<ul style="list-style-type: none">• <i>Engaging Learners Through Artwork</i> by K. Douglas & D. Jaquith• <i>The Open Art Room</i> by M Purtee & I. Sands• <i>The Learner Directed Classroom: Developing Creative Thinking Skills Through Art</i> by D. Jacquith & N. Hathaway• <i>Choice without Chaos</i> by A. Bedrick (ebook)• <i>The Usbourne Complete Book of Art Ideas</i> by F. Watt• <i>The Little Book of Print Making</i> by L. Garner• <i>50 Fantastic Ideas Inspired by Famous Artists</i> by J. Harris• <i>50 Fantastic Things to do with Paint</i> by A. Bryce-Clegg & K. Beeley
<u>Online resources & digital tools</u>	<div data-bbox="823 882 1263 976" style="text-align: center;"></div>
<u>Online Courses</u>	<ul style="list-style-type: none">• Art & Activity: Interactive Strategies for Engaging with Art https://www.coursera.org/learn/art-activity• Art & Inquiry: Museum Teaching Strategies For Your Classroom https://www.coursera.org/learn/artinquiry

Second Level Art & Design: Websites

Andrea's Notebook (blog)	https://andreasnotebook.com/25-outdoor-arts-and-crafts-for-kids/
Art for Small Hands	http://www.artforsmallhands.com/
Teaching for Artistic Behaviour	https://teachingforartisticbehavior.org/index.html
The School Arts Room	https://www.schoolartsroom.com/
The Art of Education (blog list)	https://theartofeducation.edu/2017/01/30/blog-year-compilation/
Scotland's galleries and museums*	
Glasgow Life - Museums	https://www.glasgowlife.org.uk/museums/learning/schools-and-nurseries
Museum of Modern Art	https://www.moma.org/learn/moma_learning/
National Galleries Scotland	https://www.nationalgalleries.org/art-and-artists/for-educators
National Society for Education in Art and Design	https://www.nsead.org/
Scottish National Gallery of Modern Art	https://www.nationalgalleries.org/visit/scottish-national-gallery-modern-art
V&A Dundee	https://www.vam.ac.uk/info/primary-schools
Inspiration from further afield*	
The Guggenheim (New York)	https://www.guggenheim.org
The National Gallery London	https://nationalgallery.org.uk
Tate Modern (Visit the Collection Online)	https://tate.org.uk
Rijkmuseum-Amsterdam	https://rijksmuseum.nl
Van Gogh Museum Amsterdam	https://vangoghmuseum.nl

* Many art galleries and museums around the world provide online virtual tours and support for educators.



Framework for Expressive Arts Dance



Early Level

First Level

Second Level

Teacher CLPL

Dance at Early Level: Experiences & Outcomes

Early Level
Tracker



Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

EXA 0-08a

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-09a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 0-10a

I have opportunities to enjoy taking part in dance experiences.

EXA 0-11a

I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Early Level Tracker: Dance



Dance

EXA 0-08a Supporting Guidance	Participate in rhythm games.		Demonstrate a range of travelling steps e.g. walking, running, skipping, hopping, galloping and triplet steps - moving towards leaps and step ball change.		Demonstrate a range of turns e.g. pencil turn, step, turn, step, step, hop, step.	
	Demonstrate a range of jumps e.g. jumping on the spot, jumping side to side, star jumps and tuck jumps.		Demonstrate a range of arm and hand isolations.		Pause in response to the music.	
EXA 0-09a Supporting Guidance	Generate ideas based on a stimulus e.g. music, picture, story, sound.			Use the stimulus to generate different ideas for movements, travelling and expression.		
	Work with others to develop an idea for movement sequences e.g. 'Why don't we add this move to this one?'			Share their thoughts and feelings about the stimulus or the ideas generated e.g. I like this, this scares me, this makes me feel...		
EXA 0-10a Supporting Guidance	Experience opportunities to express themselves through simple dance activities and workshops.			Begin to sequence steps together to form short routines.		Rehearse and perform short dance routines to others.
EXA 0-11a Supporting Guidance	Understand the importance of being a good audience member and listen appropriately to the views of others		Comment on their own and others' work, celebrating success and giving suggestions on how to improve		Experience a range of live and/or recorded dance, sharing thoughts and feelings, and giving reasons for likes and dislikes: 'I liked it because...', 'It made me think of...'	
	Begin to link emotions with dance: 'It made me feel...happy/sad/scared because...'		Express a response to Dance through other areas of Expressive Arts (Art & Design, Music, Drama) e.g. create a simple sequence of freeze frames to tell a story or express and emotion, draw a picture, use instruments to enhance an emotion or story			
EXA 0-01a Supporting Guidance	Participate in a dance performance to the class, parents or in the community.	Develop basic performance techniques, for example: confidence, concentration and follow a leader.	Experience live performance as an audience member e.g. at other class performances, visiting dance group performances and visits to theatres.		Develop ability to listen and concentrate on a short performance	Celebrate the achievement of others at a performance

Early Level: Dance

E & O: I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully (EXA 0-08a)

End of Level Benchmarks

Performs a range of simple, repeated, intentional movements and gestures.

Chooses and explores ways of moving rhythmically, expressively and playfully.

Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat.

Interdisciplinary Links

Literacy and English: [LIT 0-10a](#)

Mathematics: [MNU 0-02a](#), [MTH 0-13a](#), [MTH 0-17a](#)

Health and Wellbeing: [HWB 0-10a](#), [HWB 0-11a](#), [HWB 0-14a](#), [HWB 0-21a](#), [HWB 0-22a](#), [HWB 0-23a](#)

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Early Level: Dance

E & O: Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance (EXA 0-09a)

End of Level Benchmarks

Shares their responses to stimuli through movement with, for example, peers or practitioner.

- Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat.
- Uses space and resources creatively.
- Chooses and explores ways of moving rhythmically, expressively and playfully.

Shares views and listens appropriately to the views of others on their own or others' work.

Interdisciplinary Links

Literacy and English: [LIT 0-01a](#) / [LIT 0-11a](#) / [LIT 0-20a](#), [LIT 0-02a/ENG 0-03a](#), [LIT 0-09a](#), [LIT 0-10a](#), [LIT 0-09b](#) / [LIT 0-31a](#)

Mathematics: [MNU 0-02a](#), [MTH 0-13a](#), [MTH 0-17a](#), [MTH 0-19a](#)

Health and Wellbeing: [HWB 0-10a](#), [HWB 0-11a](#), [HWB 0-14a](#), [HWB 0-21a](#), [HWB 0-22a](#), [HWB 0-23a](#)

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Early Level: Dance

E & O: I have opportunities to enjoy taking part in dance experiences (EXA 0-10a)

End of Level Benchmarks

Participates in dance that is taught and/or creative movement invented by peers.

Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat.

Performs a range of simple, repeated, intentional movements and gestures.

Interdisciplinary Links

Literacy and English: [LIT 0-09a](#), [LIT 0-10a](#)

Mathematics: [MNU 0-02a](#), [MTH 0-13a](#), [MTH 0-17a](#)

Health and Wellbeing: [HWB 0-10a](#), [HWB 0-11a](#), [HWB 0-14a](#), [HWB 0-21a](#), [HWB 0-22a](#), [HWB 0-23a](#)

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Early Level: Dance

E & O: I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 0-11a)

End of Level Benchmarks

Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes.

Shares views and listens appropriately to the views of others on their own or others' work.

Interdisciplinary Links

Literacy and English: [LIT 0-01a](#) / [LIT 0-11a](#) / [LIT 0-20a](#), [LIT 0-02a/ENG 0-03a](#), [LIT 0-10a](#)

Mathematics: [MNU 0-02a](#), [MTH 0-13a](#), [MTH 0-17a](#)

Health and Wellbeing: [HWB 0-01a](#), [HWB 0-11a](#)

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Equipment

- Ribbons / scarves
- Pom poms
- Balls
- Hoops
- Visuals to represent emotions



Stimuli for creating dance

- Instrumental music, songs
- Picture books, stories
- Pictures / photographs
- Film and animation clips - www.literacyshed.com or www.intofilm.org
- Objects / props
- Natural environment
- Other topics e.g. animals, transport

Digital Technology

- Device for playing music: iPad, computer or CD Player
- Speaker

Books

- *Creative Dance for All Ages*, A. Gilbert
- *101 Dance Games for Children*, P. Rooyackers
- *101 Movement Games for Children*, W. Huberta
- *The Little Book of Music and Movement*, J. Harries
- *The Little Book of Dance*, J. Quinn

Websites

YouTube

www.youtube.com

BBC School Radio – Primary
Dance

<https://www.bbc.co.uk/programmes/b03g64pk>

Teaching Cave

<https://www.teachingcave.com/pe/ks1/dance/>

Music Examples

Spotify Playlists:

- *Instrumental Pop Covers* by instrumental pop covers
- *Red Hot Chilli Pipers* by Spotify
- *Ceilidh/Scottish Music* by Fraser Wotherspoon
- *Infant Dance Party* by Hayley Marcil
- *Kids Dance Class* by Lauren Carpenter
- *Kids Dance Party Fun* by jmlrm21
- *Kids Ballet Class* by Rian Schaible
- *Kids Ballet/Tap* by Caitlin Lovette
- *Nursery Dance* by Lucy
- *Kids Relaxation Music* by Rheannan Williams

Classical Music:

- ABRSM Classical 100 <https://hr.abrsm.org/en/classical100primary/>
- [*Carnival of the Animals*](#) by Saint-Saëns

Dance at First Level: Experiences and Outcomes

First Level
Tracker



Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

EXA 1-08a	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
EXA 1-09a	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.
EXA 1-10a	I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.
EXA 1-11a	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 1-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

First Level Tracker: Dance



Dance

EXA 1-08a Supporting Guidance	Identify and demonstrate travelling steps with increasing balance and control: walking, running, skipping, hopping, galloping, triplet steps (moving towards leaps and step ball change).	Identify and demonstrate turns with increasing balance and control: pencil turn, step-turn-step, step-hop-step.	Identify and demonstrate jumps with increasing balance and control: jumping on the spot, jumping side to side, star jumps, tuck jumps.	Perform the steps in time with the music: counts of 8, counts of 4, counts of 2 etc.	
	Explore different speeds (single time, double time) and levels (high, medium and low).	Move between low, medium and high levels with ease.	Demonstrate a range of arm and hand isolations.	Pause in response to the music.	Create a short sequence by selecting and ordering a range of steps.
EXA 1-09a Supporting Guidance	Share feelings in response to a stimulus e.g. music, picture, story, sound, props or costume.		Use a stimulus to generate different ideas for movements, expression, characters and emotions.		
	Work in groups to build on each other's ideas and use their repertoire of steps to create short movement sequences e.g. "Why don't we add this move to this one?".			Agree on the order of steps, rehearse and perform their creative sequences.	
EXA 1-10a Supporting Guidance	Identify different styles of dance from the music and key steps performed e.g. Scottish, Irish, Bollywood, Tap, Jazz, Hip Hop and Ballroom.		Explore the use of spacial elements: personal space, travelling and formations (such as horizontal/vertical lines, circles and V/Inverted V shapes).		
	Follow and remember a sequence of style specific steps taught.		Rehearse a sequence of style specific steps and perform in a range of formations to an audience.		
EXA 1-11a Supporting Guidance	Demonstrate being a good audience member and listen appropriately to the views of others.		Comment on their own and others' work, celebrating success and giving suggestions on how to improve using some dance vocabulary.		
	Share and explain their thoughts, feelings and personal opinions.		Express a response to Dance through other areas of Expressive Arts, e.g. create a simple sequence of freeze frames to tell a story or express an emotion, draw a picture, use instruments to enhance an emotion or story told through dance.		
EXA 1-01a Supporting Guidance	Participate in a dance performance to the class, parents or in the community.	Develop basic performance techniques, for example: confidence, concentration and follow a leader.	Experience live performance as an audience member e.g. at other class performances, visiting dance group performances and visits to theatres.	Develop ability watch, listen and concentrate on a performance	Celebrate the achievement of others at a performance

First Level: Dance

E & O: I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice (EXA 1-08a)

End of Level Benchmarks

- Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control.
- Creates, rehearses and performs short dance sequences, working on their own and with others.
- Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
- Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#)

Mathematics: [MNU 1-02a](#), [MTH 1-13a](#)

Health and Wellbeing: [HWB 1-10a](#), [HWB 1-11a](#), [HWB 1-14a](#), [HWB 1-21a](#), [HWB 1-22a](#), [HWB 1-23a](#)

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First Level: Dance

E & O: Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance (EXA 1-09a)

End of Level Benchmarks

- Creates, rehearses and performs short dance sequences, working on their own and with others.
- Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
- Explores rhythm, movement and space, and increases possibilities for expression through movement.
- Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

Interdisciplinary Links

Literacy and English: [LIT 1-01a](#), [LIT 1-02a](#), [1-09a](#)

Mathematics: [MNU 1-02a](#), [MTH 1-13a](#), [MTH 1-17a](#), [MTH 1-19a](#)

Health and Wellbeing: [HWB 1-10a](#), [HWB 1-11a](#), [HWB 1-14a](#), [HWB 1-21a](#), [HWB 1-22a](#), [HWB 1-23a](#)

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First Level: Dance

E & O: I am becoming aware of different features of dance and can practise and perform steps, formations and short dance (EXA 1-10a)

End of Level Benchmarks

- Understands some of the different forms of dance, for example, Scottish, Irish, Bollywood, tap, ballet, jazz, hip hop and ballroom.
- Demonstrates understanding of simple formations, such as circles or squares, through taking in part in group dance.
- Demonstrates safe practice in dance, for example, being aware of personal space, planned landings.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#)

Mathematics: [MNU 1-02a](#), [MTH 1-13a](#), [MTH 1-17a](#), [MTH 1-19a](#)

Health and Wellbeing: [HWB 1-10a](#), [HWB 1-11a](#), [HWB 1-14a](#), [HWB 1-21a](#), [HWB 1-22a](#), [HWB 1-23a](#)

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First Level: Dance

E & O: I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 1-11a)

End of Level Benchmarks

- Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

Interdisciplinary Links

Literacy and English: [LIT 1-01a](#), [LIT 1-02a](#), [1-09a](#)

Mathematics: [MNU 1-02a](#), [MTH 1-13a](#), [MTH 1-17a](#)

Health and Wellbeing: [HWB 1-01a](#), [HWB 1-11a](#)

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Example
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Equipment

- Ribbons / scarves
- Pom poms
- Balls
- Hoops
- Visuals to represent emotions



Stimuli for creating dance

- Instrumental music, songs
- Picture books, stories
- Pictures / photographs
- Film and animation clips - www.literacyshed.com or www.intofilm.org
- Objects / props
- Natural environment
- Other topics e.g. animals, transport

Digital Technology

- Device for playing music: iPad, computer or CD Player
- Speaker

First Level Dance: Teacher Resources

Books

- *Creative Dance for All Ages*, A. Gilbert
- *101 Dance Games for Children*, P. Rooyackers
- *101 Movement Games for Children*, W. Huberta

Websites

YouTube	www.youtube.com
BBC School Radio: Primary Dance	https://www.bbc.co.uk/programmes/b03g64pk
BBC Teach: Dance with the Elements	https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-dance-with-the-elements/z7m2y9g
BBC Bitesize: First Level Dance	https://www.bbc.co.uk/bitesize/subjects/zscdxnb
Teaching Cave	https://www.teachingcave.com/pe/ks1/dance/

Music Examples

Spotify Playlists:

- *Instrumental Pop Covers* by instrumental pop covers
- *Red Hot Chilli Pipers* by Spotify
- *Ceilidh/Scottish Music* by Fraser Wotherspoon
- *Infant Dance Party* by Hayley Marcil
- *Kids Dance Class* by Lauren Carpenter
- *Kids Dance Party Fun* by jmlrm21
- *Kids Ballet Class* by Rian Schaible
- *Kids Ballet/Tap* by Caitlin Lovette
- *Nursery Dance* by Lucy
- *Kids Relaxation Music* by Rheannan Williams

Classical Music:

- ABRSM Classical 100 <https://hr.abrsm.org/en/classical100primary/>
- *Carnival of the Animals* by Saint-Saëns

Dance at Second Level: Experiences and Outcomes

Second Level
Tracker

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

EXA 2-08a	I can explore and choose movements to create and present dance, developing my skills and techniques.
EXA 2-09a	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.
EXA 2-10a	I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.
EXA 2-11a	I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 2-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Second Level Tracker: Dance



Dance

EXA 2-08a 	Creates a range of dance sequences including; isolated body movements, jumps, turns and travelling steps.	Demonstrates increased coordination and smooth transitions between steps when performing.	Demonstrates increased balance and control when moving between levels <i>i.e. rise and fall.</i>		
	Uses cardio vascular warm up routines and stretches to improve stamina, strength and flexibility.	Performs sequences of dance in time with the music.	Performs movements with confidence and sense of self expression.		
EXA 2-09a 	Discusses feelings in response to a stimulus <i>e.g. music, picture, story, news article or object.</i>	Uses ideas generated from a stimulus to inform creative movement choices <i>e.g. pupils may choose to represent a tornado through an elevated turn with both arms reaching upwards.</i>	Works in groups to select and sequence a range of movements from their repertoire to music or a rhythm.		
	Explores a range of spatial elements, <i>e.g. levels/formations/direction and shape.</i>	Rehearses, refines and performs an original dance piece inspired by a stimulus.	Justifies creative choices using dance vocabulary, <i>e.g. we used canon to represent the destruction as the tornado moved through the town.</i>		
EXA 2-10a 	Participates in a range of dance workshops, <i>e.g. Jazz, Contemporary, Hip Hop, Bollywood etc.</i>	Demonstrates understanding of the key features of a range of styles and cultures including; the origin, music, key steps, performance style and costume, <i>e.g. Jazz: Up tempo music/strong, sharp movements/ kicks and step ball change/ high energy performance/leotards.</i>			
EXA 2-11a 	Can watch and respond to performances of increasing length and listens appropriately to the views of others.	Evaluates their own and others performance skill (<i>concentration, confidence, timing and self-expression</i>).	Can provide constructive feedback that enables improvement.		
	Justifies their response and incorporates dance vocabulary, <i>e.g. they performed the correct choreography in time with the music/ they showed good flexibility when performing the kick.</i>	Can justify and comment on creative choices using dance vocabulary, <i>e.g. I like how they used solo to show that the character was lonely and then a duet to represent the friend supporting them.</i>			
EXA 2-01a 	Participate in a dance performance to the class, school, parents or in the community.	Develop performance techniques, for example: confidence, concentration and follow a leader.	Experience live performance as an audience member <i>e.g. at other class performances, visiting dance group performances and visits to theatres.</i>	Watch and concentrate on a performances of increasing length.	Celebrate the achievement of others at a performance appropriately.

Second Level: Dance

E & O: I can explore and choose movements to create and present dance, developing my skills and techniques (EXA 2-08a)

End of Level Benchmarks

- Demonstrates coordination and some control in a range of dance actions and sequences.
- Creates, rehearses and performs a short original dance piece, comprising several sequences, to music or a rhythm.
- Develops and refines own dance repertoire through continued exploration and practice.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#)

Health and Wellbeing: [HWB 2-11a](#), [HWB 2-13a](#), [HWB 2-14a](#), [HWB 2-21a](#), [HWB 2-22a](#), [HWB 2-25a](#)

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Second Level: Dance

E & O: Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance (EXA 2-09a)



End of Level Benchmark

- Selects and applies dance skills to create dance that shows variation, for solo or group performance.
- Justifies own creative choices using appropriate dance vocabulary, for example, explains explosive movement inspired by fireworks in terms of speed and levels

Interdisciplinary Links

Literacy and English: [LIT 2-01a](#), [LIT 2-02a](#), [LIT 2-09a](#), [LIT 2-10a](#)

Health and Wellbeing: [HWB 2-11a](#), [HWB 2-13a](#), [HWB 2-14a](#), [HWB 2-21a](#), [HWB 2-24a](#)

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Second Level: Dance

E & O: I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features (EXA 2-10a)



End of Level Benchmarks

- Shows understanding of the key features of dance from a range of styles and cultures, through dance performance.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-06a](#)

Health and Wellbeing: [HWB 2-11a](#), [HWB 2-13a](#), [HWB 2-14a](#), [HWB 2-21a](#), [HWB 2-22a](#), [HWB 2-25a](#)

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Second Level: Dance

E & O: I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 2-11a)

End of Level Benchmarks

- Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate dance vocabulary.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [LIT 2-06a](#), [LIT 2-09a](#), [LIT 2-10a](#)

Health and Wellbeing: [HWB 2-11a](#), [HWB 2-12a](#), [HWB 2-13a](#), [HWB 2-21a](#), [HWB 2-22a](#), [HWB 2-23a](#), [HWB 2-24a](#)

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Example
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Equipment

- Ribbons / scarves / material
- Pom poms
- Balls
- Hoops
- Torches



Stimuli for creating dance

- Instrumental music, songs
- Books / stories
- Pictures / photographs
- Film and animation clips - www.literacyshed.com or www.intofilm.org
- Objects / props
- Natural environment
- News articles
- Quotes

Digital Technology

- Device for playing music: iPad, computer or CD Player
- Speaker

Second Level Dance: Teacher Resources

Books

- *Creative Dance for All Ages*, A. Gilbert
- *101 Dance Games for Children*, P. Rooyackers
- *101 Movement Games for Children*, W. Huberta

Websites

YouTube	www.youtube.com
BBC School Radio: Step-by-step: Dance 7-11	https://www.bbc.co.uk/teach/school-radio/dance-ks1-ks2-step-by-step-dance-7-11-index/zspc3j6
BBC Teach: KS2 Street Dance Master Class	https://www.bbc.co.uk/teach/class-clips-video/street-dance-masterclass/zh2vpg8
BBC Bitesize: Second Level Dance	https://www.bbc.co.uk/bitesize/subjects/zf4w6sg

Music Examples

Spotify Playlists:

- *Instrumental Pop Covers* by instrumental pop covers
- *Red Hot Chilli Pipers* by Spotify
- *Ceilidh/Scottish Music* by Fraser Wotherspoon
- *Kids Dance Class* by Lauren Carpenter
- *Kids Dance Party Fun* by jmlrm21
- *Kids Ballet Class* by Rian Schaible
- *Kids Ballet/Tap* by Caitlin Lovette
- *Kids Relaxation Music* by Rheannan Williams

Classical Music:

- ABRSM Classical 100 <https://hr.abrsm.org/en/classical100primary/>
- [*Carnival of the Animals*](#) by Saint-Saëns



Framework for Expressive Arts Drama



Early Level

First Level

Second Level

Teacher CLPL



Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

EXA 0-12a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.

EXA 0-13a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-14a

I use drama to explore real and imaginary situations, helping me to understand my world.

EXA 0-15a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Early Level Tracker: Drama



Drama

EXA 0-12a 	Make a notable change in voice when in character or role e.g. a baby voice in the home corner or teacher voice when playing schools		Speak with a louder or quieter voice appropriately when in role	Vary tone of voice to convey emotion when in role e.g. cross/happy/sad	Vary body language and posture appropriately when in role
	Move around a space while maintaining body language of character	Use gestures to communicate in role e.g. wave	Use eyebrows, eyes and mouth to demonstrate basic emotions when in role		Choose an expression that is appropriate to a situation
EXA 0-13a 	Convey through drama what characters in real or imaginary situations might say, do or feel e.g. being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.		Communicate their ideas through improvised drama e.g. making it up as they go along.		
	Share thoughts and feeling about drama experiences, e.g. contributes to a discussion about characters or events in a drama, giving reasons for likes and dislikes.			Share views and listens appropriately to the views on their own or others' work.	
EXA 0-14a 	Take on a familiar role in an appropriate role play area e.g. mother/father in home corner		Create or select costumes appropriate to role e.g. police hat for police officer	Re-enact a familiar situation e.g. taking orders at a café	
	Select appropriate props to use during role play e.g. stethoscope for a doctor		Choose an appropriate reaction to a situation when in role e.g. scared when Goldilocks wakes up to 3 bears		
EXA 0-15a 	When responding to drama, understand the importance of being a good audience member and listen appropriately to the views of others		When responding to drama, comment on own and others' work, celebrating success and giving suggestions on how to improve.	Experience a range of live and/or recorded drama (e.g. tv, theatre or film) share thoughts and feelings, and give reasons for likes and dislikes: 'I liked it because...', 'It made me think of...'	
	Begin to link emotions with drama: 'It made me feel...happy/sad/scared because...'		Express a response to drama through other areas of Expressive Arts (Art & Design, Music, Dance) e.g. create a simple sequence of movements to tell a story or express an emotion, draw a picture, use instruments to enhance an emotion or story.		
EXA 0-01a 	Participate in a performance to the class, parents or in the community.	Develop basic performance techniques, for example: confidence, concentration and follow a leader.	Experience live performance as an audience member e.g. at other class performances, visiting theatre group performances and visits to theatres.	Develop ability to listen and concentrate on a short performance	Celebrate the achievement of others at a performance

Early Level: Drama

E & O: I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama (EXA 0-12a)

End of Level Benchmarks

Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity.

Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.

Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared.

Interdisciplinary Links

Literacy and English: LIT 0-01a / LIT 0-11a / LIT 0-20a, LIT 0-02a / ENG 0-03a, LIT 0-09a, LIT 0-09b/LIT 0-31a, LIT 0-10a, LIT 0-26a

Health and wellbeing: HWB 0-01a, HWB 0-02a, HWB 0-04a

Social studies: SOC 0-04a

Religious and moral education: RME 0-04a

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Early Level: Drama

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama (EXA 0-13a)

End of Level Benchmarks

Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.

Communicates their ideas through improvised drama i.e. making it up as they go along.

Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes.

Shares views and listens appropriately to the views of others on their own or others' work.

Interdisciplinary Links

Literacy and English: LIT 0-01a / LIT 0-11a / LIT 0-20a, LIT 0-02a / ENG 0-03a, LIT 0-09a, LIT 0-09b/LIT 0-31a, LIT 0-10a, LIT 0-19a, LIT 0-26a

Health and wellbeing: HWB 0-01a, HWB 0-02a, HWB 0-04a

Social studies: SOC 0-04a

Religious and moral education: RME 0-04a

Technologies: TCH 0-04b

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Early Level: Drama

E & O: I use drama to explore real and imaginary situations, helping me to understand my world (EXA 0-14a)

End of Level Benchmarks

Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale.

Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.

Communicates their ideas through improvised drama i.e. making it up as they go along.

Interdisciplinary Links

Literacy and English: [LIT 0-02a](#) / [ENG 0-03a](#), [LIT 0-09a](#), [LIT 0-09b/LIT 0-31a](#), [LIT 0-10a](#), [LIT 0-19a](#), [LIT 0-26a](#)

Health and wellbeing: [HWB 0-01a](#), [HWB 0-02a](#), [HWB 0-04a](#), [HWB 0-20a](#)

Social studies: [SOC 0-04a](#), [SOC 0-20a](#)

Religious and moral education: [RME 0-04a](#)

Technologies: [TCH 0-04b](#), [TCH 0-04c](#), [TCH 0-09a](#), [TCH 0-10a](#), [TCH 0-11a](#)

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Early Level: Drama

E & O: I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 0-15a)

End of Level Benchmarks

Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes.

Shares views and listens appropriately to the views of others on their own or others' work.

Interdisciplinary Links

Literacy and English: [LIT 0-02a](#) / [ENG 0-03a](#), [LIT 0-04a](#), [LIT 0-10a](#)

Health and wellbeing: [HWB 0-01a](#), [HWB 0-11a](#)

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Role Play

Suggested resources for a deconstructed role play area:

- Pegs
- Sheets of different coloured materials
- Elastic Camping Peg lines
- Ribbons
- Rolls of paper (for walls)
- Marker pens/crayons
- Variety of Loose Parts - crystals, tree cookies, corks, pine cones, buttons
- Real sized cutlery or cups/plates
- Variety of different sized boxes
- Belts
- Shoes
- Hats
- Different sized jars
- Dolls



- Variety of costumes or materials for costume design e.g. pillow cases and fabric markers, sheets of material and pegs
- Storybooks e.g. *Goldilocks and the 3 Bears*, *Peace at Last*, *Room on the Broom*

Small World

Suggested resources for a small world play area:

- Small animals and people
- Wooden Pegs
- Cars
- Trains
- Lollipop sticks
- Puppets
- Laminated characters stuck to blocks
- Wooden block (can wrap in paper to encourage mark making)
- Coloured Scarves
- Stones



Stimuli for creating drama

- Stories and picture books e.g. *The Gruffalo*, *The Tiger who came to Tea*
- Film / animation clips - www.literacyshed.com or www.intofilm.org
- Objects/props, photographs

Digital Tools

- iPad or camera for capturing images/video

Books

- *Drama Games for Classrooms & Workshops* by Jessica Swale
- *Drama Games for Young Children* by Katherine Zachest
- *101 Drama Games* by David Farmer
- *Supporting Drama And Imaginative Play In The Early Years* by Lesley Hendy & Lucy Toon
- *Creative Role Play in the Early Years* by Alistair Bryce Clegg

Websites

Imagine – Learning Resources	http://www.imagine.org.uk/schools/learning-resources/
CBeebies on Stage	https://www.bbc.co.uk/programmes/p04kcstx
ABC Does (Alistair Bryce-Clegg)	Deconstructed Role Play https://abcdoes.com/abc-does-a-blog/2011/02/14/amazing-role-play-deconstruct-it/ What to do in your role play? https://abcdoes.com/abc-does-a-blog/2017/03/04/what-do-you-do-in-your-role-play/
BBC School Radio – Primary Drama	https://www.bbc.co.uk/programmes/b03g64rh
Beat by Beat Press	https://www.bbbpress.com/dramagames/
Literacy Shed	https://www.literacyshed.com/home.html
Into Film	https://www.intofilm.org/



Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

EXA 1-12a

I enjoy creating, choosing and accepting roles, using movement, expression and voice.

EXA 1-13a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 1-14a

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

EXA 1-15a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 1-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

First Level Tracker: Drama



Drama

EXA 1-12a Supporting Guidance	Vary tone of voice when in role e.g. gruff tone for a monster	Vary volume of voice to convey an e.g. loud when angry, quiet when shy.	Vary the pace of speech when conveying an emotion or taking on a role. e.g. fast pace when scared, slow to demonstrate thinking.	Use clues from what is known about a character to choose appropriate ways of moving.	
	Maintain the body language and posture of a character when moving around a space in role.	Use gestures to communicate and respond appropriately in role e.g. wave	Vary movements, body language and posture to convey an emotion.	Use facial expressions that are different to own when in role e.g. frowning or smirking if playing a villain	Consciously use eyebrows, eyes and mouth to demonstrate varied emotions when in role.
EXA 1-13a Supporting Guidance	Work collaboratively with others to plan and develop a drama, contributing to discussions and sharing ideas		Use improvisation to create a short drama	Describe a character's personality and uses this to make choices when improvising	
	Explore what characters in imaginary or real situation might say, feel or do. E.g. hot seating, what happens next...	Work in a small group to improvise how a recognisable character might react in a different context. E.g. when Goldilocks met Red Riding Hood.		Use a stimulus such as a photo/art/music/poem to make up a story or/and a character.	
EXA 1-14a Supporting Guidance	Identify the difference between spontaneous and rehearsed performance/drama.	Recognise which words are to be spoken when using a script e.g. does not read characters names/stage directions out loud if in role	Memorise and say some lines from a script at the correct time.	Make up appropriate things to say when improvising.	Responds to others appropriately through words or gestures, when improvising, taking part in role play and using scripts
	Chooses or creates simple costumes/props for characters from scripts or when improvising	Can perform in front of others	Use a variety of acting skills explored e.g. a range of different characters.	Can sustain and apply basic acting skills when performing (movement, expression, voice)	React and respond to others in role when improvising
EXA 1-15a Supporting Guidance	Understand the importance of being a good audience member and listen appropriately to the views of others.	Comment on own and others' work, celebrating success and giving suggestions on how to improve.	Use technology to record own and other's work and to aid reflection.	Use basic drama vocabulary when giving feedback e.g. pace, volume, tone	
	Experience a range of live and/or recorded drama i.e. tv, theatre or film, sharing thoughts and feelings, and giving reasons for likes and dislikes: 'I liked it because...'; 'It made me think of...'	Evaluate emotions through discussion: 'It made me feel...happy/sad/scared because...'	Express a response to drama through other areas of Expressive Arts e.g. create a sequence of movements to tell a story or express an emotion, design a set/costume for a drama, use instruments or songs to enhance an emotion or story	Use technology to enhance drama e.g. to film a review or use GarageBand to create sound effects.	
EXA 1-01a Supporting Guidance	Participate in a performance to the class, parents or in the community.	Develop basic performance techniques, for example: confidence, concentration and follow a leader.	Experience live performance as an audience member e.g. at other class performances, visiting theatre group performances and visits to theatres	Develop ability to listen and concentrate on a short performance	Celebrate the achievement of others at a performance

First Level: Drama

E & O: I enjoy creating, choosing and accepting roles, using movement, expression and voice (EXA 1-12a)

End of Level Benchmarks

Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale.

Uses voice, considering use of volume, expression, clarity and pace to convey a character.

Uses movement in roles, conveying a character through gestures, actions and posture.

Uses expression in role, conveying a character through body language, for example, facial expression.

Interdisciplinary Links

Literacy and English: LIT 1-02a, ENG 1-03a, LIT 0-07a, LIT 0-09a, ENG 1-19a

Health and wellbeing: HWB 1-01a, HWB 1-02a, HWB 1-04a, HWB 1-19a

Social studies: SOC 1-04a

Religious and moral education: RME 1-04a

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First Level: Drama

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama (EXA 1-13a)

End of Level Benchmarks

Creates a short drama using improvisation, from a given stimulus, and working collaboratively.

Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another.

Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

Interdisciplinary Links

Literacy and English: LIT 1-01a, ENG 1-03a, LIT 1-02a, LIT 1-06a, LIT 1-07a, LIT 1-09a, LIT 1-14a, ENG 1-19a

Health and wellbeing: HWB 1-01a, HWB 1-02a, HWB 1-04a, HWB 1-19a

Social studies: SOC 1-18a

Religious and moral education: RME 1-04a, RME 0-09a, RME 1-09b

Technologies: TCH 1-01a, TCH 1-02a

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Example
Lessons

First Level: Drama

E & O: I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script (EXA 1-14a)

End of Level Benchmarks

Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale.

Uses voice, considering use of volume, expression, clarity and pace to convey a character.

Uses movement in roles, conveying a character through gestures, actions and posture.

Uses expression in role, conveying a character through body language, for example, facial expression.

Shows understanding of how to work from a script by acting or speaking at the appropriate time, for example, in a nativity play, a sound story or a poem.

Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another.

Interdisciplinary Links

Literacy and English: [LIT 1-02a](#), [LIT 1-06a](#), [LIT 1-07a](#), [LIT 1-09a](#), [ENG 1-12a](#), [LIT 1-13a](#), [LIT 1-14a](#), [ENG 1-19a](#)

Health and wellbeing: [HWB 1-01a](#), [HWB 1-02a](#), [HWB 1-04a](#), [HWB 1-19a](#)

Social studies: [SOC 1-18a](#)

Religious and moral education: [RME 1-04a](#)

Technologies: [TCH 1-01a](#), [TCH 1-02a](#)

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First Level: Drama

E & O: I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work (EXA 1-15a)

End of Level Benchmarks

Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

Interdisciplinary Links

Literacy and English: LIT 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-06a, LIT 1-07a, LIT 1-09a, LIT 1-14a, ENG 1-19a, ENG 1-30a

Health and wellbeing: HWB 1-01a, HWB 1-11a, 1-19a

Social studies: SOC 1-18a

Religious and moral education: RME 1-04c, RME 1-09b, RME 1-09c

Technologies: TCH 1-01a, TCH 1-02a

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Props

Variety of props or loose parts to use as open-ended props:

- Pegs
- Sheets of different coloured materials
- Elastic Camping Peg lines
- Ribbons
- Rolls of paper (for walls)
- Marker pens/crayons
- Variety of Loose Parts - crystals, tree cookies, corks, pine cones, buttons
- Real sized cutlery or cups/plates
- Variety of different sized boxes
- Belts
- Shoes
- Hats
- Different sized jars
- Dolls



- Variety of costumes or materials for costume design e.g. pillow cases and fabric markers, sheets of material and pegs
- Storybooks

Stimuli for creating drama

- Stories and picture books
- Film / animation clips - www.literacyshed.com or www.intofilm.org
- Objects/props, photographs

Digital Tools

- iPad or camera for capturing images/video

Books

- *Drama Games for Classrooms & Workshops* by Jessica Swale
- *101 Drama Games* by David Farmer

Websites

Imagine – Learning Resources

<http://www.imagine.org.uk/schools/learning-resources/>

BBC School Radio – Primary Drama

<https://www.bbc.co.uk/programmes/b03g64rh>

Beat by Beat Press

<https://www.bbbpress.com/dramagames/>

Literacy Shed

<https://www.literacyshed.com/home.html>

Into Film

<https://www.intofilm.org/>



Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

EXA 2-12a

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.

EXA 2-13a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 2-14a

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

EXA 2-15a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Second Level Tracker: Drama



Drama

EXA 2-12a Supporting Guidance	Vary tone of voice when in role to show a range of emotions i.e. excited, sad, angry etc.	Vary volume of voice appropriate to the role and situation i.e. quiet when making up a secret plan.	Vary the pace of speech to convey an emotion i.e. fast when excited or nervous or slow when bored or tired.	Make appropriate changes to body language and posture to convey a characters emotion i.e. upright if happy or slouched if sad.	
	Use a range of gestures to communicate and respond in role e.g. wave, point, fidget etc.	Use a range of facial expressions to communicate and respond in role e.g. happy, sad, angry, confused etc.	Use characterisation exercises to develop character and experiment with voice and movement skills.	Can sustain a basic character when performing a drama.	Can share simple ideas for lighting and sound to help create mood and atmosphere i.e. siren for a police chase to create tension.
EXA 2-13a Supporting Guidance	Use a range of stimuli, including script, to develop ideas for a character and story.		Work collaboratively with others to plan and develop a drama, contributing to discussions and sharing ideas.	Use spontaneous and rehearsed improvisation to further develop ideas.	
	Describe a character's personality and relationship to others and use this to inform voice and movement choices.	Use characterisation exercises such as hot seating or character card to develop a character's personality and background.		Can suggest simple choices for lighting and sound to help communicate location, plot and/or atmosphere.	
EXA 2-14a Supporting Guidance	Can participate in spontaneous and rehearsed improvisation activities.	Can create realistic dialogue when improvising a drama.	Can react and respond to others appropriately through words or gestures, when improvising, taking part in role play and using scripts.	Can memorise lines from a script.	Can use rehearsal time effectively to develop and refine a drama.
	Chooses and/or creates costumes and props appropriate to their role and drama.	Can apply and sustain a range of acting skills when performing (characterisation, movement, and voice)	Can perform confidently in front of others, facing the front and projecting their voice.	Can select appropriate lighting and sound effects to create a desired mood and atmosphere.	
EXA 2-15a Supporting Guidance	Understands the importance of being an effective audience member and listens to the views of others.	Comments on own and others' work, celebrating success and giving appropriate suggestions on how to improve.	Use correct drama vocabulary when giving feedback e.g. sad facial expression, loud volume, frustrated tone etc.	Use technology to record own work and use this to self-evaluate progress in drama.	
	Experience a range of live and/or recorded drama i.e. TV, theatre or film, sharing thoughts and feelings, and giving reasons for likes and dislikes using vocabulary.		Identify the mood and atmosphere created on stage through characterisation and/or theatre arts and discuss how this made them feel as an audience member.	Use technology to enhance drama e.g. to film a review or use GarageBand to create sound effects.	
EXA 2-01a Supporting Guidance	Participate in a performance to the class, parents or in the community.	Develop performance techniques, for example: confidence, concentration and basic stagecraft.	Experience live performance as an audience member e.g. at other class performances, visiting theatre group performances and visits to theatres.	Develop ability to listen and concentrate on a short performance.	Celebrate the achievement of others at a performance.

Second Level: Drama

E & O: I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. (EXA 2-12a)

End of Level Benchmarks

Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking.

Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.

Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.

Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.

Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.

Interdisciplinary Links

Literacy and English: [LIT 2-02a](#), [ENG 2-03a](#), [LIT 1-07a](#), [LIT 1-09a](#), [ENG 2-19a](#)

Health and wellbeing: [HWB 2-01a](#), [HWB 2-02a](#), [HWB 2-04a](#), [HWB 2-19a](#)

Social studies: [SOC 2-04a](#)

Religious and moral education: [RME 2-04a](#)

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Second Level: Drama

E & O: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama (EXA 2-13a)

End of Level Benchmarks

Creates a short drama, as part of a group or individually, using improvisation or a published script.

Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.

Gives a personal response to drama experiences, with appropriate justification.

Interdisciplinary Links

Literacy and English: LIT 2-01a, ENG 2-03a, LIT 2-02a, LIT 2-06a, LIT 2-07a, LIT 2-09a. LIT 2-14a, ENG 2-19a

Health and wellbeing: HWB 2-01a, HWB 2-02a, HWB 2-04a , HWB 2-19a

Social studies: SOC 2-04a

Religious and moral education: RME 2-04a, RME 2-09b

Technologies: TCH 2-01a, TCH 2-02a

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Second Level: Drama

E & O: I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. (EXA 2-14a)

End of Level Benchmarks

Creates a short drama, as part of a group or individually, using improvisation or a published script.

Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.
Presents a short drama, as part of a group, using improvisation or a script.

Uses theatre arts technology such as props, basic lighting and sound to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere.

Interdisciplinary Links

Literacy and English: LIT 2-02a, LIT 2-06a, LIT 2-07a, LIT 2-09a, ENG 2-12a, LIT 2-13a,, LIT 2-14a, ENG 2-19a

Health and wellbeing: HWB 2-01a, HWB 2-02a, HWB 2-04a , HWB 2-19a

Social studies: SOC 2-04a

Religious and moral education: RME 2-04a

Technologies: TCH 2-01a, TCH 2-02a

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Second Level: Drama

E & O: I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. (EXA 2-15a)

End of Level Benchmarks

Gives a personal response to drama experiences, with appropriate justification.

Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.

Interdisciplinary Links

Literacy and English: LIT 2-01a, LIT 2-02a, ENG 2-03a, LIT 2-06a, LIT 2-07a, LIT 2-09a, LIT 2-14a, ENG 2-19a, ENG 2-30a

Health and wellbeing: HWB 2-01a, HWB 2-11a, 2-19a

Social studies: SOC 2-04a

Religious and moral education: RME 2-04c, RME 2-09b

Technologies: TCH 2-01a, TCH 2-02a

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<u>Props</u>	<p>Variety of props or loose parts to use as open-ended props:</p> <ul style="list-style-type: none"> • Real sized cutlery or cups/plates • Variety of different sized boxes • Belts • Shoes • Hats • Coats • Personal props (glasses, walking sticks, handbags etc.) 	<ul style="list-style-type: none"> • Variety of costumes or materials for costume design e.g. pillow cases and fabric markers, sheets of material and pegs • Storybooks
<u>Stimuli for creating drama</u>	<ul style="list-style-type: none"> • Stories and picture books • Film / animation clips - www.literacyshed.com or www.intofilm.org • Objects/props, photographs • Music • Newspaper articles • Script Extracts 	
<u>Digital Tools</u>	<ul style="list-style-type: none"> • iPad or camera for capturing images/video 	

Books

- *Drama Games for Classrooms & Workshops* by Jessica Swale
- *101 Drama Games* by David Farmer

Websites

Imagine – Learning Resources

<http://www.imagine.org.uk/schools/learning-resources/>

BBC School Radio – Primary Drama

<https://www.bbc.co.uk/programmes/b03g64rh>

Beat by Beat Press

<https://www.bbbpress.com/dramagames/>

Literacy Shed

<https://www.literacyshed.com/home.html>

Into Film

<https://www.intofilm.org/>



Framework for Expressive Arts Music



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Early Level

First Level

Second Level

Teacher CLPL

Music at Early Level: Experiences & Outcomes

Early Level
Tracker



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.

EXA 0-16a

I enjoy singing and playing along to music of different styles and cultures.

EXA 0-17a

I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.

EXA 0-18a

Inspired by the range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feeling through musical activities.

EXA 0-19a

I can respond to music by describing my thoughts and feelings about my own and others' work.

EXA 0-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

Early Level Tracker: Music



Music

EXA 0-16a 	Sing individually and as part of a group.	Differentiate between a speaking and singing voice.	Sing with some understanding of pitch (higher and lower).	Sing/chant with a louder or quieter voice.	Sing/chant at a faster or slower tempo.	Keep the beat with actions.	Walk to the beat.
	Begin to internalise single words or short phrases in familiar songs/rhymes.	Clap the rhythm of a known song/rhyme (ta, te te, ta rest).	Follow simple pictorial rhythm notation for a known song/rhyme.	Use some percussion instruments to keep a steady beat.	Use some percussion instruments play along at a slower or faster tempo.	Use some percussion instruments to tap back a simple rhythm.	Use some percussion instruments play the rhythm of a known song/rhyme (ta, te te, ta rest).
EXA 0-17a 	Experiment with the voice to create different sounds e.g. speaking, singing, whispering, humming.	Begin to identify and name some tuned and untuned percussion instruments.	Show respect for instruments in the classroom.	Develop basic techniques for playing some untuned and tuned percussion instruments.	Experiment with and talk about the sound quality (timbre) of different percussion instruments e.g. shake, tap, ting, boom.		
	Use percussion instruments to accompany songs and play along keeping a steady beat.	Use tuned and untuned percussion instruments to begin to explore tempo and dynamics.	Use tuned percussion instruments to begin to explore pitch	Use digital technology to capture short recordings of sound or performances.	Use digital technology to listen back to recordings of sounds or performances	Respond to recordings of own or others' work by sharing thoughts and feelings	
EXA 0-18a 	Explore sounds made by a range of tuned and untuned percussion instruments and everyday objects.	Use voice, body, instruments and everyday objects to create loud/quiet sounds, fast/slow sounds, high/low sounds	Begin to recognise the timbre of some percussion instruments: shake (e.g. maraca), tap (e.g. claves), ting (e.g. triangle), boom (e.g. tambour).	Listen to and talk about sounds heard in everyday environments e.g. classroom, playground, street			
	Listen to soundscape recordings from different environments (e.g. beach, underwater, city) and respond by sharing thoughts and feelings.	Work individually or with a group to create own soundscapes and sound effects in response to a variety of stimuli e.g. sounds, pictures, stories, videos.	Follow a leader to perform an improvised or rehearsed soundscape / sound picture / sound story using body percussion, voice, instruments and everyday objects.	Explore rhythm by copying and creating short patterns of sounds using voice, body, instruments or objects.			
EXA 0-19a 	Understand the importance of being a good listener and listen appropriately to the views of others.	Comment on own and others' work, celebrating success and giving some suggestions on how to improve.	Listen to a range of live and/or recorded music, sharing thoughts and feelings, attempting to give reasons for likes and dislikes e.g. 'I heard...', 'I liked it because...', 'It made me think of...'	Begin to link emotions with music e.g. 'It made me feel...happy/sad/scared because...'			
	Listen to different styles of music from Scotland and other cultures and begin to identify simple musical concepts e.g. familiar instruments and voices, fast/slow, loud/quiet, high/low	Demonstrate a steady beat with an instrument, body percussion or movement when listening to a piece of music.	Express a response to music through other areas of Expressive Arts (Art & Design, Drama, Dance) e.g. creating a simple sequence of movements, demonstrating facial expressions and drawing or mark making				
EXA 0-01a 	Participate in a musical performance to the class, parents or in the community	Develop basic performance techniques, for example: confidence, concentration and following a leader	Experience live performance as an audience member e.g. at other class performances, visiting musician/theatre group performances and visits to theatres/concert halls	Develop ability to listen and concentrate on a short performance	Celebrate the achievement of others at a performance		



Teaching Strategies and Approaches

Use of the voice and singing with an understanding of pitch

- Using visuals to support, model use of the voice in different ways and learners engage through call and response e.g. 'Have you got your speaking/singing/loud/quiet voice?'
- Model the use of a 'singing voice' for singing songs and a 'speaking voice' for chanting rhymes.
- Select songs and rhymes which are short and repetitive and teach by breaking down into chunks e.g. line by line, using call and response.
- Select songs within a pitch range which is manageable for children to sing – children have a very limited range (middle D to the B above). A chime bar is useful for finding an appropriate starting pitch.
- Encourage learners use movement to show the change in pitch (higher and lower) as they sing simple songs.
- Using call and response, learners should hear and repeat short phrases from familiar songs at, or close to, the same pitch
- Model and encourage learners change their voice and sing songs using different dynamics (louder and quieter).
- Create opportunities for learners to sing words or short phrases individually during singing games e.g. singing their name.
- Introduce learners to the concept of internalising by asking them to sing/say single words or phrases from familiar songs and rhymes 'in their head' using a 'thinking voice'. A cone/finger puppet can be used to indicate when to sing out loud and when to sing in their head.

Developing awareness of beat and rhythm

- Model a steady beat/pulse using body percussion, actions or a percussion instrument.
- Provide opportunities for learners to develop their sense of pulse by keeping a steady beat with movement e.g. using simple actions, marching on the spot or walking, clapping their hands or tapping their knees.
- Support learners to understand the concept of pulse/beat in music by relating it to the regular pulse/heartbeat in our bodies - learners can tap heart shapes to the beat whilst singing/chanting to reinforce this concept.
- Give learners opportunities to experience beat at different tempos by singing/chanting a song/rhyme faster or slower.
- Support learners to keep a steady beat using a percussion instrument, e.g. claves or drum, while singing a simple song.
- Introduce rhythm to learners as patterns of short and long sounds – model and ask learners to copy rhythm patterns by clapping the rhythm of words from short, repetitive rhymes.
- Support learners to understand both concepts by combining beat and rhythm when chanting a rhyme e.g. half the group can keep a steady beat on their knees, while the other half clap the rhythm.
- Introduce the rhythm names for 1 beat (ta) 2 half beats (te te) using familiar rhymes with a repetitive rhythm e.g. Buster Buster, Engine Engine.
- Provide opportunities for learners to follow pictorial symbols which represent the rhythm of a familiar and repetitive rhyme.

End of Level Benchmarks

- Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.
- Uses instruments such as drum, claves, chime bar to play along to a range of music styles.

Interdisciplinary links

LIT 0-01a / LIT 0-11a / LIT 0-20a
LIT 0-02a / ENG 0-03a
ENG 0-12a / LIT 0-13a / LIT 0-21a
MNU 0-02a, MTH 0-13a
HWB 0-10a, HWB 0-11a, HWB 0-14a
HWB 0-21a, HWB 0-22a, HWB 0-23a
SOC 0-04a
RME 0-04a

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Early Level: Music

E & O: I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm (EXA 0-17a)

Teaching Strategies and Approaches:

Provide child-led opportunities for learners to explore and be creative with sound:

- Set up a [music/sound area](#) (indoors or outdoors) with a variety of instruments and objects for the children to explore, including a selection of tuned and untuned percussion and materials with a variety of textures and surfaces.
- Percussion instruments can be organised by timbre (shake, tap, ting, boom) and children can begin to categorise the instruments with visuals for support.
- Encourage learners to explore contrasting sounds with visuals for basic music concepts displayed (loud/quiet, fast/slow, high/low).
- Provide opportunities for children to use materials to create different sounds and to make their own instruments. Materials could include plastic bottles & lids, plastic boxes, cardboard boxes, buckets, pots & lids, wooden blocks, spoons, sand paper, pencils, straws, sticks, rubber bands etc.
- Encourage learners to compare and contrast sounds and to describe the sounds they have created e.g. What happens if you swap the spoon for a straw? Can you use the materials to make a shake sound? What could you use to make a loud sound? How could you make that sound quieter?

Engage learners in adult directed group activities to explore sounds created by voice, instruments and body percussion:

- Model use of the voice in different ways using a call and response activity e.g. 'Have you got your singing/whispering/humming/robot voice?'
- Sit in a circle and ask each child in turn to say their name. Then go round the circle again, each time giving the children a different instruction e.g. to sing/whisper/shout their name. Can the children think of another way to change their voice and say their name?
- Use simple songs and rhymes to model and introduce different forms of body percussion e.g. 'Clap your hands'
- Use different types of body percussion to pass a sound around the circle e.g. a clap, a stamp, a tap on the knees. This could turn into a simple rhythm for the children to pass around the circle, e.g. clap clap stamp, and children can lead.
- Use simple songs and rhymes to introduce different percussion instruments, their names, the sounds they make and model the techniques for playing them e.g. 'I hear music'.
- Create a 'sound circle' – with an instrument each, children take it in turns to play a sound going round the circle. Try passing sounds round the circle quickly, slowly, louder or quieter.

Using music technology

- Support children to make short sound recordings and play them back using iPad Apps e.g. Voice Memos or Book Creator.
- Support children to explore and play with sound using music technology e.g. Garageband App or Chrome Music Lab.

End of Level Benchmarks

When communicating ideas and feelings through creative music activities:

- uses voice to explore sound and rhythm, for example, hums, whispers, sings;
- chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping;
- uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

Interdisciplinary links:

LIT 0-01a / LIT 0-11a / LIT 0-20a

LIT 0-02a / ENG 0-03a

MNU 0-02a, MTH 0-13a

HWB 0-10a, HWB 0-11a, HWB 0-14a

HWB 0-21a, HWB 0-22a, HWB 0-23a

TCH 0-01a, TCH 0-10a

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Early Level: Music

E & O: Inspired by the range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feeling through musical activities (EXA 0-18a)

Teaching Strategies and Approaches:

Exploring sound

Provide learners with opportunities to explore sounds created by voice, body, instruments and objects through child-led play and during adult-led group music activities. [See strategies and approaches for EXA 0-17a](#)

Following performance directions

- Agree signals (and use visuals) for start/stop, louder/quieter, faster/slower and give the children opportunities to practice following a leader when making sound with their voices, body percussion, instruments or objects.
- Give children opportunities to lead others using simple signals as performance directions (e.g. gestures for start/stop or loud/quiet).
- Introduce the concept of a graphic score using a few simple shapes/symbols/pictures to represent sounds the children have created for a soundscape or sound story. An adult or child can lead by pointing to the symbols and everyone else follows the graphic score to perform their composition.

Responding to a stimulus

- Listen to live sounds in a local environment (e.g. park, playground, street) or a pre-recorded sounds from other environments (e.g. under the sea or thunderstorm) and prompt responses from the children by asking questions e.g. What sounds can you hear? Which sounds are loud? Which sounds are quiet?
- Use this as inspiration for the children to create a group soundscape using a combination of voices, instruments, body percussion and objects which reflects the chosen environment. Children can perform the improvised soundscape following a leader's signals for when to start/stop or get louder/quieter.
- Similarly, an engaging and interesting image of the environment could also be used to stimulate the improvised soundscape.
- Ask learners to create and perform sounds to enhance the retelling of a well-known story e.g. The Gruffalo. Children can work in pairs or small groups to create a sound to match a character in the story using instruments, their voice, body percussion, an object, or a combination of these.
- Each group can present the sound they have created for their character and explain their choice of instrument or voice etc. whilst other members of the class can give some feedback. Ask children to perform their sounds during a retelling of the story, with each group performing a sound for their character when it appears.

End of Level Benchmarks

When communicating ideas and feelings through creative music activities:

- uses voice to explore sound and rhythm, for example, hums, whispers, sings;
- chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping;
- uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

Interdisciplinary links

LIT 0-01a / LIT 0-11a / LIT 0-20a

LIT 0-02a / ENG 0-03a

LIT 0-09b / LIT 0-31a

MNU 0-02a, MTH 0-13a

HWB 0-10a, HWB 0-11a, HWB 0-14a

HWB 0-21a, HWB 0-22a, HWB 0-23a

TCH 0-01a, TCH 0-10a

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Teaching Strategies and Approaches

Good listening skills

- Model and talk about how to be a good listener / audience member when listening to live or recorded performances e.g. use appropriate body language, look at the performer(s).
- Encourage learners to ask a question or make a comment after listening to a music performance, using sentence starters for support e.g. *I heard... I liked...*

Selecting music to listen to

- Select short excerpts of music (20-30 seconds) to listen to in order to sustain engagement.
- Talk to the children about when and where they hear music and ask them about the music that they/their families like to listen to.
- Select music from a range of musical genres and styles, including styles and cultures that will be familiar to the children and music which is 'new' to them and will expand their musical experiences e.g. Pop, Classical, Scottish, Latin American, Indian.
- Select music which will inspire different feelings, images or memories for the children e.g. pieces with a contrasting mood/atmosphere.
- Select music with clear contrasts in tempo, dynamics or instrumentation, repetitive melodies or rhythm patterns for the children to identify and respond to.

Linking music to emotions

- Listen to a short excerpt and ask the children about how the music makes them feel or what they picture when they hear it. An object can be passed around the circle for children to share their responses, using visuals for different emotions to support. Listen to a contrasting piece of music, does this make them feel or picture something differently?
- A listening dice with symbols can be used to stimulate discussion after listening to the music e.g. talk about what they feel, picture in their head, hear, like/dislike and questions they have about the music.
- Learners could choose a favourite piece of music (music they listen to at home, music from film/TV or a simple song/rhyme) and give a short talk to the class, using sentence starters for support e.g. *My favourite song/music is...I like it because...It makes me feel...*

Identifying music concepts

- Ask questions before, during and after listening to a piece of music, which encourage children to listen closely and to begin to identify some basic music concepts. The excerpt can be played multiple times and paused at different points to draw attention to particular features.
- Start by asking open-ended questions e.g. *What did you notice? Have you heard any music like this before? Is the music the same all the way through?*
- Ask questions related to basic music concepts e.g. *Is the music fast or slow? Is it loud or quiet? What instrument can you hear at the beginning?*

Responding creatively

- Listen to music with a strong beat/pulse and ask the children to keep the beat along to the music using movement (e.g. marching), body percussion (e.g. clapping) or instruments (e.g. claves, drum).
- Give opportunities for children to respond to familiar and unfamiliar music using mark making or construction materials to create colours, lines, symbols, shapes or models which represent what they hear.
- Children can use facial expression to show how the music makes them feel or use their bodies to move around the space in response to the music.

End of Level Benchmarks

- Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes.
- Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet.

Interdisciplinary links

EXA 2-05a, EXA 2-09a, EXA 2-13a
LIT 0-02a / ENG 0-03a, LIT 0-04a, LIT 0-10a
HWB 0-11a, HWB 0-01a

Lesson Plans

Listening List

Glossary

Classroom Resources

Teacher Resources



Props

Props can be used during group singing games and be displayed in a music area to support learners during play:

- Large piece of stretch lycra fabric or a parachute
- Pop-up cone puppet
- Finger puppets
- Hand puppets / soft toys
- Floor spots / hoops
- Ball
- Nursery rhyme and story props/characters



Instruments

Full Instrument Glossary

A full class set of:

- Small claves
- Egg shakers or mini maracas



A selection of tuned and untuned percussion instruments for exploring different sounds:

- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block & beater
- Guiro
- Bells
- Different sized triangles & beaters
- Chime bar set / xylophone / glockenspiel with beaters
- Hand bell set

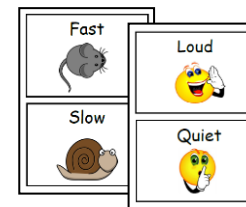


Printable Resources

Download printables

Flashcards can be used as visuals during group singing games and be displayed in a music area to support learners during play:

- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop
- 4x heart cut outs (to represent the beat/pulse)
- Rhythm flashcards (pictorial)
- Singing voice, speaking voice, thinking voice visuals
- Instrument sound cards – shake, tap, ting, boom
- Song title cards with visuals
- Song/rhyme lyrics displayed with visuals
- Pictures of objects/animals for identifying alliteration, rhyming pairs and clapping syllables



Digital Technology

- Speaker
- iPad
- Headphones



Stimuli for creating music

Images e.g.

- Characters or setting from stories
- Local places
- Outdoor environments (forest, seaside, city)

Find inspiring images at:

- <https://unsplash.com/>
- <https://www.onceuponapicture.co.uk/>

Picture books / big books e.g.

- *The Gruffalo*
- *Three Little Pigs*
- *Goldilocks and the Three Bears*
- *Rumble in the Jungle*
- *Commotion in the Ocean*

Music e.g.

- [*Carnival of the Animals* by Saint-Saëns](#)
- Soundscapes (forest, seaside, city):
[Forest soundscape](#)
[Body percussion soundscape](#)

Video clips / short films e.g.

- *The Gruffalo*
- *Stick Man*
- Pixar Shorts <https://www.pixar.com/theatrical-shorts>

Find more film resources at <https://www.intofilm.org/resources>

Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a specific pitch)

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers
- Hand bell set

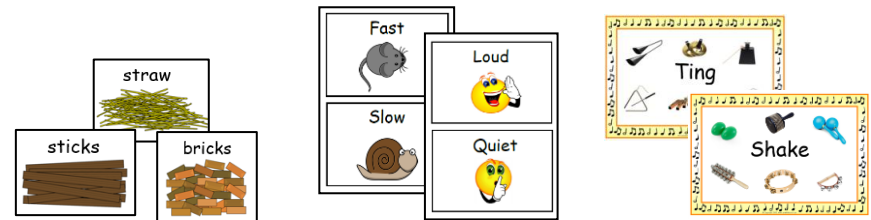


Printable Resources

Download printables

Flashcards and props can be used to support learners when creating and performing sounds in response to a stimulus.

- Instrument sound cards – shake, tap, ting, boom
- Labelled instrument picture cards
- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop
- Story sequencing cards / props
- Character cards / puppets / masks



Digital Technology

- Speaker
- iPad
- Headphones



Suggested Listening

Full Listening List

Exploring emotions/mood

Spring from 'The Four Seasons' - Vivaldi
The Bare Necessities - 'The Jungle Book'
Adagio – Albinoni
Adagio for Strings – Barber
When She Loved Me from 'Toy Story'
Tocatta and Fugue – J.S. Bach
The Imperial March – John Williams
Mars from 'The Planets' - Holst

Music from Scotland

- Aly Bain & Phil Cunningham – *Phil's Reel*
- Julie Fowlis - *Touch the Sky* from 'Brave'
- Blazin' Fiddles - *Pat the Budgie*

Traditional Scots Songs

- *Three Crows*
- *Ye Canny Shove Yer Granny*
- *Ally Bally (Coulter's Candy)*

Music from around the world

- Brazil
Let me take you to Rio from 'Rio'
- India
Ragam Mohama by The Sitarists of Bombay
- Africa
Grasslands Chant from the Broadway production of 'The Lion King'

Printable Resources

Download printables

Flashcards can be used as visuals to support learners when listening and responding to music.

- Instrument sound cards – shake, tap, ting, boom
- Labelled instrument picture cards, including instruments from a range of styles and cultures
- Concept flashcards – fast/slow, loud/quiet, high/low
- Emotion cards – happy, sad, scared
- Question cards – Have you heard music like this before? What did you notice? Did you hear voices?
- Listening dice – The music made me feel..., I liked/didn't like..., The music made me think of..., I heard...



Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block
- Guiro
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a specific pitch)

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers



Other

- Paper and pencils/pens/paint for mark making in response to music
- Scarves / ribbons for movement in response to music
- Heart cut outs (for tapping in time to beat/pulse of the music)



Digital Technology

- Speaker
- iPad / device for playing music
- Headphones



Books

- *Singing Games and Rhymes for Early Years, Books 1 & 2* (National Youth Choir of Scotland)
- *The Music Handbook and Jolly Music Big Book - Beginners* (C. Rowsell & D. Vinden)
- *The little book of music and movement* (J. Harries)
- *The little book of sound ideas* (J. Harries)
- *The little book of junk music* (MacDonald & Hardy)
- *The little book of rhythm and raps* (Harries & Evans)
- *Singing Phonics, Books 1 & 2* (H. MacGregor & C.Birt)
- *Games ideas and activities for Primary Music* (D. Minto)
- *How to teach primary Music: 100 inspiring ideas* (Whewey, Miles & Barnes)
- *Supporting Musical Development in the Early Years* (Pound & Harrison)

Online resources & digital tools

Websites

Apps

Other resources

Solfa & Hand Sign Guide








Graphic Score Guide

Coming soon!



<p>ABRSM Classical 100 www.classical100.org</p>	<p>Access to recordings of a range of classical music pieces for listening, with information about the composers and the story behind each piece of music. It is free to create an account</p>
<p>BBC Teach: Music https://www.bbc.co.uk/teach/ks1-music/zbcjscw</p>	<p>Access a range of classroom resources, teacher guides and initiatives for music teaching in Primary school including:</p> <ul style="list-style-type: none"> • Bring the Noise - songs and music making activities with cross-curricular lesson plans. https://www.bbc.co.uk/teach/bring-the-noise • Ten Pieces - lesson plans and resources for introducing children to inspirational classical pieces. https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6
<p>Bookbug Songs and Rhymes (Scottish Book Trust) https://www.scottishbooktrust.com/songs-and-rhymes</p>	<p>The Bookbug Songs and Rhymes Library has a range of audio and video recorded songs and rhymes, including Scots and Gaelic language.</p>
<p>Chrome Music Lab https://musiclab.chromeexperiments.com/</p>	<p>A collection of fun, hands-on experiments that allow children to explore sound using music technology, reinforce music concepts and stimulate creativity.</p>
<p>Glasgow CREATE YMI Blog https://blogs.glowscotland.org.uk/gc/createymi/</p>	<p>Created by the Glasgow CREATE Youth Music Initiative team - access a range of musical activities to support music making in the Primary classroom and at home, including resources for school music groups including Choir, Ukulele and Samba.</p>
<p>Into Film https://www.intofilm.org/resources</p>	<p>Provides resources, including lesson plans and presentations, for using film to engage children in learning across the curriculum. Many of the resources are linked to music through discussion and activities focused on film sound tracks.</p>
<p>YouTube www.youtube.com</p>	<p>Access videos for demonstrating examples of people playing instruments, groups of musicians (e.g. the orchestra) and music of different genres and cultures.</p>



<p>Carnival of the Animals*</p> <p>Naxos</p> 	<p>An orchestral recording of Saint-Saens' Carnival of the Animals including 14 movements, each representing a different animal. This app includes information about the composer, rhyming verses and colourful animated illustrations of the animals to go along with each track.</p> <p>Suitable for: Early and First Level</p> <p>Cost: £3.99</p>
<p>My First Classical Music App*</p> <p>Naxos</p> 	<p>An introduction to classical music, composers and the orchestra. Over 40 recordings of different pieces of music with demonstrations for every instrument of the orchestra. Interactive resource with animations, sound effects and narrated text.</p> <p>Suitable for: First and Second Level</p> <p>Cost: £3.99</p>
<p>Musical Advent Calendar*</p> <p>Naxos</p> 	<p>Open a door each day in December and listen to a different piece of seasonal classical music, including Christmas carols and instrumental music.</p> <p>Suitable for: All Levels</p> <p>Cost: free</p>
<p>Beanie's Musical Instruments*</p> <p>Naxos</p> 	<p>A simple introduction to musical instruments. Tap the curtains to reveal Beanie the bear playing a different instrument each time. Children hear what each instrument sounds like and what it is called.</p> <p>Suitable for: Early and First Level</p> <p>Cost: £1.49 (lite version available free)</p>
<p>Fun Folk*</p> <p>Flo-Culture</p> 	<p>An introduction to Scottish traditional music, song, stories and ceilidh dancing with interactive activities, animations and films. Includes material in both Gaelic and Scots languages.</p> <p>Suitable for: Early and First Level</p> <p>Cost: free</p>
<p>A Jazzy World*</p> <p>The Melody Book</p> 	<p>This animated and interactive world map provides an introduction to world culture/music, featuring USA, Brazil, Ireland, Spain, Egypt, Kenya, India, Russia, Japan and Australia. Includes quizzes for each country.</p> <p>Suitable for: All Levels</p> <p>Cost: £4.99 (lite version available free)</p>
<p>GarageBand</p> <p>Apple</p> 	<p>GarageBand can be used to record, create, edit and share music. Virtual or real instruments can be explored, recorded, edited and layered together to create an audio track.</p> <p>Suitable for: All Levels</p> <p>Cost: free</p>

*These apps may not be approved for use on Glasgow City Council's 'Connected Learning' iPads

Early Level: Music Area Ideas



Music at First Level: Experiences and Outcomes

First Level
Tracker



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.

EXA 1-16

I can sing and play music from other styles and cultures, showing growing confidence and skill, while learning about musical notation and performance direction.

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 1-18a

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 1-19a

I can respond to music by describing my thoughts and feelings about my own and others' work.

EXA 1-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances.

First Level Tracker: Music



Music

EXA 1-16a Supporting Guidance	Sing a variety of songs from Scotland and other cultures individually and as part of a group.	Sing songs in 2 simple parts e.g. in a round.	Sing with good diction and expression.	Sing at pitch with increasing accuracy.	Recognise and follow handsigns from the pentatonic scale (do, re, mi, so, la).	Sing/chant with increasing control of tempo and dynamics.	Internalise the words of a song/rhyme.	Demonstrate an awareness of song structure (verse, chorus).	Experience simple time signatures (4/4, 3/4 and 2/4).
	Keep a steady beat with movement and body percussion.	Use percussion instruments to play the beat along to songs/music, responding to faster or slower tempo.	Clap and play simple rhythms using rhythm names (ta, te te, ta rest, ta-a, ta-a rest, ta-a-a-a, ta-a-a-a rest).	Follow pictorial and stick notation to clap and play simple rhythms.	Internalise a simple rhythm.	Respond to a leader/conductor by following performance directions to start/stop or to sing/play louder or quieter, faster or slower.	Follow written dynamic markings to sing/play louder/quieter (forte, piano, crescendo, diminuendo).	Use instruments such as recorder, tin whistle or tuned percussion to play a simple melody in time.	
EXA 1-17a Supporting Guidance	Use a variety of musical styles to experiment with different vocal sounds e.g. beat box, rap, opera, musical theatre, choral, pop, jazz, folk, country, Scottish traditional.		Sing songs of different styles from memory with increasing control of pitch, rhythm, tempo and dynamics.	Show respect for classroom instruments and develop the correct techniques for playing them.	Identify and recognise the timbre of an increasing range of tuned and untuned percussion instruments.	Use tuned percussion to experiment with higher/lower pitches.	Experiment with playing techniques to produce different effects e.g. glissando.		
	Keep a steady beat using percussion instruments with independence.		Use percussion instruments to accompany songs or enhance a piece of music with increasing control of tempo and dynamics.	Use percussion instruments to copy short rhythm patterns and create their own.	Play a repeated rhythm pattern alongside one or more contrasting rhythms.	Use digital technology to record sounds (video and/or sound).	Listen back to recordings of their own/others' work and respond by sharing thoughts and feelings.	Use music technology to create simple compositions experimenting with contrasts in pitch, rhythm, dynamics and tempo.	
EXA 1-18a Supporting Guidance	Explore sounds made by a range of tuned and untuned percussion instruments as well as everyday objects.	Independently identify timbre (sound) of different percussion instruments.	Use voice, body, instruments and everyday objects to produce contrasting sounds e.g. loud/quiet, fast/slow, smooth/short & detached high/low, sound/silence.	Participate in improvised group music-making e.g. perform in and listen to an Improvisation Circle	Work individually and/or with a group to create soundscapes, sound effects and sound tracks in response to a variety of stimuli e.g. sounds, pictures, stories, videos, poems.	Experiment with musical elements to reflect the mood of a stimulus and explain choice of instruments/voices, dynamics, tempo, structure, texture.	Perform sounds to go with songs, pictures, stories, poems and videos using an increasing range of body percussion, vocal effects, instruments and objects.		
	Follow performance directions of a leader to perform a planned or improvised soundscape / sound picture / sound story, individually or with others.		Explore rhythm by copying and creating patterns of sounds using voice, body or instruments.	Use stick notation to create and write down simple rhythm sequences.	Use a form of music notation to write down compositions for performance e.g. pictures, graphic score, stick notation.	Use digital technology to record compositions (video and/or sound).	Listen to recordings of own/others' work and suggest what works well or could be improved, referring to some musical elements.		
EXA 1-19a Supporting Guidance	Understand the importance of being a good listener and listen appropriately to the views of others.		Comment on own and others' work, celebrating success and suggesting what could be improved.	Listen to a range of live and/or recorded music and respond by expressing personal views e.g. reasons for likes and dislikes: 'I liked it because...', 'It made me think of...'		Relate music to emotions: 'It made me feel...happy/sad/scared/excited etc. because...'			
	Listen to and watch musicians perform to become familiar with the timbre of different instruments.	Identify families of instruments and describe how they are played e.g. families of the orchestra (strings, woodwind, brass, percussion).	Listen to a range of musical genres and recognise some different ensembles e.g. orchestra, pop band, Scottish pipe band, choir, world music.	Listen to different styles of music from Scotland and other cultures and comment on musical concepts such as instruments, voices, tempo, dynamics, pitch, structure (verse, chorus) and texture (solo, group).	Express a response to music through other areas of Expressive Arts by creating simple pieces of art, drama or dance.				
EXA 1-01a Supporting Guidance	Participate in a musical performance (solo or group) to the class, parents or in the community		Develop performance techniques, for example: confidence, concentration, follow a group leader/conductor	Experience live performance as an audience member at, for example, other class performances, local secondary school concerts, visiting musician/theatre group performances and visits to theatres/concert halls		Develop ability to listen and concentrate on a performance	Celebrate the achievement of others at a performance appropriately		

First Level: Music

E & O: I can sing and play music from other styles and cultures, showing growing confidence and skill, while learning about musical notation and performance direction (EXA 1-16a)

Teaching Strategies and Approaches

Singing

- Select songs within a pitch range which is manageable for children to sing. Children have a limited range (around middle D to the B above) - a chime bar is useful for finding an appropriate starting pitch.
- Select songs and rhymes which are short, repetitive and easy to remember - teach by breaking down into chunks e.g. line by line, using call and response – and talk about the structure of the song (verse, chorus, repeated sections etc.).
- Continue to vary the dynamics and tempo when singing songs and to model the difference between a speaking and singing voice.
- Begin to develop the skills required for singing in parts through songs which can be sung in a round (two or more groups sing the same melody but start at different times).
- Provide opportunities for children to sing short phrases individually using singing games (e.g. 'Who Stole My Chicken?').
- Use fun warm up exercises (e.g. tongue twisters, humming) to develop diction, breathing and pitch accuracy.
- Introduce the solfa names and handsigns to represent pitches using simple, well-known songs (e.g. 'I Like Coffee, I Like Tea' or 'Bounce High, Bounce Low'). Start with *so*, *mi* and *la*, then add *do* and *re* to complete the pentatonic scale.
- Use a staff (5 lines, 4 spaces) to practice placing pitches on the lines and in the spaces - draw on on a whiteboard, mark out with tape on the floor, or use your hand (fingers for the lines and in-between fingers for spaces).

Beat & Rhythm

- Develop children's sense of pulse by providing regular experiences where children can physically 'feel' the beat in music – e.g. keep the beat by walking, performing actions, bouncing a ball, passing an object, clapping or tapping knees. There should be an initial focus on the beat when learning any new song.
- Children can tap heart shapes to the beat whilst singing to reinforce the idea that pulse/beat in music is like the steady heartbeat in our bodies.
- Use short, well-known songs/rhymes to introduce Kodály rhythm names – practice clapping and saying the rhythm names.
- Support learners to differentiate between beat and rhythm when chanting a rhyme by asking one group of children to keep a steady beat, while another group claps/plays the rhythm.
- Link rhythm names to the associated stick notation symbols and play games using rhythm flashcards which help children to recognise and follow written rhythm patterns (e.g. Don't Clap This One Back or Rhythm Corners).
- Children can practise the skill of 'internalising' by clapping/playing the rhythm of a rhyme whilst saying the words or rhythm names in their 'thinking voice'.

Playing Instruments

- Apply the pitch and rhythm skills taught through singing and body percussion activities to perform short simple melodies on pitched instruments e.g. tuned percussion (xylophone, glockenspiel, chime bars), tin whistle, recorder or keyboard.
- Introduce the treble clef and pitch names to practice reading notation and playing pitches on an instrument (as above).
- Introduce performance direction vocabulary and symbols used in music to indicate changes in tempo or dynamics (e.g. piano, forte, crescendo, diminuendo, accelerando, ritardando).

End of Level Benchmarks

- Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.
- Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion.
- Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
- Follows performance directions, for example, follows the group leader.
- Follows simple music notation, for example, in the form of pictures, graphics, treble clef.

Interdisciplinary links

LIT 1-02a, LIT 1-03a

MNU 1-07a, MTH 1-13a

HWB 1-10a, HWB 1-11a, HWB 1-14a

HWB 1-21a, HWB 1-23a

SOC 1-04a

Classroom Resources

Teacher Resources

Lesson Plans

Audio Recordings

Glossary

First Level: Music

E & O: I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics (EXA 1-17a)

Teaching Strategies and Approaches

Provide opportunities for learners to explore and be creative with sound:

- Give children access to a variety of instruments and objects to explore, including a selection of tuned and untuned percussion and materials with a variety of textures and surfaces.
- Percussion instruments can be organised by timbre (shake, tap, ting, boom) to support children to categorise the instruments.
- Encourage learners to explore contrasting sounds with visuals for basic music concepts displayed (loud/quiet, fast/slow, high/low).
- Provide opportunities for children to use materials to create different sounds and to make their own instruments. Materials could include plastic bottles & lids, plastic boxes, cardboard boxes, buckets, pots & lids, wooden blocks, spoons, sand paper, pencils, straws, sticks, rubber bands etc.
- Encourage learners to compare and contrast sounds and to describe the sounds they have created e.g. What happens if you swap the spoon for a straw? Can you use the materials to make a shake sound? What could you use to make a loud sound? How could you make that sound quieter? How could you change the pitch of that sound?

Engage learners in group music making activities to explore sounds created by voice, instruments and body percussion:

- Model use of the voice in different ways using a call and response activity e.g. 'Have you got your singing/whispering/humming/robot voice?'
- Use songs and rhymes to model and introduce different forms of body percussion (stamp, clap, click, tap knees) e.g. 'Bubble Gum, Bubble Gum'.
- Use different types of body percussion to pass a rhythm around the circle e.g. clap clap stamp stamp. Children can take turns to lead and make up their own body percussion pattern to pass around the circle.
- Use songs to introduce different percussion instruments, their names, the sounds they make and model the techniques for playing them e.g. 'What's inside the magic bag'
- Explore instruments and how they can be played to create different effects in an 'Improvisation Circle'. A group of children, with an instrument each, should sit in the middle of the circle. Another child can 'lead' by tapping each person on the shoulder to indicate when to start and stop playing their instrument. The rest of the class listen closely to the sounds that are created and talk about what they noticed.

Using music technology

- Create opportunities for children making sound recordings and play them back using iPad Apps with increasing independence e.g. Voice Memos, Book Creator, GarageBand
- Encourage children to explore and layer sound using music technology e.g. Garageband App or Chrome Music Lab

End of Level Benchmarks

- Follows performance directions, for example, follows the group leader.
- When communicating ideas and feelings through creative musical activities, working on their own and/or with others: uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics

Interdisciplinary links

LIT 1-02a, LIT 1-03a

MNU 1-07a, MTH 1-13a

HWB 1-10a, HWB 1-11a, HWB 1-14a

HWB 1-23a

TCH 1-01a, TCH1-10a

Classroom Resources

Teacher Resources

Lesson Plans

Audio Recordings

Glossary

First Level: Music

E & O: 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 1-18a)

Teaching Strategies and Approaches

Exploring sound

Provide learners with opportunities to explore sounds created by voice, body, instruments and objects through child-led play and adult directed group music activities. See strategies and approaches for EXA 1-17a

Following performance directions

- Agree signals (and use visuals) for start/stop, louder/quieter, faster/slower and give the children opportunities to practice following a leader when making sound with their voices, body percussion, instruments or objects.
- Give children opportunities to lead others using simple signals as performance directions (e.g. gestures for start/stop, crescendo/diminuendo).
- Support children to create graphic scores using simple shapes/symbols/pictures to represent sounds they created for a soundscape or sound story. An adult or child can lead the performance of a composition by pointing to different parts of the graphic score and everyone else follows their direction.
- Give children opportunities to apply their knowledge of notation by writing down simple rhythms that they create using stick notation.

Responding to a stimulus

- Listen to live sounds in a local environment (e.g. park, playground, street) or a pre-recorded sounds from other environments (e.g. under the sea or thunderstorm) and prompt responses from the children by asking questions e.g. What sounds can you hear? Which sounds are loud/quiet? How would you describe the atmosphere and why?
- Use this as inspiration for the children to create a group soundscape using a combination of voices, instruments, body percussion and objects which reflects the chosen environment. Children can perform the improvised soundscape following a leader's signals for when to start/stop or get louder/quieter.
- Similarly, an engaging and interesting image or film clip of an environment could also be used to stimulate the improvised soundscape.
- Ask learners to create and perform sounds to enhance the retelling of a story e.g. Jack and the Beanstalk. Children can work in pairs or small groups to create a sounds to match a characters and events in the story using a combination of voice, instruments, body percussion, objects and music technology (recorded sound effects).
- Groups can present the sounds they have created and should explain their choice of instrument/voice and use of tempo and dynamics etc., whilst other members of the class provide feedback.
- Provide opportunities for children to record compositions and perform sound stories/soundscapes they to an audience.

End of Level Benchmarks

- Follows performance directions, for example, follows the group leader.
- When communicating ideas and feelings through creative musical activities, working on their own and/or with others: uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary.

Interdisciplinary links

LIT 1-01a, LIT 1-02a, LIT 1-09a, ENG 1-19a, ENG 1-31a

HWB 1-01a, HWB 1-11a, HWB 1-14a

TCH 1-01a, TCH1-10a

Classroom Resources

Teacher Resources

Lesson Plans

Glossary

First Level: Music

E & O: I can respond to music by describing my thoughts and feelings about my own and others' work (EXA 1-19a)

Teaching Strategies and Approaches

Good listening skills

- Model and talk about how to be a good listener / audience member when listening to live or recorded performances e.g. use appropriate body language, look at the performer(s).
- After listening, encourage learners to express their own artistic opinion and to explain what they liked/disliked about the music and why. Model and encourage learners to ask relevant questions after listening, e.g. 'I wonder what instrument was playing the very low sound?', or ask a performer 'How do you make a louder sound with that instrument?'
- Provide opportunities for learners to listen to and evaluate their own and others' work, using appropriate music vocabulary e.g. 'The crescendo towards the end worked well', 'Could you play more quietly at the beginning?'

Selecting music to listen to (see *Listening List* for suggestions)

- Talk to the children about when and where they listen to music and find out about the music that they/their families like to listen to. Share with the children the music that you listen to and why you like it. Learners could choose a favourite piece of music/songs for the class to listen to and give a short talk about the music and why they like it.
- Select short excerpts of music that can be listened to multiple times, starting with 20-30 seconds, and gradually build this up. A longer piece of music could be listened to in short sections rather than all the way through.
- Select music from an increasing range of musical genres and styles, including styles and cultures that will be familiar and music which will expand their musical experiences e.g. Pop, Classical, Scottish (folk, pipe band), Latin American, Indian, Jazz.
- Select music which will inspire different feelings, images or memories for the children e.g. pieces with a contrasting mood/atmosphere.
- Select music with clear contrasts in tempo, dynamics or instrumentation, repetitive melodies or rhythm patterns for the children to identify and respond to. Select music which features a particular group of instruments/voices e.g. the families of the orchestra (strings, woodwind, brass, percussion)
- Choose music from film, TV and theatre to explore links between image and sound.

Active listening

- A *Listening Dice* or *Question Cards* can be used to help stimulate thinking and discussion before and after listening to music. Children could also write or draw their responses on a *Listening Mat*. You may or may not choose to give the children any information about the music/performer/composer before the first listen.
- After the first listening, start by asking open ended questions which allow learners to express a personal response. E.g. *How the music make you feel? Why do you think that is? Is there a there a picture in your head? What did you notice? Is the music the same all the way through?*
- On the second or third listen, encourage children to identify specific features of the music. You may want to pause at particular points to introduce new music vocabulary or ask questions related to concepts e.g. *What instrument is playing the main melody here? How has the tempo changed in this section? Is this a solo or group performance?*
- Watch video clips of musicians performing and begin to introduce groups of instruments and how they are played, so that children become familiar with the timbre (sound quality) of different instruments.

Responding creatively

- Explore different ways to keep the beat along to a piece of music using movement, body percussion or instruments. Children should begin to copy simple rhythms and melodies that they hear using body percussion/voice/instruments and then create their own simple rhythms to play along with the music.
- Children can create sequences of movement which represent different sections of the music, responding to tempo, dynamics, shape of the melody, and articulation (smooth / detached sounds)
- Give opportunities for children to respond to familiar and unfamiliar music using art materials to create colours, lines, symbols, shapes or models which represent what they hear. This could lead to the creation of their own *graphic score* for the music they are listening to.
- Children can listen to music which tells a story and write their own, poem/script/drama to represent what they hear.

End of Level Benchmarks

- Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.
- Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary.

Interdisciplinary links

EXA 0-05a, EXA 0-09a, EXA 0-13a
LIT 1-01a, LIT 1-02a, 1-07a, 1-09a
MNU 1-07a, MTH 1-13a
HWB 1-01a, HWB 1-11a
TCH 1-01a

Lesson Plans

Listening List

Glossary

Classroom Resources

Teacher Resources



Props

Props can be used during group singing games and could be displayed in a class music area:

- Large piece of stretch lycra fabric or a parachute
- Pop-up cone puppet
- Finger puppets
- Hand puppets / soft toys
- Floor spots / hoops
- Ball
- Character props for songs, rhymes and stories



Instruments

Full Instrument Glossary

A full class set of:

- Small claves
- Egg shakers or mini maracas



A selection of tuned and untuned percussion instruments for exploring different sounds:

- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block & beater
- Guiro
- Bells
- Different sized triangles & beaters
- Chime bar set, hand bell set
- xylophones or glockenspiels with beaters

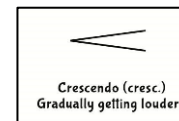
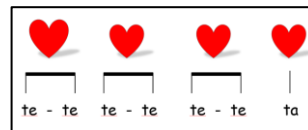


Printable Resources

Download printables

Flashcards can be used as visuals during group singing games and could be displayed in a class music area:

- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop, crescendo/diminuendo
- 4x heart cut outs (to represent the beat/pulse)
- Rhythm flashcards
- Singing voice, speaking voice, thinking voice visuals
- Instrument sound cards – shake, tap, ting, boom
- Song title cards with visuals
- Song/rhyme lyrics displayed with visuals



Digital Technology

- Speaker
- iPad
- Headphones



Stimuli for creating music

Images e.g.

- Characters or setting from stories
- Local places
- Outdoor environments (forest, seaside, city)

Find inspiring images at:

- <https://unsplash.com/>
- <https://www.onceuponapicture.co.uk/>

Stories e.g.

- *Three Little Pigs*
- *Three Billy Goats Gruff*
- *Jack and the Beanstalk*
- *Rumble in the Jungle*
- *Commotion in the Ocean*

Music e.g.

- [Carnival of the Animals](#) by Saint-Saëns
- [Planet Earth II Soundtrack](#) by Hans Zimmer & Jasha Klebe
- Soundscapes (forest, seaside, city) - [Body percussion soundscape](#)
- 'Connect It' by Anna Meredith (body percussion piece)

Video clips / short films e.g.

- Pixar Shorts <https://www.pixar.com/theatrical-shorts>
- [Planet Earth II Visual Soundscapes](#)

Find more film resources at <https://www.intofilm.org/resources>

Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a specific pitch)

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers
- Hand bell set

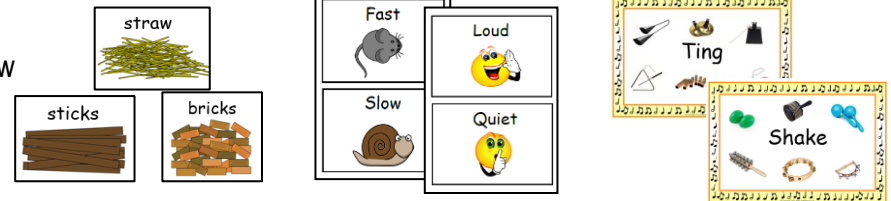


Printable Resources

Download printables

Flashcards and props can be used to support learners when creating and performing sounds in response to a stimulus.

- Instrument sound cards – shake, tap, ting, boom
- Labelled instrument picture cards
- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop
- Story sequencing cards / props
- Character cards / puppets / masks



Digital Technology

- Speaker
- iPad and headphones

Suggested Listening

Full Listening List

Exploring emotions/mood

Overture to the Marriage Of Figaro – Mozart
Flight of the Bumble Bee – Rimsky-Korsakov
Pavane - Fauré
Baby Mine from 'Dumbo'
O Fortuna from 'Carmina Burana' – Orff
Night on Bald Mountain - Mussorgsky

Music from Scotland and around the world

Scotland
 • *Struy* by Blazin' Fiddles
 China
 • *Horse Race* by Jiang Jianhua
 Australia
 • *Didgeridoo* by The Aboriginee Tribe
 Poland
 • *Plynie Wisla, Plynie* by Bob Johnson

Music Groups

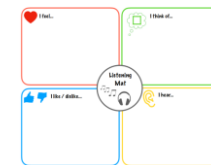
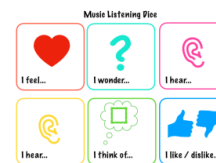
Orchestra
 • *Carnival of the Animals* - Saint-Saëns
 • *Young Person's Guide to the Orchestra* – Britten
 Choir
 Scottish Pipe Band
 • Scotland the Brave (traditional tune)
 Jazz Band
 • *Take Five* – Dave Brubeck

Printable Resources

Download printables

Flashcards can be used as visuals to support learners when listening and responding to music.

- Labelled instrument picture cards, including instruments from a range of styles and cultures
- Families of the orchestra posters
- Concept flashcards – fast/slow, loud/quiet, high/low, crescendo/diminuendo
- Emotion flashcards
- Question cards – First Level
- Listening dice
- Listening mat



Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block
- Guiro
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a specific pitch)

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers



Other

- Art materials for drawing/painting/modelling in response to music
- Scarves / ribbons for movement in response to music



Digital Technology

- Speaker
- iPad / device for playing music
- Headphones

First Level Music: Teacher Resources

Books

- *Singing Games and Rhymes for Early Years, Books 1 & 2* (National Youth Choir of Scotland)
- *Singing Games and Rhymes for Middle Years, Books 1 & 2* (National Youth Choir of Scotland)
- *Go for Bronze Teacher Book* (National Youth Choir of Scotland)
- *The Music Handbook and Jolly Music Big Book - Level 1, 2 and 3* (Jolly Learning Ltd)
- *Games ideas and activities for Primary Music* (D. Minto)
- *How to teach primary Music: 100 inspiring ideas* (Wheway, Miles & Barnes)

Online resources & digital tools

Websites

Apps

Other resources

Solfa & Hand Sign Guide

Graphic Score Guide

Coming soon!







First Level Music: Websites

Apps



ABRSM Classical 100 www.classical100.org	Access to recordings of a range of classical music pieces for listening, with information about the composers and the story behind each piece of music. It is free to create an account.
BBC Teach: Music https://www.bbc.co.uk/teach/primary/zd7p47h	Access a range of classroom resources, videos, teacher guides and initiatives for music teaching in Primary school. Resources are split into ages 5-7 and 7-11.
BBC Teach: Ten Pieces https://www.bbc.co.uk/teach/ten-pieces	Selected pieces of orchestral music recorded alongside short animated films and orchestral performances to introduce children to classical music. Lesson plans and other resources are available to go with each piece.
Chrome Music Lab https://musiclab.chromeexperiments.com/	A collection of fun, hands-on experiments that allow children to explore sound using music technology, reinforce music concepts and stimulate creativity.
Glasgow CREATE YMI Blog https://blogs.glowscotland.org.uk/gc/createymi/	Created by the Glasgow CREATE Youth Music Initiative team - access a range of musical activities to support music making in the Primary classroom and at home, including resources for school music groups including Choir, Ukulele and Samba.
Into Film https://www.intofilm.org/resources	Provides resources, including lesson plans and presentations, for using film to engage children in learning across the curriculum. Many of the resources are linked to music through discussion and activities focused on film sound tracks.
NYCOS Youtube Channel https://www.youtube.com/c/NYCOScotland/playlists	The National Youth Choir of Scotland playlists 'NYCoS Daily' and 'Sing & Smile (5-8)' feature a series of songs, musical games and activities to develop musicianship skills and have fun.
The Boy and the Bunnet www.theboyandthebunnet.com	Cross-curricular resources to go with the Scottish story 'The Boy and the Bunnet'. Introduces children to Scots language and musical instruments.
Young Persons Guide to the Orchestra https://brittenpears.org/explore/benjamin-britten/music/young-persons-guide/	Based around Benjamin Britten's composition The Young Person's Guide to the Orchestra, this website features a recorded and filmed performance of the piece, an interactive score, listening and composition games and information about all the instruments of the orchestra.
YouTube www.youtube.com	Access videos for demonstrating examples of people playing instruments, groups of musicians (e.g. the orchestra) and music of different genres and cultures.







<p>A Jazzy Day* The Melody Book</p> 	<p>An interactive story that introduces the jazz band and instruments. Featuring sounds from real acoustic instruments and games to identify instruments such as Bass, Drums, Guitar, Piano, Alto Saxophone etc.</p> <p>Suitable for: First Level Cost: £3.99</p>
<p>A Jazzy World* The Melody Book</p> 	<p>This animated and interactive world map provides an introduction to world culture/music, featuring USA, Brazil, Ireland, Spain, Egypt, Kenya, India, Russia, Japan and Australia. Includes quizzes for each country.</p> <p>Suitable for: All Levels Cost: £4.99 (lite version available free)</p>
<p>Carnival of the Animals* Naxos</p> 	<p>An orchestral recording of Saint-Saens' Carnival of the Animals including 14 movements, each representing a different animal. This app includes information about the composer, rhyming verses and colourful animated illustrations of the animals to go along with each track.</p> <p>Suitable for: Early and First Level Cost: £3.99</p>
<p>Beanie's Musical Instruments* Naxos</p> 	<p>A simple introduction to musical instruments. Tap the curtains to reveal Beanie the bear playing a different instrument each time. Children hear what each instrument sounds like and what it is called.</p> <p>Suitable for: Early and First Level Cost: £1.49 (lite version available free)</p>
<p>Fun Folk* Flo-Culture</p> 	<p>An introduction to Scottish traditional music, song, stories and ceilidh dancing with interactive activities, animations and films. Includes material in both Gaelic and Scots languages.</p> <p>Suitable for: Early and First Level Cost: free</p>
<p>GarageBand Apple</p> 	<p>GarageBand can be used to record, create, edit and share music. Virtual or real instruments can be explored, recorded, edited and layered together to create an audio track.</p> <p>Suitable for: All Levels Cost: free</p>

*These apps may not be approved for use on Glasgow City Council's 'Connected Learning' iPads

More apps



<p>Meet the Orchestra*</p> <p>Vide Infra</p> 	<p>An introduction to the families of the orchestra and the musical instruments in each section. Includes a 'Quiz' section to develop skills in recognising instruments by appearance and sound.</p> <p>Suitable for: First and Second Level Cost: £2.99</p>
<p>Musical Advent Calendar*</p> <p>Naxos</p> 	<p>Open a door each day in December and listen to a different piece of seasonal classical music, including Christmas carols and instrumental music.</p> <p>Suitable for: All Levels Cost: free</p>
<p>My First Classical Music App*</p> <p>Naxos</p> 	<p>An introduction to classical music, composers and the orchestra. Over 40 recordings of different pieces of music with demonstrations for every instrument of the orchestra. Interactive resource with animations, sound effects and narrated text.</p> <p>Suitable for: First and Second Level Cost: £3.99</p>
<p>My First Orchestra*</p> <p>Naxos</p> 	<p>A sequel to 'My First Classical Music App', this interactive introduction to the orchestra features over 40 recordings of classical music and animated performers demonstrating each instrument. Includes narration of the text and a quiz about the instruments.</p> <p>Suitable for: First and Second Level Cost: £3.99</p>

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Music at Second Level: Experiences and Outcomes

Second Level
Tracker

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.

EXA 2-16

I can sing and play music from a range of styles and cultures, showing skill and 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 2-01a

I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances

Second Level Tracker: Music



Music

EXA 2-16a Supporting Guidance	Sing a variety of songs from Scotland and other cultures individually or as part of a group.	Sing in unison and in harmony (in a round or in two parts), with and/or without accompaniment.	Perform with clear diction and expression appropriate to the genre.	Sing accurately at pitch.	Sing pitches using correct handsigns for the pentatonic scale (do, re, mi, so, la)	Recognise and sing pitches of the pentatonic scale on a stove.	Understand and convey the mood/character of the song with increasing depth e.g. using body language, facial expression	Perform songs with control of tempo, dynamics, musical phrasing and breathing.	Demonstrate an awareness of song structure (introduction, verse, chorus).	Internalise the words of a song/rhyme.
	Demonstrate a secure sense of pulse and rhythm when singing or playing percussion instruments.	Perform songs with different time signatures (4/4, 3/4, 2/4 and 6/8).	Clap and play rhythms using Kodály rhythm names (ta, ta rest, ta-a, ta-a rest, ta-a-a, ta-a-a rest, ta-a-a-a, ta-a-a-a rest, te te, ti ri ti ri) and follow the associated stick notation.	Internalise increasingly complex rhythms.	Play tuned and untuned percussion instruments with control of tempo and dynamics.	Use instruments such as recorder, tin whistle or tuned percussion (e.g. xylophone, glockenspiel) to play a simple melody in time.	Understand and follow the dynamic markings of forte, mezzo-forte, piano, crescendo, diminuendo.	Respond to a leader/conductor by following performance directions to change tempo or dynamics.		
EXA 2-17a Supporting Guidance	Use a variety of musical styles to experiment with different vocal sounds e.g. beat box, rap, opera, musical theatre, choral, pop, jazz, folk, country, Scottish traditional.	Sing songs of different styles from memory with good control of pitch, rhythm, tempo and dynamics.	Continue to show respect for classroom instruments.	Identify a wide variety of classroom instruments and demonstrate correct techniques for playing them with independence.	Experiment with playing techniques to produce an increasing variety of sounds on different instruments (e.g. glissando, staccato, legato).	Recognise the timbre of different instruments by how they are played e.g. shaken struck, blown strummed.	Use instruments to accompany songs/enhance music of different styles.			
	Use instruments to lead others in keeping the pulse.	Use instruments to produce higher/lower pitches and control changes in tempo and dynamics with increased accuracy.	Explore rhythm by copying, creating and layering patterns of sound.	Use instruments to play contrasting rhythm patterns as part of an ensemble with 3 or more parts.	Use stick notation to create and write down longer or more complex rhythm sequences.	Use digital technology to record sound (video and/or sound).	Listen to recordings of own/others' work and respond with constructive feedback.	Use music technology to create compositions experimenting with an increasing range of pitch, rhythm, dynamics, tempo and timbre.		
EXA 2-18a Supporting Guidance	Explore different sounds made by a wide range of instruments as well as everyday objects	Recognise the timbre of a range of different instruments by how they are played e.g. shaken, struck, blown, strummed.	Participate in improvised group music-making e.g. perform in and listen to an Improvisation Circle	Work individually and/or with a group to create soundscapes, sound effects and sound tracks which incorporate an increased range of musical elements to reflect the mood/atmosphere of a given stimulus.	When creating music, explain choice of instruments/voices, sound/silence, dynamics (forte, mezzo-forte, forte, crescendo, diminuendo), tempo (fast, slow, gradually getting faster/slower), pitch (high/low, moving by step or leap), legato/staccato, structure (beginning, middle, end) and texture (how many instruments/voices)	Take on different roles (conductor, player/singer), using verbal and non-verbal techniques to communicate performance directions e.g. eye contact, body language				
	Perform compositions using a range of body percussion, vocal effects, instruments and objects, following performance directions.	Use a form of music notation to write down compositions, including appropriate performance directions e.g. graphic score, stick notation, stave notation.	Use digital technology to record performances (video and/or sound).	Listen to recordings of own/others' work and suggest what works well and what could be improved, referring to a range of musical elements.	Use music technology to create simple compositions experimenting with contrasts in pitch, rhythm, dynamics, tempo and timbre.					
EXA 2-19a Supporting Guidance	Listen and respond to musical pieces of increasing length and listen appropriately to the views of others.	Listen to a range of live and/or recorded music and respond by expressing personal views e.g. justify preferences and make comparisons to prior experiences using relevant music concepts.	Listen to a range of live and/or recorded music and give constructive criticism about what works well and what could be improved using appropriate music vocabulary.	Listen to and watch musicians perform a range of musical genres e.g. Classical, Musical Theatre, Pop/rock, Jazz, Scottish, World music.						
	Recognise different ensembles and name the instruments within them e.g. Orchestra, Jazz band, Choir (male, female, adult, child voices), Pop/rock band, Scottish (folk group, pipe band).	Listen to and identify the different sections of the orchestra (strings, woodwind, brass, percussion) and gain a deeper understanding of how the timbre of different instruments can convey different moods/atmospheres.	Listen to different styles of music from Scotland and other cultures and comment on musical concept including instruments, voices, tempo, dynamics, pitch, structure (intro, verse, chorus, outro, repetition) and texture (unison, harmony, solo, ensemble, with/without accompaniment).	Express a response to music through other areas of Expressive Arts by creating pieces of art, drama or dance.						
EXA 2-01a Supporting Guidance	Participate in a musical performance (solo or group) to the class, parents or in the community.	Develop performance techniques, for example: confidence, concentration, follow a group leader/conductor.	Experience live performance as an audience member at, for example, other class performances, local secondary school concerts, visiting musician/theatre group performances and visits to theatres/concert halls.	Listen to and concentrate on performances of increasing length.	Celebrate the achievement of others at a performance appropriately.					

Second Level: Music

E & O: I can sing and play music from a range of styles and cultures, showing skill and using performance directions and/or musical notation. (EXA 2-16a)

Teaching Strategies and Approaches:

Singing

- Select songs within a pitch range which is manageable for children to sing. Children at this age have a range from around middle C to the D above. A chime bar is useful for finding an appropriate starting pitch.
- Select songs and rhymes which are repetitive and easy to remember - teach by breaking down into chunks e.g. line by line, using call and response – and talk about the structure of the song (verse, chorus, repeated sections etc.).
- Continue to vary the dynamics and tempo when singing songs and to model the difference between a speaking and singing voice.
- Continue to develop the skills required for singing in parts through songs which can be sung in a round (two or more groups sing the same melody but start at different times, e.g. Frère Jacques).
- Provide opportunities for children to sing short phrases individually using singing games (e.g. 'The Button and the Key')
- Use fun warm up exercises (e.g. tongue twisters, humming) to develop diction, breathing and pitch accuracy.
- Reinforce the solfa names and handsigns to represent pitches using simple, well-known songs (e.g. 'Rocky Mountain' or 'Hot Cross Buns'). Start with *so*, *mi* and *la*, then add *do* and *re* to complete the pentatonic scale.
- Use a staff (5 lines, 4 spaces) to practise placing pitches on the lines and in the spaces - draw on a whiteboard, mark out with tape on the floor, or use your hand (fingers for the lines and in-between fingers for spaces).

Beat & Rhythm

- Develop children's sense of pulse by providing regular experiences where children can physically 'feel' the beat in music – e.g. keep the beat by walking/marching, using beat spots, performing actions, bouncing a ball, passing an object, clapping or tapping knees. There should be an initial focus on the beat when learning any new song.
- Children can tap heart shapes to the beat whilst singing to reinforce the idea that pulse/beat in music is like the steady heartbeat in our bodies.
- Use short, well-known songs/rhymes to reinforce Kodály rhythm names – practice clapping and saying the rhythm names.
- Support learners to differentiate between beat and rhythm when chanting a rhyme by asking one group of children to keep a steady beat, while another group claps/plays the rhythm.
- Link rhythm names to the associated stick notation symbols and play games using rhythm flashcards which help children to recognise and follow written rhythm patterns (e.g. Rhythm People or Rhythm Detectives).
- Children can practise the skill of 'internalising' by clapping/playing the rhythm of a rhyme whilst saying the words or rhythm names in their 'thinking voice'.

Playing Instruments

- Apply the pitch and rhythm skills taught through singing and body percussion activities to perform short simple melodies on pitched instruments e.g. tuned percussion (xylophone, glockenspiel, chime bars), tin whistle, recorder or keyboard.
- Introduce the treble clef and pitch names to practice reading notation and playing pitches on an instrument (as above).
- Introduce performance direction vocabulary and symbols used in music to indicate changes in tempo or dynamics (e.g. piano, forte, crescendo, diminuendo, accelerando, ritardando).

End of Level Benchmarks:

- Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation.
- Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.
- Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.

Interdisciplinary links:

LIT 2-02a, ENG 2-03a

MNU 2-07a

HWB 2-10a, HWB 2-11a, HWB 2-14a, HWB 2-21a

SOC 2-04a, 2-19a

Classroom Resources

Teacher Resources

Lesson Plans

Audio Recordings

Glossary

Second Level: Music

E & O: I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. (EXA 2-17a)

Teaching Strategies and Approaches:

Provide opportunities for learners to explore and be creative with sound:

- Give children access to a variety of instruments and objects to explore, including a selection of tuned and untuned percussion and materials with a variety of textures and surfaces.
- Percussion instruments can be put into two categories, tuned percussion (that have a pitch, such as glockenspiels) and non-tuned percussion (that have no definite pitch, such as claves). Non-tuned percussion can then be organised by timbre (shake, tap, ting, boom) to support children to categorise the instruments.
- Encourage learners to explore contrasting sounds with visuals for music concepts displayed (loud/quiet, fast/slow, high/low).
- Provide opportunities for children to use materials to create different sounds and to make their own instruments. Materials could include plastic bottles & lids, plastic boxes, cardboard boxes, buckets, pots & lids, wooden blocks, spoons, sand paper, pencils, straws, sticks, rubber bands etc.
- Encourage learners to compare and contrast sounds and to describe the sounds they have created e.g. What happens if you swap the spoon for a straw? Can you use the materials to make a shake sound? What could you use to make a loud sound? How could you make that sound quieter? How could you change the pitch of that sound?

Engage learners in group music making activities to explore sounds created by voice, instruments and body percussion:

- Model use of the voice in different ways using a call and response activity e.g. 'Have you got your singing/whispering/humming/robot voice?'
- Use songs and rhymes to model and introduce different forms of body percussion (stamp, clap, click, tap knees) e.g. 'Bubble Gum, Bubble Gum'.
- Use different types of body percussion to pass a rhythm around the circle e.g. clap clap stamp stamp. Children can take turns to lead and make up their own body percussion pattern to pass around the circle.
- Watch and listen to music from around the world, such as samba bands or African drum music to introduce different percussion instruments, their names, the sounds they make, and model the techniques for playing them.
- Explore instruments and how can they can be played to create different effects in an 'Improvisation Circle'. A group of children, with an instrument each, should sit in the middle of the circle. Another child can 'lead' by tapping each person on the shoulder to indicate when to start and stop playing their instrument. The rest of the class listen closely to the sounds that are created and talk about what they noticed.

Using music technology

- Create opportunities for children making sound recordings and play them back using iPad Apps with increasing independence e.g. Voice Memos, Book Creator, GarageBand
- Encourage children to explore and layer sound using music technology e.g. Garageband App, Loopimal or Chrome Music Lab

End of Level Benchmarks:

- Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.
- Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.

Interdisciplinary links:

LIT 2-02a, ENG 2-03a

MNU 2-07a

HWB 2-10a, HWB 2-11a, HWB 2-14a

TCH 2-01a, TCH2-10a

Classroom Resources

Teacher Resources

Lesson Plans

Audio Recordings

Glossary

Second Level: Music

E & O: 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 2-18a)

Teaching Strategies and Approaches:

Exploring sound

Provide learners with opportunities to explore sounds created by voice, body, instruments and objects through child-led and adult directed group music activities. See strategies and approaches for EXA 2-17a.

Following performance directions

- Agree signals (and use visuals) for start/stop, louder/quieter, faster/slower and give the children opportunities to practise following a leader when making sound with their voices, body percussion, instruments or objects.
- Give children opportunities to lead others using simple signals as performance directions (e.g. gestures for start/stop, crescendo/diminuendo).
- Support children to create graphic scores using simple shapes/symbols/pictures to represent sounds they created for a soundscape or sound story. An adult or child can lead the performance of a composition by pointing to different parts of the graphic score and everyone else follows their direction.
- Give children opportunities to apply their knowledge of notation by writing down simple rhythms that they create using stick notation.

Responding to a stimulus

- Listen to live sounds in a local environment (e.g. park, playground, street) or a pre-recorded sounds from other environments (e.g. under the sea or thunderstorm) and prompt responses from the children by asking questions e.g. What sounds can you hear? Which sounds are loud/quiet? How would you describe the atmosphere and why?
- Use this as inspiration for the children to create a group soundscape using a combination of voices, instruments, body percussion and objects which reflects the chosen environment. Children can perform the improvised soundscape following a leader's signals for when to start/stop or get louder/quieter.
- Similarly, an engaging and interesting image or film clip of an environment could also be used to stimulate the improvised soundscape.
- Ask learners to create and perform sounds to enhance the retelling of a story e.g. The Tortoise and the Hare or a well known Disney story. Children can work in pairs or small groups to create a sounds to match a characters and events in the story using a combination of voice, instruments, body percussion, objects and music technology (recorded sound effects).
- Groups can present the sounds they have created and should explain their choice of instrument/voice and use of tempo and dynamics etc., whilst other members of the class provide feedback.
- Provide opportunities for children to record compositions and perform sound stories/soundscapes to an audience.

End of Level Benchmarks:

- Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.
- Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.
- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Interdisciplinary links:

LIT 2-11a, LIT 2-02a, LIT 2-09a, ENG 2-19a,
ENG 2-31a
HWB 2-01a, HWB 2-11a, HWB 2-14a
TCH 1-01a, TCH1-10a

Classroom Resources

Teacher Resources

Lesson Plans

Glossary

Second Level: Music

E & O: 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 2-19a)

Teaching Strategies and Approaches:

Good listening skills

- Model and talk about the qualities of a good listener and a respectful audience member.
- Continue to encourage learners to express their own artistic opinion and to explain with increasing detail and appropriate music vocabulary what they liked/disliked about the music and why. Model and encourage learners to ask relevant questions and build on the contributions of others e.g. 'What are the different instruments in a samba band?', or ask a performer 'What is the highest pitch your instrument can play?'
- Provide opportunities for learners to listen to and evaluate their own and others' work, using appropriate music vocabulary e.g. 'Could the main melody be played louder?', 'I like the repeated rhythm section'.

Selecting music to listen to (see *Listening List* for suggestions)

- Talk to the children about when and where they listen to music and find out about the music that they/their families like to listen to. Share with the children the music that you listen to and why you like it. Create playlists with the children for use a different times during the day e.g. tidying up, calming down after lunch, warming up for P.E. Playlists could also be created with the children to link with social studies topics e.g. music from a particular country or time period.
- Select short excerpts of music that can be listened to multiple times - start around 30 seconds and gradually build this up. A longer piece of music could be listened to in shorter sections before listening all the way through.
- Select music from a wide range of musical genres and styles, including styles and cultures that will be familiar and music which will expand their musical experiences e.g. Pop/Rock, Classical (orchestra, choir, chamber ensemble), Opera, Musical Theatre, Scottish (folk, pipe band), Latin American, Indian, Jazz, Blues, Rap.
- Select music which will inspire different feelings, images or memories for the children e.g. pieces with a contrasting mood/atmosphere.
- Select music with clear contrasts in tempo, dynamics or instrumentation, repetitive melodies or rhythm patterns for the children to identify and respond to. Select music which features a particular group of instruments/voices e.g. the families of the orchestra (strings, woodwind, brass, percussion)
- Choose music from film, TV and theatre to explore links between image and sound.

Active listening

- A *Listening Dice* or *Question Cards* can be used to help stimulate thinking and discussion before and after listening to music. Children could also write their responses on a *Listening Mat*. You may or may not choose to give the children any information about the music/performer/composer before the first listen.
- After the first listening, start by asking open ended questions which allow learners to express a personal response and to make connections and comparisons with other musical experiences. E.g. *How the music make you feel? Why do you think that is? Does it remind you of anything? What did you notice? Can you describe the mood/atmosphere of the music? How is that mood/atmosphere created?*
- On the second or third listen, encourage children to identify specific features of the music. You may want to pause at particular points to introduce new music vocabulary or ask questions related to concepts e.g. *What type of music ensemble is this? What instruments can you hear which tell you this? How many sections are there in the music? Are any of the sections repeated? Is there more that one instrument playing the melody? Is the melody accompanied or unaccompanied?*
- Watch video clips of musicians performing and explore groups of instruments and how they are played so that children become increasingly familiar with the timbre (sound quality) of a range of instruments from different styles and cultures.

Responding creatively

- Provide opportunities for learners to keep the beat along to music with different time signatures (simple & compound time) using movement, body percussion and instruments. Ask learners to identify and copy rhythm patterns in the music and then create their own to play along.
- Support learners hear simple melodies in the music and perform them using voice or work out the pitches using music technology or on an instrument e.g. tuned percussion.
- Use the analysis of music as a stimulus for children to create their own music in the same style as a particular composer.
- Children can create sequences of movement which represent different sections of the music, responding to tempo, dynamics, shape of the melody, and articulation.
- Provide opportunities for children to respond to familiar and unfamiliar music using art materials to create colours, lines, symbols, shapes or models which represent what they hear. This could lead to the creation of their own *graphic score* for the music they are listening to.
- Children can listen to music which tells a story and write their own, poem/script/drama to represent what they hear.

End of Level Benchmarks

- Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts.
- Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music.
- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Interdisciplinary links

EXA 2-05a, EXA 2-09a, EXA 2-13a
LIT 2-11a, LIT 2-02a, LIT 2-07a
HWB 2-01a, HWB 2-11a
SOC 2-19a
TCH 2-01a

Lesson Plans

Listening List

Glossary

Classroom Resources

Teacher Resources



Props

Props can be used during group singing games:

- Large piece of stretch lycra fabric or a parachute
- Floor spots / hoops
- Ball



Instruments

Full Instrument Glossary

A full class set of:

- Small claves
- Egg shakers or mini maracas



A selection of tuned and untuned percussion instruments for exploring different sounds:

- Tambour (hand drum)
- Tambourine
- Wood block or agogo block & beater
- Guiro
- Bells
- Different sized triangles & beaters
- Chime bar set / xylophone / glockenspiel with beaters
- Hand bell set

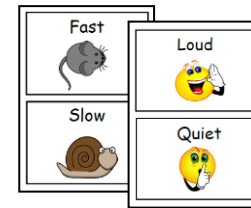


Printable Resources

Download printables

Flashcards can be used as visuals during group singing games and be displayed in a music area to support learners during play:

- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop
- 4x heart cut outs (to represent the beat/pulse)
- Rhythm flashcards (pictorial)
- Singing voice, speaking voice, thinking voice visuals
- Instrument sound cards – shake, tap, ting, boom
- Song title cards with visuals
- Song/rhyme lyrics displayed with visuals



Digital Technology

- Speaker
- iPad
- Headphones



Stimuli for creating music

Images e.g.

- Characters or setting from stories
- Local places
- Outdoor environments (forest, seaside, city)

Find inspiring images at:

- <https://unsplash.com/>
- <https://www.onceuponapicture.co.uk>

• Works of Art e.g.

- The Scream – Edvard Munch
- The Starry Night – Vincent Van Gogh
- The Persistence of Memory – Salvador Dali
- The Weeping Woman – Pablo Picasso

Music e.g.

- Peter and the Wolf – Sergei Prokofiev
- Young Persons Guide to the Orchestra – Benjamin Britten
- Soundscapes (forest, seaside, city):

[Forest soundscape](#)

[Body percussion soundscape](#)

Video clips / short films e.g.

- *The Snowman*
- *Gone Nutty*
- *Wallace and Gromit*
- Pixar Shorts <https://www.pixar.com/theatrical-shorts>
- Landscape videos of Scotland

Find more film resources at <https://www.intofilm.org/resources>

Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Tambourine
- Wood block or agogo block
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a specific pitch)

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers
- Hand bell set

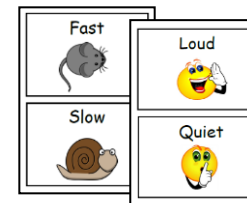


Printable Resources

Download printables

Flashcards and props can be used to support learners when creating and performing sounds in response to a stimulus.

- Instrument sound cards – shake, tap, ting, boom
- Labelled instrument picture cards
- Concept flashcards – fast/slow, loud/quiet, high/low
- Performance directions – start/stop
- Story sequencing cards / props
- Character cards / puppets / masks



Digital Technology

- Speaker
- iPad
- Headphones



Suggested Listening

Full Listening List

Film, TV and Theatre

Jurassic Park Theme - John Williams
Hedwig's Theme from 'Harry Potter' – John Williams
Planet Earth II Soundtrack – Hans Zimmer
I am Moana from 'Moana' - Lin-Manuel Miranda
Sunshine on Leith – The Proclaimers
Un Poco Loco from 'Coco' - Michael Giacchino
It's the Hard-Knock Life from 'Annie'

Orchestral

- *Young Person's Guide to the Orchestra* – Britten
- *The Firebird Suite* - Stravinsky

Choral

- *O Fortuna* from 'Carmina Burana' – Orff
- *Zadok the Priest* – Handel

Scottish

- *Auld Lang Syne* – Eddi Reader
- *Beaches of Harris* – National Youth Pipe Band of Scotland

Pop

- *Can't Stop the Feeling* – Justin Timberlake
- *Wings* – Little Mix

Rock

- *Sweet Child O' Mine* – Guns N' Roses
- *We Will Rock You* - Queen
- *You're in the Band* from 'School of Rock'

Jazz

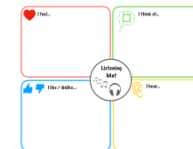
- *Summertime* – Ella Fitzgerald and Louis Armstrong
- *Take Five* – Dave Brubeck

Printable Resources

Download printables

Flashcards can be used as visuals to support learners when listening and responding to music.

- Labelled instrument picture cards, including instruments from a range of styles and cultures
- Families of the orchestra posters
- Concept flashcards – fast/slow, loud/quiet, high/low, crescendo/diminuendo
- Question cards – Second Level
- Listening dice
- Listening mat



Instruments

Full Instrument Glossary

Untuned percussion (unable to produce a specific pitch)

- Claves
- Maracas or egg shakers
- Tambour (hand drum)
- Lollipop drum & beater
- Tambourine
- Wood block or agogo block
- Guiro
- Bells
- Triangles & beaters (different sizes)



Tuned percussion (able to produce a

- Chime bar set & beaters
- Xylophone & beaters
- Glockenspiel & beaters
- Boomwhackers



Other

- Art materials for drawing/painting/modelling in response to music

Digital Technology

- Speaker
- iPad / device for playing music
- Headphones

Second Level Music: Teacher Resources

Books

- *Singing Games and Rhymes for Middle Years, Books 1 & 2* (National Youth Choir of Scotland)
- *Singing Games and Rhymes for Ages 9 to 99* (National Youth Choir of Scotland)
- *Go for Bronze Teacher Book* (National Youth Choir of Scotland)
- *Singing Sherlock Books 2 and 4* (Val Whitlock & Shirley Court)
- *Games ideas and activities for Primary Music* (D. Minto)
- *How to teach primary Music: 100 inspiring ideas* (Wheway, Miles & Barnes)

Online resources & digital tools

Websites

Apps

Other resources

Solfa & Hand Sign Guide

Graphic Score Guide







Coming
soon!

Second Level Music: Websites

Apps



ABRSM Classical 100 www.classical100.org	Access to recordings of a range of classical music pieces for listening, with information about the composers and the story behind each piece of music. It is free to create an account.
BBC Teach: Music (7-11) https://www.bbc.co.uk/teach/ks2-music/zfv96v4	Access a range of classroom resources, videos, teacher guides and initiatives for music teaching in Primary school.
BBC Teach: Ten Pieces https://www.bbc.co.uk/teach/ten-pieces	Selected pieces of orchestral music recorded alongside short animated films and orchestral performances to introduce children to classical music. Lesson plans and other resources are available to go with each piece.
Chrome Music Lab https://musiclab.chromeexperiments.com/	A collection of fun, hands-on experiments that allow children to explore sound using music technology, reinforce music concepts and stimulate creativity.
Glasgow CREATE YMI Blog https://blogs.glowscotland.org.uk/gc/createymi/	Created by the Glasgow CREATE Youth Music Initiative team - access a range of musical activities and resources to support music making in the Primary classroom and at home, including resources to support school music groups including Choir, Ukulele and Samba.
Into Film https://www.intofilm.org/resources	Provides resources, including lesson plans and presentations, for using film to engage children in learning across the curriculum. Many of the resources are linked to music through discussion and activities focused on film sound tracks.
NYCOS (Youtube Channel) https://www.youtube.com/c/NYCOScotland/playlists	The National Youth Choir of Scotland playlists 'NYCoS Daily' feature a series of songs, musical games and activities to develop musicianship skills and have fun.
Young Persons Guide to the Orchestra https://brittenpears.org/explore/benjamin-britten/music/young-persons-guide/	Based around Benjamin Britten's composition The Young Person's Guide to the Orchestra, this website features a recorded and filmed performance of the piece, an interactive score, listening and composition games and information about all the instruments of the orchestra.
YouTube www.youtube.com	Access videos for demonstrating examples of people playing instruments, groups of musicians (e.g. the orchestra) and music of different genres and cultures.

A Jazzy World* The Melody Book		<p>This animated and interactive world map provides an introduction to world culture/music, featuring USA, Brazil, Ireland, Spain, Egypt, Kenya, India, Russia, Japan and Australia. Includes quizzes for each country.</p> <p>Suitable for: All Levels Cost: £4.99 (lite version available free)</p>
GarageBand Apple		<p>GarageBand can be used to record, create, edit and share music. Virtual or real instruments can be explored, recorded, edited and layered together to create an audio track.</p> <p>Suitable for: All Levels Cost: free</p>
Meet the Orchestra* Vide Infra		<p>An introduction to the families of the orchestra and the musical instruments in each section. Includes a 'Quiz' section to develop skills in recognising instruments by appearance and sound.</p> <p>Suitable for: First and Second Level Cost: £2.99</p>
Musical Advent Calendar* Naxos		<p>Open a door each day in December and listen to a different piece of seasonal classical music, including Christmas carols and instrumental music.</p> <p>Suitable for: All Levels Cost: free</p>
My First Classical Music App* Naxos		<p>An introduction to classical music, composers and the orchestra. Over 40 recordings of different pieces of music with demonstrations for every instrument of the orchestra. Interactive resource with animations, sound effects and narrated text.</p> <p>Suitable for: First and Second Level Cost: £3.99</p>
My First Orchestra* Naxos		<p>A sequel to 'My First Classical Music App', this interactive introduction to the orchestra features over 40 recordings of classical music and animated performers demonstrating each instrument. Includes narration of the text and a quiz about the instruments.</p> <p>Suitable for: First and Second Level Cost: £3.99</p>

*These apps may not be approved for use on Glasgow City Council's 'Connected Learning' iPads

Participation in performances and presentations

E & O: I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances **EXA 0-01a / EXA 1-01a / EXA 2-01a**

Partnerships with arts organisations

Many arts organisations run education and outreach programmes which offer opportunities for children to experience creative workshops and inspiring performances/presentations in schools or at concert halls, theatres, galleries and museums. Some suggested arts organisations and venues that work with children and young people in Scotland are listed below.

Drama

- Scottish Youth Theatre <https://scottishyouththeatre.org/>
- Tron Theatre <https://www.tron.co.uk/education/work-for-schools/>
- Glasgow Film <https://glasgowfilm.org/what-we-do/learning-and-engagement>
- Hopscotch Theatre <https://hopscotchtheatre.com/our-work-in-schools/>
- Tramway <https://www.tramway.org/Pages/home.aspx>
- Capital Theatres <https://www.capitaltheatres.com/>
- Theatre in Schools Scotland <https://www.theatreinschoolsscotland.co.uk/>
- Imagine <https://www.imagine.org.uk/schools/>
- Lickety Spit <https://www.licketyspit.com/>
- Starcatchers <https://www.starcatchers.org.uk/>

Dance

- Y Dance <https://ydance.org/education/overview/>
- Dance HQ <http://www.dancehq.co.uk/outreach.html>
- Scottish Ballet <https://www.scottishballet.co.uk/join-in/training-workshops/schools-community-workshops>

Music

- Scottish Ensemble <https://scottishensemble.co.uk/schools-and-students/>
- Scottish Opera <https://www.scottishopera.org.uk/join-in/opera-for-schools/>
- Royal Scottish National Orchestra <https://www.rsno.org.uk/engage/for-schools-nurseries/>
- Scottish Chamber Orchestra <https://www.sco.org.uk/creative-learning>
- BBC Scottish Symphony Orchestra <https://www.bbc.co.uk/programmes/profiles/5LSRx1fddthm9Rkcd9KwM9/learning-and-outreach>
- McOpera (Music Co-operative Scotland) <http://mcoopera.com/education-outreach/>
- Children's Classic Concerts <https://childrensclassicconcerts.co.uk/events#>

Art & Design

- Glasgow Life – Museums <https://www.glasgowlife.org.uk/museums/learning/schools-and-nurseries>
- National Galleries Scotland <https://www.nationalgalleries.org/art-and-artists/for-educators>
- Museum of Modern Art https://www.moma.org/learn/moma_learning/
- V&A Dundee <https://www.vam.ac.uk/info/primary-schools>
- Tramway Visual Arts Studio <http://www.visualartsstudio.co.uk/>
- Scottish National Gallery of Modern Art <https://www.nationalgalleries.org/visit/scottish-national-gallery-modern-art>

Interdisciplinary links:

LIT 0-01a / LIT 1-01a / LIT 2-01a
HWB 0-10a / HWB 1-10a / HWB 2-10a
HWB 0-12a / HWB 1-12a / HWB 2-12a
HWB 0-12a / HWB 1-12a / HWB 2-12a
HWB 0-20a / HWB 1-20a