

STEAM Scope and Sequence



Term 3: The Arts

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Students make and perform dance sequences and demonstrate safe dance practice.</p> <p>Students describe what happens in dance they make, perform and view.</p>	<p>Students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.</p> <p>Students communicate about dances they make, perform and view, and discuss where and why people dance.</p>	<p>Students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.</p> <p>Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.</p>	<p>Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.</p> <p>Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.</p>			
Drama	<p>Students make and perform drama that communicates ideas and stories.</p> <p>Students discuss characters and situations in drama they make, perform and view.</p>	<p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p> <p>Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</p>	<p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.</p> <p>Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience.</p>	<p>Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.</p> <p>Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p>			
Media Arts	<p>Students describe the media art works they make and view.</p> <p>They make and share media artworks representing stories with settings and characters.</p>	<p>Students describe the media artworks that they make and view, and describe where and why media artworks are made.</p>	<p>Students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and</p>	<p>Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.</p> <p>Students use materials and media technologies to make media artworks for specific audiences</p>			

		Students use structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.	<p>cultural contexts in which media artworks are viewed.</p> <p>Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.</p>	and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.
Music	<p>Students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.</p> <p>Students describe the music to which they listen, identifying what they enjoy and why.</p>	<p>Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.</p> <p>They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.</p>	<p>Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions.</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.</p>	<p>Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.</p> <p>Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.</p>