

# 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](http://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.

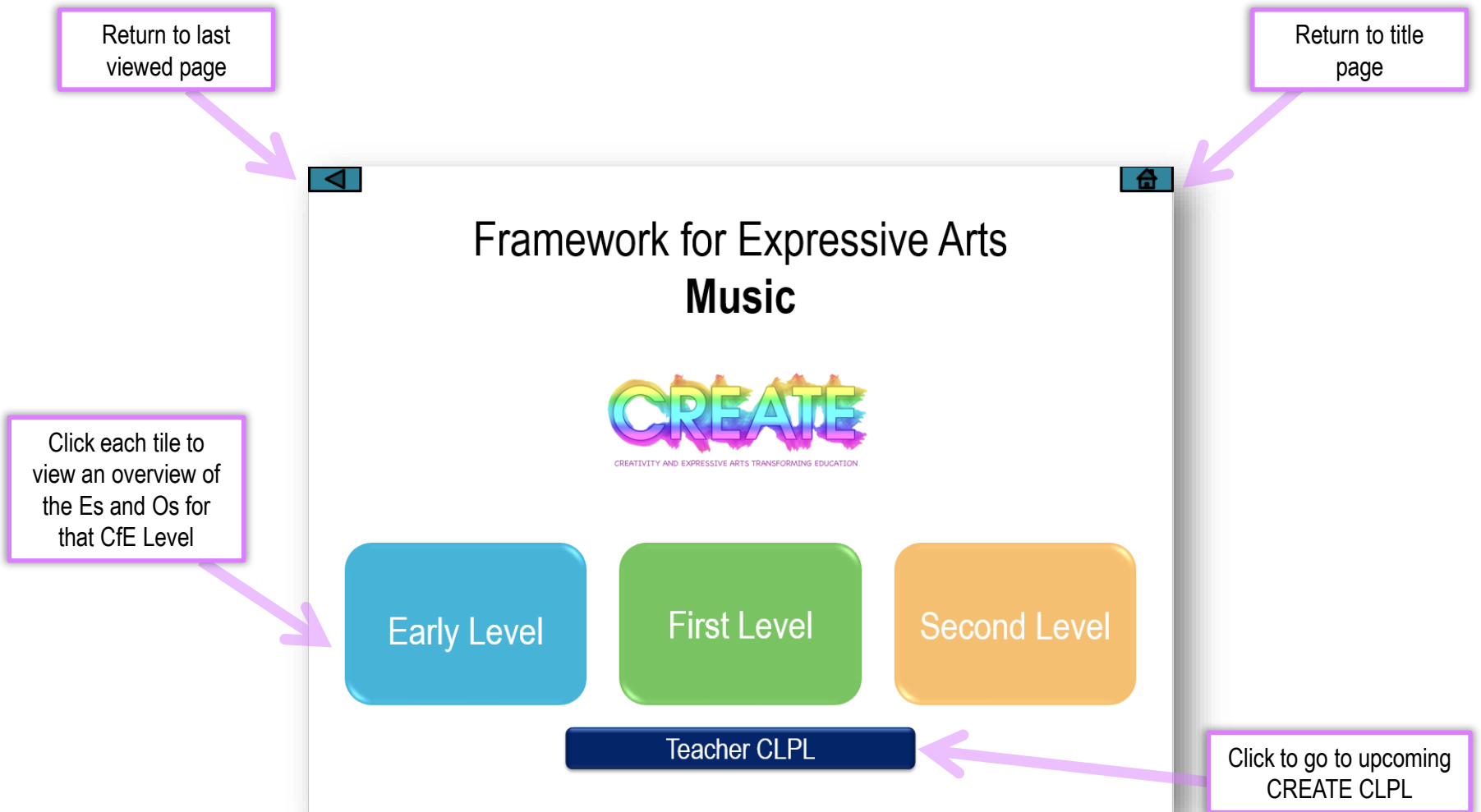
Go to beginning of the guidance section

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.

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

Next



# 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	
<b>Music</b>	<b>EXA 0-16a</b> <a href="#">Supporting Guidance</a> 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.
	<b>EXA 0-17a</b> <a href="#">Supporting Guidance</a> 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.
	<b>EXA 0-18a</b> <a href="#">Supporting Guidance</a> 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.
	<b>EXA 0-19a</b> <a href="#">Supporting Guidance</a> 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...'.
	<b>EXA 0-01a</b> <a href="#">Supporting Guidance</a> 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.

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.

Next



# 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

<b>EXA 0-02a</b> 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.	
<b>EXA 0-04a</b> 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.	
<b>EXA 0-05a</b> 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.		
<b>EXA 0-06a</b> 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"	
<b>EXA 0-07a</b> 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.
<b>EXA 0-01a</b> 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  
Resources

Teacher  
Resources

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  
Resources

Teacher  
Resources

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](#)

Classroom  
Resources

Teacher  
Resources

Glossary

Example  
Lessons

## 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  
Resources

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

## Digital Technology

- iPads
- Cameras
- Speaker



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

## Early Level Art & Design: Websites

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



# 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

<b>EXA 0-08a</b> 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.		Safely move between the low, medium and high levels.
<b>EXA 0-09a</b> 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...			
<b>EXA 0-10a</b> 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.	
<b>EXA 0-11a</b> 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				
<b>EXA 0-01a</b> 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](#)

Classroom  
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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](#)

Classroom  
Resources

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Lessons

## 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](#)

Classroom  
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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](http://www.literacyshed.com) or [www.intofilm.org](http://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	<a href="http://www.youtube.com">www.youtube.com</a>
BBC School Radio – Primary Dance	<a href="https://www.bbc.co.uk/programmes/b03g64pk">https://www.bbc.co.uk/programmes/b03g64pk</a>
Teaching Cave	<a href="https://www.teachingcave.com/pe/ks1/dance/">https://www.teachingcave.com/pe/ks1/dance/</a>

## 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



# 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

<b>EXA 0-12a</b> 	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	
<b>EXA 0-13a</b> 	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.		
<b>EXA 0-14a</b> 	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			
<b>EXA 0-15a</b> 	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.			
<b>EXA 0-01a</b> 	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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Resources

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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

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



# 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



<b>EXA 0-16a</b> 	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).	
<b>EXA 0-17a</b> 	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	
<b>EXA 0-18a</b> 	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.	
<b>EXA 0-19a</b> 	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		
<b>EXA 0-01a</b> 	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

Lesson Plans

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Teacher Resources

## 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

Lesson Plans

Music & Literacy  
Materials

Audio Recordings

Glossary

Classroom Resources

Teacher Resources

## 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

Classroom Resources

Teacher Resources

Lesson Plans

Glossary

### 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

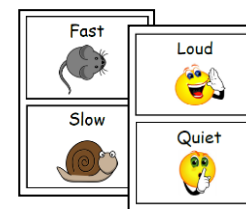


## Printable Resources

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

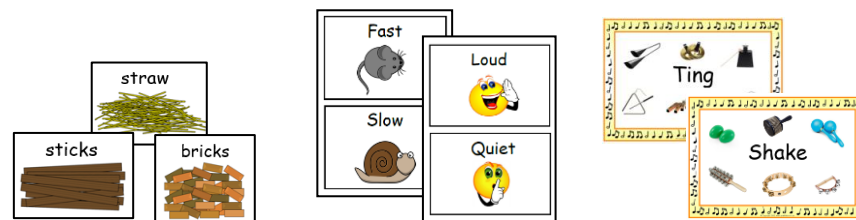


## Printable Resources

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










<p><b><u>Books</u></b></p>	<ul style="list-style-type: none"> <li>• <i>Singing Games and Rhymes for Early Years, Books 1 &amp; 2</i> (National Youth Choir of Scotland)</li> <li>• <i>The Music Handbook and Jolly Music Big Book - Beginners</i> (C. Rowsell &amp; D. Vinden)</li> <li>• <i>The little book of music and movement</i> (J. Harries)</li> <li>• <i>The little book of sound ideas</i> (J. Harries)</li> <li>• <i>The little book of junk music</i> (MacDonald &amp; Hardy)</li> <li>• <i>The little book of rhythm and raps</i> (Harries &amp; Evans)</li> <li>• <i>Singing Phonics, Books 1 &amp; 2</i> (H. MacGregor &amp; C.Birt)</li> <li>• <i>Games ideas and activities for Primary Music</i> (D. Minto)</li> <li>• <i>How to teach primary Music: 100 inspiring ideas</i> (Wheway, Miles &amp; Barnes)</li> <li>• <i>Supporting Musical Development in the Early Years</i> (Pound &amp; Harrison)</li> </ul>	
<p><b><u>Online resources &amp; digital tools</u></b></p>	<p>Websites</p>	<p>Apps</p>
<p><b><u>Other resources</u></b></p>	<p>Solfa &amp; Hand Sign Guide</p>	<p>Graphic Score Guide</p> <p>Coming soon!</p>





<p><b>ABRSM Classical 100</b>  <a href="http://www.classical100.org">www.classical100.org</a></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><b>BBC Teach: Music</b>  <a href="https://www.bbc.co.uk/teach/ks1-music/zbcjscw">https://www.bbc.co.uk/teach/ks1-music/zbcjscw</a></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"> <li>• Bring the Noise - songs and music making activities with cross-curricular lesson plans.  <a href="https://www.bbc.co.uk/teach/bring-the-noise">https://www.bbc.co.uk/teach/bring-the-noise</a></li> <li>• Ten Pieces - lesson plans and resources for introducing children to inspirational classical pieces.  <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6">https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6</a></li> </ul>
<p><b>Bookbug Songs and Rhymes (Scottish Book Trust)</b>  <a href="https://www.scottishbooktrust.com/songs-and-rhymes">https://www.scottishbooktrust.com/songs-and-rhymes</a></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><b>Chrome Music Lab</b>  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></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><b>Glasgow CREATE YMI Blog</b>  <a href="https://blogs.glowscotland.org.uk/gc/createymi/">https://blogs.glowscotland.org.uk/gc/createymi/</a></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><b>Into Film</b>  <a href="https://www.intofilm.org/resources">https://www.intofilm.org/resources</a></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><b>YouTube</b>  <a href="http://www.youtube.com">www.youtube.com</a></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><b>Carnival of the Animals*</b></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><b>My First Classical Music App*</b></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><b>Musical Advent Calendar*</b></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><b>Beanie's Musical Instruments*</b></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><b>Fun Folk*</b></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><b>A Jazzy World*</b></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><b>GarageBand</b></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



## 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/5LSRx1ffdthm9Rkcd9KwM9/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/](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