





Teacher:	School:	Class:	Planning Block:
ABC Course/Pack: SEN/ASN 1	Journey: 3	Curricular Level: CFE Level 0	
Main Lines Of Development	Creating <input type="checkbox"/>	Presenting/Performing <input type="checkbox"/>	Evaluating & Appreciating <input type="checkbox"/>

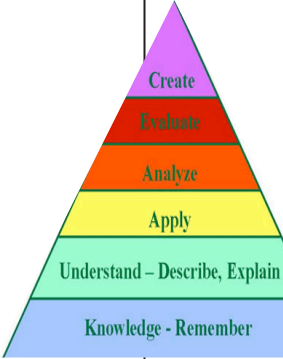


Act no.	WmUp/Activity	Success Criteria: <b>I can.....</b>	Date Started	Date Completed
1	Count to Four #3	Perform actions with different numbers.Sing the song & participate in actions with the count.		
2	Clap in a circle	Wait, respond, and clap,blink etc with 1 sound only.Take turns, listen to one another.		
3	Shh/Noise Game	Respond to a visual cue for sound or silence, using cues.Take control of cueing sounds.		
4	Animal Noise 5 Circles	Conduct from 1-4 sounds. Leave a gap- silence. Participate in conducting, listening & watching/cues.		
5	Parrot Song /Choices	Learn song. Choose and perform simple choices. Copy the choices of others.Participate & reinforce the choices from class/ peers		

Code	Act No	1	2	3	4	5	Expressive Arts Outcomes/Experiences: Description
EXA 0--2 01a		√	√	√	√	√	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances.
EXA 0--16a		√		√	√	√	I can sing and play music from a range of other styles and cultures, showing growing confidence and skill using performance directions, and/or musical notation.
EXA 0--17a		√	√	√	√	√	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
EXA 0--18a /		√	√	√	√	√	Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
EXA 0--19a /		√		√	√	√	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 0-08a		√	√			√	I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.
EXA 0-10							I have opportunities to enjoy taking part in dance experiences.

Code	Act No	1	2	3	4	5	Cross-Curricular Outcomes/Experiences
HWB 0/1/2-19a		√	√	√	√	√	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.
HWB 0/1/2-21		√		√	√	√	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.
HWB 0/1/2-23a		√	√	√	√	√	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.
HWB 0/1/2-24a		√	√	√	√	√	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.
HWB 0/1/2-25a							Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.
Lit 0-01a		√			√	√	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.
Lit 0/1/2-02a		√	√	√	√	√	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
Lit 0/1/2-09a		√	√	√	√	√	When listening and talking with others for different purposes, I can: •share information, experiences and opinions •explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more.
Lit 0/1/2-10a		√	√	√	√	√	I'm developing confidence engaging with others within & beyond my place of learning, can communicate in a clear expressive way & am learning to select & organise resources independently.
MNU 0-02a		√					I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.
MNU 1-13a		√	√	√	√	√	I can continue and devise more involved repeating patterns or designs, using a variety of media.

MNU 0/1-16a		I enjoy investigating objects and shapes and can sort, describe and be creative with them.		   			
Successful learners (highlight applicable phrases)			Confident individuals (highlight applicable phrases)				
with <ul style="list-style-type: none"><li>Enthusiasm and motivation for learning</li><li>Determination to reach high standards of achievement</li><li>Openness to new thinking and ideas</li></ul>		and able to <ul style="list-style-type: none"><li>use literacy, communication and numeracy skills</li><li>use technology for learning</li><li>think creatively and independently</li><li>learn independently and as part of a group</li><li>make reasoned evaluations</li><li>link and apply different kinds of learning in new situations</li></ul>		with <ul style="list-style-type: none"><li>self respect</li><li>a sense of physical, mental and emotional well-being</li><li>secure values and beliefs</li><li>ambition</li></ul>		and able to <ul style="list-style-type: none"><li>relate to others and manage themselves</li><li>pursue a healthy and active lifestyle</li><li>be self-aware</li><li>develop and communicate their own beliefs and view of the world</li><li>live as independently as they can</li><li>assess risks and make informed decisions</li><li>achieve success in different areas of activity</li></ul>	
Responsible Citizens (highlight applicable phrases)			Effective Contributors (highlight applicable phrases)				
with <ul style="list-style-type: none"><li>respect for others</li><li>commitment to participate responsibly in political, economic, social and cultural life</li></ul>		and able to <ul style="list-style-type: none"><li>develop knowledge and understanding of the world and scotland's place in it</li><li>understand different beliefs and cultures</li><li>make informed choices and decisions</li><li>evaluate environmental, scientific and technological issues</li><li>develop informed, ethical views of complex issues</li></ul>		with <ul style="list-style-type: none"><li>an enterprising attitude</li><li>resilience</li><li>self-reliance</li></ul>		and able to <ul style="list-style-type: none"><li>communicate in different ways and in different settings</li><li>work in partnership and in teams</li><li>take the initiative and lead</li><li>apply critical thinking in new contexts</li><li>create and develop</li><li>solve problems</li></ul>	

Assessment- AiFL	Assessment Summative List	Evaluation	Next Steps																																																	
Self (S), Individual (I), Peer (P), Group (G), Class (C)  • Traffic Lights • Self Evaluation • Peer Evaluation • Effective Questioning • Sharing Learning intentions + Review • Generate Success Criteria • Talking Partners • Snowballing • Envoying- think/pair - share • Effective feedback - oral and written - (2 stars and a wish, or tickled pink & green for growth) • Giving a range of answers • Wait time- no hands • Unit coverage- generated by children- KWL grid	Self (S), Individual (I), Peer (P), Group (G), Class (C)  • Hard Copy • Observation • Active Listening • Specific Task Management • Questioning • Responding • Describing • Discussion • Post-topic assessment • Recorded interview/video • Performance • Presentation • Role Play	<div><table><tr><th>Activity</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr><tr><td>Create</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Evaluate</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Analyze</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Apply</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Understand - Describe/ Explain</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Knowledge - Remember</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div>	Activity	1	2	3	4	5	6	Create							Evaluate							Analyze							Apply							Understand - Describe/ Explain							Knowledge - Remember							
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