Sequence and evidence guide

Creative Arts · Autumn 2 · Week 2 · BUILD · Public

Two lessons develop a short original group performance part. Keep evidence of the individual pupil's actual participation, learning and response. The resource is a teaching contribution to the award; completing this week does not establish a whole award result.

Week 2 scheme outcome

Keep a steady beat / join a group piece.

Lesson	When	Focus
1	Monday 9 November 2026	Keep four even beats
2	Tuesday 10 November 2026	Join our group part

The lesson resources

Each lesson has a visual lesson page, fourteen teaching slides, an editable pack, a ten-page pupil pack, a four-page teacher guide, and separate word, organiser, task, route, comparison, evidence, TA and answer pages.

The core learning

Use a steady count of four. Each printed position lasts one beat. A tap sounds on that beat; a rest lasts the full beat in silence. Keep tracking the pulse through rests. Watch a shared count-in and a clear stop signal.

Keep each pupil’s evidence

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Lesson 1 Keep four even beats

Week 2 builds steady pulse from the previous sound exploration. Use four beat positions and original class parts so the task is reproducible with quiet body percussion. Observe the pupil, not just the whole group. At A page 1 record the real method, prompt, one success and one next step. This is practice evidence for the award; do not prefill a part outcome or treat attendance as skill evidence.

Suggested locator: A_Take_Part.pdf · page 1

Lesson 2 Join our group part

Join two original four-beat parts using a shared pulse. A whole-group sound is not enough evidence for every pupil. Watch entry, maintenance of quiet rests, repeat and stop individually. Fade the count or pointer as each pupil becomes secure. Log actual participation and a response-led improvement at A page 2. The lesson contributes evidence for the award but is not an automatic part judgement.

Suggested locator: A_Take_Part.pdf · page 2

An accurate individual record

Leave pupil codes blank until used. Record the actual date, chosen part, amount of support, one observation or pupil statement, one next step, and the pupil’s response. Read back scribed words and allow correction. A class model, an adult performance or a pre-completed example is not individual evidence.

Give one next step. Respond in the same colour, on the same page or usual mode. Record R only after Voice and Audience are present, one NS is set, and the pupil responds.

VF = verbal feedback; WS = worked with support; I = independent; NS = next step; // = self edit; ? = read this back to me; E = evidence; R = responded.

The five cumulative arts log files

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File	Use
A_Take_Part.pdf	Keep actual arts participation and what was learnt. Week 2 learning may be added here.
B_Explore.pdf	Plan and record a real encounter when one happens. Unused planning is not proof.
C_Create.pdf	Keep a pupil's own plan, process, improvement and final work when created.
D_Share.pdf	Keep chosen enjoyment and learning, rehearsal, and an actual later share separately.
Evidence_Index.pdf	Record where evidence can be found and identify gaps. Leave assessment decisions blank until judged.

Use existing evidence

These are blank templates. Keep completed earlier pages. Do not replace real work with a blank file. Add only records of what actually happened. Label incomplete activity honestly and keep planning separate from completed experience.

File care

The inherited sequence uses five cumulative files and a maximum of ten submitted files including any separate clips or images. Record exact filenames and pages. Check that files open before removing duplicates. Keep relevant evidence and seek staff help with combining records.

Access care and next steps

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Group arrangement

Use a pair and a trio for five pupils; rotate leader, performer and watcher roles. Each pupil chooses and learns a part. Provide Supported scaffolds, Independent practice and Aspire depth. Offer a private or silent route with the same musical thinking.

Quiet participation

Agree a comfortable volume and stop signal. Tap on a soft surface, point to each beat, or make a small silent movement. A pupil can watch before joining. Keep clear space and avoid striking objects near ears.

What follows

Keep the learnt part and one useful rehearsal note for a later rehearsal. Later artwork, audience performance and review have their own scheme weeks. Do not mark them complete from Week 2 practice.

Scheme and source

Week 2 matches the Creative Arts Autumn 2 row in the pathway weekly scheme. The layout and resource set follow the accepted Week 7 reference, adapted to this earlier musical learning. The exact teaching dates are supplied in the owner’s brief. Timetable periods were not supplied.