

**Activities included in this DVD will support the following curriculum requirements in:**

## England

### Citizenship guidelines

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to think about the lives of people living in other places and times, and people with different values and customs
- to recognise and challenge stereotypes

### Art and design: Knowledge and understanding

Pupils should be taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world)

### Design and technology: developing, planning and communicating ideas

Pupils should be taught to:

- generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- plan what they have to do, suggesting a sequence of actions and alternatives, if needed
- communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended

### Music: creating and developing musical ideas – composing skills

Pupils should be taught how to:

- improvise, developing rhythmic and melodic material when performing
- explore, choose, combine and organise musical ideas within musical structures

### Responding and reviewing – appraising skills

Pupils should be taught how to:

- analyse and compare sounds
- explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary

- improve their own and others' work in relation to its intended effect

### Listening and applying knowledge and understanding

- how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations

### English: group discussion and interaction

To talk effectively as members of a group, pupils should be taught to:

- make contributions relevant to the topic and take turns in discussion
- vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- qualify or justify what they think after listening to others' questions or accounts

### Listening

- recall and re-present important features of an argument, talk, reading, radio or television programme, film

### Drama

- use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
- use dramatic techniques to explore characters and issues [for example, hot seating, flashback]

### Writing

- broaden their vocabulary and use it in inventive ways
- use language and style that are appropriate to the reader
- use and adapt the features of a form of writing, drawing on their reading

### Breadth of study

- to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

### Geography: Knowledge and understanding of places

Pupils should be taught:

- to identify and describe what places are like

## Scotland

### Education for citizenship

#### Global dimension – knowledge and understanding:

Examples of learning outcomes relevant to knowledge and understanding are that young people should become progressively more able to understand:

- contemporary local and global issues, drawing on available evidence and a range of ideas and interpretations of their significance

- people's material and spiritual needs and wants and the implications of these for issues such as environmental sustainability and social justice
- the barriers to full opportunity to exercise citizenship arising from socio-economic circumstances, prejudice and discrimination
- global interdependence and the effects of globalisation on human societies

### Universality of Basic Human Needs

There are basic human needs and these are universal.

- Inequality, exclusion and prejudice persist within and between societies
- Quality of life is a broader concept than standard of living.

### Community Action and Partnership

Community action and partnership are necessary to the achievement of more sustainable lifestyles.

- The connection between personal values and beliefs and behaviour.
- How the school, community and household can ensure the responsible use of material and financial resources.

### Expressive Arts

#### Rationale

The different subject areas of the expressive arts offer ample scope for pupils to express their understanding of values and feelings on major global issues and to communicate these to others.

Drama and Art & Design offer particular scope for addressing issues of prejudice and conflict through activities that enable pupils to empathise with others.

## Wales

### Art

At Key Stages 1 and 2 "... pupils should be given opportunities to respond practically and imaginatively to the work of others, experiencing work in a range of media and from a variety of periods, cultures and contexts including local and Welsh examples... They should investigate the natural and made environment and the imagined world from observation, experience and imagination using a variety of resources, including, where appropriate, ICT."

### Design and Technology

At Key Stage 2 pupils should "investigate and evaluate a wider range of products, how they work and the ways in which the needs of the user influence their design."

### English

At Key Stages 1 and 2 pupils should be given opportunities "...to listen and respond appropriately to a wide range of stimuli including audio-visual media."

### Geography

This offers scope for pupils to develop a better understanding of their own local area and community and recognise the interrelationships within the wider world in terms of decision-making and global citizenship.

### Music

At Key Stage 2 the repertoire chosen "...should include music of varied genres and styles, from different times and cultures."

## Northern Ireland

### The World Around Us

#### The Importance of The World Around Us

Children are innately imaginative and creative and these dispositions need to be valued and nurtured throughout the primary years by providing children with exciting and relevant contexts for learning. *The World Around Us* combines aspects of Geography, History and Science and Technology which allow children with opportunities to explore and investigate and think about their world, past, present and future.

The purpose of learning about *The World Around Us* within the Primary Curriculum is to provide opportunities for children to develop:

- self-confidence and self-esteem in expressing and sharing their thoughts and ideas and developing an appreciation of the beauty and wonder of the world;
- an awareness of themselves and their place in the world, as well as of other places, cultures and the environment.

### Arts

#### The Importance of The Arts

Creativity is developed through every area of the curriculum. Art and Design and Music provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sound, drama and dance.

The purpose of The Arts within the primary curriculum is, therefore, to provide opportunities for children to develop:

- their curiosity, imagination and creativity;
- their self-confidence and self-esteem;
- their artistic, musical and kinaesthetic abilities, including gross and fine motor skills;
- verbal and non-verbal modes of expression;
- an appreciation of the beauty and wonder of the world around them;
- their ability to make informed choices and decisions;
- an awareness of other cultures.

### Music

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- work creatively with sound;
- sing and perform with simple instruments;
- listen and respond to their own and others' music-making.