



**Whole School Overview for Performing Arts**  
**Autumn Term 2018/2019**

<b>EYFS</b>		
	<b>Nursery</b>	<b>Reception</b>
<b>MUSIC</b>	<ul style="list-style-type: none"><li>• Beat competency</li><li>• Listening and discrimination skills</li><li>• Singing/vocal development</li><li>• Coordination – movement/dancing</li><li>• Instrumental skills – eggs, sticks, drums, chime bars</li><li>• Nurturing enjoyment, confidence, creativity and social and emotional development</li></ul>	
<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"><li>• Develop preferences for forms of expression</li><li>• Use movement to express feeling</li><li>• Engage in role play based on first hand experiences</li><li>• Use resources to create props to support role play</li><li>• Initiate new combinations of movement</li><li>• Play cooperatively as a group to develop and act out a narrative</li></ul>	

# Year 1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Musicianship 1</b>	<b>Musicianship 2</b>	<b>Musicianship 3</b>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Singing voice development with focus on accurate pitching</li> <li>• Beat competency – gross motor movement, dancing, playing simple percussion</li> <li>• Rhythm skills – beat/rhythm</li> <li>• Rhythm patterns – ta, titi</li> <li>• Solfa - SM</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination – dancing and singing games with movement</li> <li>• Rhythm skills development – rhythm patterns and word rhythms</li> <li>• Rhythm patterns – ta, titi, shh</li> <li>• Solfa, SML</li> <li>• Handling percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• More complex singing games with wider vocal range</li> <li>• Playing rhythm patterns on percussion</li> <li>• Rhythm patterns – ta, titi, shh, taa, tikatika (aural)</li> <li>• From notation – ta, titi, shh</li> <li>• Solfa - SMLD</li> </ul>
<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the features of their own and others work</li> <li>• Recognise differences between their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Respond thoughtfully to theatre and drama performances</li> <li>• Engage in movement and/or dance</li> <li>• Experience live and recorded drama</li> </ul>

# Year 2

Year 2			
	Autumn	Spring	Summer
MUSIC	Focus: Pitch and Rhythm through singing	Recorder Introduction	Recorder Development
	<ul style="list-style-type: none"> <li>• Songs which will be played on recorder next term</li> <li>• Development of aural awareness and musical literacy using Solfa</li> <li>• Use of tuned percussion to increase knowledge and understanding of pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Recorder skills – tonguing, minimum notes BA or CA</li> <li>• Reading from staff notation</li> <li>• Creating rhythm patterns for the class to echo</li> <li>• Singing development – songs which include recorders, singing recorder pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Recorder skills – tonguing, minimum notes BAG or CAD</li> <li>• Reading notation</li> <li>• Improvising using known notes</li> <li>• Continuing singing development</li> </ul>
PERFORMING ARTS	<ul style="list-style-type: none"> <li>• Develop language skills</li> <li>• Listen and respond appropriately to others</li> <li>• Role play to identify with characters and their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and order ideas through playing roles and improvising scenes in various settings</li> <li>• Engage in movement and/or dance</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about famous artists or musicians and describe differences and similarities between practices and techniques, making links to their own work</li> <li>• Experience live and recorded drama</li> </ul>

# Year 3

Year 3			
	Autumn	Spring	Summer
	Recorder/Singing/Moving	Recorder/Singing/Body Percussion 1	Ensemble Development
MUSIC	<ul style="list-style-type: none"> <li>• Singing development/ aural awareness</li> <li>• Singing games and rounds</li> <li>• Recorder skills – tonguing, minimum notes BAG CD</li> <li>• Mixture of rote learning, staff notation and playing from memory</li> </ul>	<ul style="list-style-type: none"> <li>• singing development – rounds and singing games</li> <li>• teacher led body percussion – coordination development</li> <li>• recorder continuation</li> </ul>	<ul style="list-style-type: none"> <li>• playing and singing in parts (rec/sing/body perc/classroom perc if available)</li> <li>• recorder skills – minimum notes BAG CD low E</li> </ul>
PERFORMING ARTS	<ul style="list-style-type: none"> <li>• Learn about famous artists or musicians and describe differences and similarities between practices and techniques, making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and build on what others say</li> <li>• Identify the gist of an account</li> <li>• Adapt speaking to the listeners</li> <li>• Experience live and recorded drama</li> </ul>	<ul style="list-style-type: none"> <li>• Take opportunities to speak at some length to explain ideas in different situations</li> <li>• Perform in a range of contexts (to the class, to parents, to another class, in public)</li> <li>• Record observations and reviews</li> <li>• Engage in movement and/or dance</li> </ul>

# Year 4

Year 4			
MUSIC	Autumn	Spring	Summer
	Recorder Skills/Singing/ Tamboo Bamboo	Body Percussion 2 – group composition	Ukulele Introduction
	<ul style="list-style-type: none"> <li>• Singing development – more complex rounds</li> <li>• Recorder skills – minimum notes BAG CD ED</li> <li>• Introduce Tamboo Bamboo after half term</li> </ul>	<ul style="list-style-type: none"> <li>• More complex body percussion patterns, teacher led</li> <li>• Small group compositions with awareness of form and structure</li> <li>• Including recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Pluck open strings – read from stave</li> <li>• Strum open string and chord of C (minimum)</li> <li>• Recorder pieces and songs with Uke ostinato</li> </ul>
PERFORMING ARTS	<ul style="list-style-type: none"> <li>• Take opportunities to speak at some length to explain ideas in different situations</li> <li>• Perform in a range of contexts (to the class, to parents, to another class, in public)</li> <li>• Record observations and reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with a range of stimuli to develop critical thinking skills</li> <li>• Adopt a role</li> <li>• Experience live and recorded drama</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in improvisation</li> <li>• Begin to explore different styles of scripts and drama forms</li> <li>• Engage in movement and/or dance</li> </ul>

# Year 5

Year 5			
MUSIC	Autumn	Spring	Summer
	Ukulele Skill Development/ Recorders	Melodic Composition – Recorders/Ukulele	African Drumming
	<ul style="list-style-type: none"> <li>• Uke skills – pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7</li> <li>• Recorders – Recorder skills – minimum notes BAG CD ED</li> </ul>	<ul style="list-style-type: none"> <li>• Small group compositions using recorders/ukulele/voices/body perc/class perc</li> <li>• Awareness of form and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Layering rhythms</li> <li>• Improvising</li> <li>• Singing and playing simultaneously</li> <li>• Inclusion of recorder and ukulele</li> </ul>
PERFORMING ARTS	<ul style="list-style-type: none"> <li>• Take part in improvisation</li> <li>• Begin to explore different styles of scripts and drama forms</li> <li>• Experience live and recorded drama</li> </ul>	<ul style="list-style-type: none"> <li>• Devise scripts and use drama forms to explore and present ideas</li> <li>• Engage in movement and/or dance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a variety of texts</li> <li>• Begin to develop an appreciation of theatre styles, genres and vocabulary</li> <li>• Shakespeare festival?</li> </ul>

# Year 6

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>MUSIC</b>	<b>Beatbox and Rap/Ukulele and recorder skills</b>	<b>Samba/singing</b>	<b>Class performance project</b>
	<ul style="list-style-type: none"> <li>Recap instrumental skills on recorder and ukulele</li> <li>Beatbox – skills, composing a groove, grid notation</li> <li>Rap – group composition (based on class topic?)</li> <li>Form and structure</li> <li>Rhythmic improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Layering more complex syncopated rhythms</li> <li>Echo and call response breaks</li> <li>Signals – visual and aural</li> <li>Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</li> </ul>	<ul style="list-style-type: none"> <li>Bringing together everything!</li> <li>Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece</li> </ul>
<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>Respond to a variety of texts</li> <li>Continue to develop an appreciation of theatre styles, genres and vocabulary</li> <li>Experience live and recorded drama</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own and other’s work appropriately</li> <li>Explore characterisation through the use of masks, costume, props, puppets and electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life situations</li> <li>Express themselves emotionally and imaginatively through drama and improvisation</li> <li>Class production?</li> </ul>