



Fairlawn Primary School Performing Arts Curriculum

Skills	Context and topic link
<p>Reception</p> <p>A1- To sing, play, try out and change sounds; explore sounds and music through play. A2- Recognize and broadly control changes in timbre, pitch, and dynamics when playing instruments and vocally. A3- Sing broadly in tune within a limited pitch range. A4- Follow and offer simple musical instructions and actions. A5- Keep and steady pulse with some accuracy (tapping, clapping, marching etc) A6- Listen to others' ideas and performance, taking turns, sharing instrus. A7- Show awareness of audience when performing. A8- Create music and suggest symbols to represent sound (graphic score/ bear footprints) A9- Make physical movements to suggest sounds (snake/ tiger/ mouse./seed etc) A10- Comment on and respond to recordings of own and others' voices/performances/sounds.</p> <p>Drama- <i>To take part in a wide range of pretend situations and act out familiar stories.</i></p> <p>SP&L</p> <p>Begin to talk about matters of immediate interest. Begin to listen to others and usually respond appropriately. Begin to convey simple meanings to a range of listeners, speaking audibly. Begin to extend their ideas or accounts by providing some detail.</p>	<p>London: Let's Explore!</p> <p>Heroes</p> <p>Lauren Child</p> <p>Wonderful Wildlife</p> <p>An Australian Adventure</p> <p>Commotion in the Ocean</p>
<p>Year 1</p> <p>B1- Begin to enjoy making, playing. Changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds'. B2- Begin to sing in tune with a limited pitch range, and perform with a good sense of rhythm and pulse. B3- Begin to join in and stop as appropriate. B4- Begin to follow and lead simple performance directions, demonstrating understanding of these through movement,</p>	<p>London: All Aboard!</p> <p>Jurassic Park</p> <p>Julia Donaldson</p>

Fairlawn Primary School Performing Arts Curriculum

<p>singing and playing (including dynamics, tempo, starting and stopping). Pupils could try out their own ideas also.</p> <p>B5- Begin to listen with increased concentration, responding appropriately to live and recorded music- making statements through movement. Sound based and other creative responses (drama, art, dance).</p> <p>B6- Begin to respond to musical cues.</p> <p>B7- Begin to musically demonstrate increased understanding of basic musical features (crescendo/ rallentando/accelerando) and how they are made/ altered.</p> <p>B7- Begin to describe the quality of sounds and how they are made/ combined through explanation/ pictures, movement etc.</p> <p>B8- Begin to show awareness of a link between shape and pitch using graphic notation.</p> <p>B9- Begin to recognize rhythmic patterns found in speech (e.g chanting names/ counting syllables etc).</p> <p>B10- Begin to demonstrate understanding of the difference between pulse and rhythm through physical movement, playing, singing. Enjoy making, playing. Changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds'.</p> <p>Drama- To listen and respond to others in and out of role.</p> <ul style="list-style-type: none"> - Dr 1- To begin to use facial expression or body language to suggest a character different from themselves. <p>SP&L</p> <p>Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</p>	<p>Not so Traditional Tales</p> <p>Spectacular South Africa</p> <p>Incredible Inventions</p>
<p>Year 2</p>	
<p>B1- Enjoy making, playing. Changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds'.</p> <p>B2- Sing in tune with a limited pitch range, and perform with a good sense of rhythm and pulse.</p> <p>B3- Join in and stop as appropriate.</p> <p>B4- Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including dynamics, tempo, starting and stopping). Pupils could try out their own ideas also.</p> <p>B5- Listen with increased concentration, responding appropriately to live and recorded music- making statements through</p>	<p>London: Spectacular Skylines</p> <p>Fire and Ice (Stone Age-Iron Age)</p> <p>Anthony Brown</p>

Fairlawn Primary School Performing Arts Curriculum

<p>movement. Sound based and other creative responses (drama, art, dance). B6- Respond to musical cues. B7- Musically demonstrate increased understanding of basic musical features (crescendo/ rallentando/accelerando) and how they are made/ altered. B7- Describe the quality of sounds and how they are made/ combined through explanation/ pictures, movement etc. B8- Show awareness of a link between shape and pitch using graphic notation. B9- Recognize rhythmic patterns found in speech (e.g chanting names/ counting syllables etc). B10- Demonstrate understanding of the difference between pulse and rhythm through physical movement, playing, singing.</p> <p>Drama- To begin to use a range of drama techniques (still images, gesture, voice, thought tracking) to communicate a character or situation.</p> <p>SP&L Begin to show confidence in talking and listening. Begin to show awareness of the listener by including relevant detail. Speak clearly and usually listen carefully, using a growing vocabulary and responding appropriately. Begin to vary vocabulary and tone to suit situations.</p>	<p>Rainforests Egypt Our feathered Friends</p>
<p>Year 3</p>	
<p>C1- Begin to use voice, sounds, technology and instruments in creative ways. C2- Begin to sing and play confidently and fluently, maintaining an appropriate pulse. C3- Begin to suggest, follow and lead simple performance directions. C4 - Begin to sing within an appropriate vocal range with clear diction, mostly accurate tuning, breath control and appropriate tone. C5- Begin to demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. C6- Begin to maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.) C7- Begin to create simple rhythmic patterns, melodies and accompaniments.</p>	<p>London: Rotten Romans Mysterious Worlds (Ancient Greece) Roald Dahl Creatures of the Night</p>

Fairlawn Primary School Performing Arts Curriculum

<p>C8- Begin to communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. C9- Begin to offer comments about own and others’ work and ways to improve; accept feedback and suggestions from others. C10- Begin to aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.</p> <p>Drama- To develop use drama skills to reflect characters and situations (body language/ gesture/ voice/ facial expression).</p> <p>SP&L Begin to talk and listen confidently in different contexts, exploring and communicating ideas. Begin to show, through relevant input, that they have listened carefully. Begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail (drama) Begin to be aware of standard English and when it is used.</p>	<p>India</p> <p>Over to you!</p>
<p>Year 4</p>	
<p>C1- Use voice, sounds, technology and instruments in creative ways. C2- Sing and play confidently and fluently, maintaining an appropriate pulse. C3- Suggest, follow and lead simple performance directions. C4 - Sing within an appropriate vocal range with clear diction, mostly accurate tuning, breath control and appropriate tone. C5- Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. C6-Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.) C7- Create simple rhythmic patterns, melodies and accompaniments. C8- Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.</p>	<p>London: Tales of the Thames</p> <p>Voyagers and Villains (Anglo Saxons and Vikings)</p> <p>Michael Morpurgo (WW1)</p> <p>Fabulous Fashion</p> <p>South America</p>

<p>C9- Offer comments about own and others’ work and ways to improve; accept feedback and suggestions from others. C10- Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.</p> <p>Drama- To use drama skills to reflect characters and situations (body language/ gesture/ voice/ facial expression). To understand how meaning can be shown through use of symbol, metaphor, positioning or imagery (Firebird)</p> <p>SPL Talk and listen confidently in different contexts, exploring and communicating ideas. Begin to adapt their talk for the purpose: developing ideas and conveying themselves clearly. Show, through relevant input, that they have listened carefully. Begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</p>	<p>Over to You!</p>
<p>Year 5</p>	
<p>D1- Begin to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. D2- Begin to maintain a strong sense of pulse and recognise and self-correct when going out of time. D3- Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. D4- Begin to lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) D5- Begin to use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. D6- Begin to create music which demonstrates understanding of structure and discuss the choices made. D7- Begin to listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others’ music and be willing to justify these. D8- Begin to be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. D9- Begin to critique own and others’ work, offering specific comments and justifying these.</p>	<p>London: Vile Victorians Space Malorie Blackman Medical Marvels China (Shang Dynasty) Over to You!</p>

Fairlawn Primary School Performing Arts Curriculum

<p>D10- Begin to follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p> <p>Drama- To confidently use drama skills to communicate a different character or situation. To plan and structure plays that use of a range of techniques (Oliver Twist).</p> <p>SP&L Talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. Listen carefully; making contributions and asking questions that are responsive to others' ideas and views.</p>	
<p>Year 6</p>	
<p>D1- Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. D2- Maintain a strong sense of pulse and recognise and self-correct when going out of time. D3- Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. D4- Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) D5- Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. D6- Create music which demonstrates understanding of structure and discuss the choices made. D7- Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. D8- Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. D9- Critique own and others' work, offering specific comments and justifying these. D10-As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p>	<p>London: Blitz Brits</p> <p>Gadgets and Gizmos</p> <p>Anthony Horowitz</p> <p>Fairer World, Future World</p> <p>North America</p> <p>You're Hired!</p>

Fairlawn Primary School Performing Arts Curriculum

Drama- To confidently use a variety of drama skills to sustain a character or situation.
To use an increasing range of different drama techniques, effects and theatre conventions.
To explore and interpret ideas, issues and relationships in their drama work and structure it using appropriate dramatic forms.

SPL

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
Talk engages the interest of the listener as they begin to vary their expression and vocabulary.
Ask questions to develop ideas and make contributions that take account of others' views.
Begin to use standard English in formal situations.