

## Music, Dance and Drama Curriculum Map

### Primary Phase Music – Early Years to Key Stage 2

Music	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>N</b>	Sing Nursery Rhymes	Sing songs linked to celebrations - Practise and perform songs for Christmas Performance	Explore instruments	Sing songs about growth Songs with Actions	Explore different types of music	Make own music using a variety of instruments
<b>R</b>	Special People – Beat and Tempo	Going Places – High and Low Practise and perform songs for Christmas Performance/Play	Moving Patterns – Structure	Growth and Change – Loud and Quiet	Working World - Texture	Our Senses - Timbre
<b>1</b>	Exploring Sounds	Exploring Duration Practise and perform songs for Christmas Performance	Exploring Pulse and Rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre, Tempo and Dynamics
<b>2</b>	Use voices expressively Focus on rhythm	Listen with concentration Practise and perform songs for Christmas Performance	Experiment with, create, select and combine sounds		Play tuned and untuned instruments musically.	Compose own music using instruments Direct and conduct class compositions
<b>3</b>	Improvise and compose music (pied piper-recorders)	Listen and recall sounds (with attention to detail) Practise and perform songs for Christmas Performance	Play and perform using voices/musical instruments (accuracy/fluency/control/expression) - Assembly	Use and understand musical notations	Appreciate wide range of music and composers Which composers could accompany the different pictures?	History of music (South American music)
<b>4</b>	Listening to sounds and music of Greek origin and recalling sounds.	Appreciate and understand live and recorded music from different traditions.	Understand different notes and musical notations	Improvise and compose music.	Perform a piece of music with an instrument	Perform a piece of music vocally with accuracy, control and expression.

		Practise and perform songs for Christmas Performance				
<b>5</b>	Singing- developing confidence	Recreate story of Normans using words and music Practise and perform songs for Christmas Performance	Sci-fi film music- composition/ notation	Composition- telling a story	Singing- WW2	Rhyming poetry/musical theatre
<b>6</b>	Develop an understanding of the history of music- a famous composer study: Gustav Holst	Practise and perform songs for Christmas Performance	Linked to staging a Shakespearian play: improvise and compose music for a range of purposes using the inter-related dimensions of music		Revolution music comparison: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Leavers' Play: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Secondary Phase Drama, Music and Dance – Year 7 to Year 11

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<b>Drama</b>	<b>Film Piece-</b> Scripted Performance. Developing Basic Skills of approaching a script, working as a group, performing and learning lines. Shrek, Toy Story, Up or The BFG	<b>Physical Theatre-</b> Introduction to physical theatre techniques such as; body propping, synchronised movement, choral speaking, freeze frames, slow motion. Series of physical theatre workshop lessons followed by physical theatre fairy tale pieces.		<b>Macbeth-</b> Scripted performance. Exploration of Shakespearean language, characters and storyline. Devised elements to modernise the storyline.	<b>Superheroes-</b> Devised module around the theme of superheroes looking at character development, plotline, comedy/humour, action and climax/anti-climax	<b>Peer Pressure-</b> Role Playing & Devised Module. Developing skills of role playing, script creation, naturalistic acting. Small group performances.
	<b>Music</b>	<b>Find Your Voice-</b> Group based singing module Looking at developing understanding of voice, different sounds and different parts within the music	<b>The Orchestra-</b> Performance and appraisal module. Students work on individual performances of differentiated classical pieces and learn about the orchestra.	<b>Folk Music-</b> Multi-instrument performance module. Students look at the conventions of folk music and apply this knowledge to a performance of Drunken Sailor			
8	<b>Drama</b>	<b>Storytelling- Revolting Rhymes-</b> Exploration of storytelling techniques including: Narration, Breaking the 4 <sup>th</sup> wall, Choral speaking &	<b>Cyberbullying-</b> Devised and scripted work. Developing general acting skills such as projection, pace and pulse, space, levels etc. <b>Girls like that-</b>	<b>Physical Theatre-</b> Study of Brechtian theatre techniques and style through the creation of small group devised pieces. Mime & Gesture, Coming out of role, Audience in role etc.	<b>Dreams and Nightmares-</b> Devised module based on sensory stimulus and embedded physical theatre skills.	<b>Murder Mystery-</b> Devised Module around the theme of murder mystery, consolidating skills of narration, breaking the 4 <sup>th</sup> wall, character design, plot twists and the role of the host.	<b>Political Messages</b> Devised and Scripted module exploring a range of political messages. Students will integrate strategies learnt throughout KS3 into their personal response to stimuli.

		Collage Speaking	Scripted exploration.				
	<b>Music</b>	<b>Axes of Awesome-</b> Group and solo singing module. Development of skills from Year 7 module with more emphasis on harmony, greater number of parts and greater choices of songs. while introducing chords.	<b>Blues Music-</b> Performing and appraisal Module. Students study the key conventions of Blues music and apply this knowledge to a variety of performance tasks building on chord structures.	<b>The Beatles-</b> Performing and Appraisal Module. Students learn about The Beatles before rehearsing one of a selection of Beatles pieces as a part of a group or solo performance.	<b>Film Music-</b> Performance & Appraisal Module. Students look at film music conventions and then work on individual and group performances of James Bond themes and leitmotif.	<b>Sequencing/ Management-</b> Composition & Management task. Students gain understanding about what is required when managing a group from marketing, to sourcing music to arranging and sequencing.	<b>Spotlight-</b> Performance Module. Students work on solo performance showcasing the musical knowledge and skills that they have developed throughout KS3. Students work on a song of their choice.
9	<b>Performing Arts</b>	<b>Monologues, Duologues &amp; Group Performance</b> – Students will choose to specialise in drama or dance and will explore a range of monologues, duologues and then group dance performances.	<b>Physical Theatre</b> – Drama students will explore a range of physical theatre styles and techniques, developing on their KS3 work, while dance students will explore physical lift and interaction techniques. Students will document their rehearsals in a rehearsal log.		<b>Set Work Explorations:</b> Whether specialising in dance or drama, students will explore pre-existing works from 2 contrasting practitioners. Students will develop their rehearsal skills, whilst documenting their journey and evaluating their work and the work of others.		<b>Showcase Performances</b> – Students will develop their own pieces in a style of their choice to perform at the Creative Arts Showcase.
	<b>Music</b>	<b>Unit 5 – Introducing Music Performance.</b> Solo performance and group performance pieces. Students will focus on developing their performance skills on their chosen instrument.		<b>Unit 7 – Introducing Music Sequencing.</b> Students will develop their knowledge of Garage Band and Logic Pro X by arranging and creating sequences through a range of stimuli.		<b>Unit 1 and 2- The Music Industry and Managing a Music Product.</b> Students will begin to study all of the different roles and responsibilities within the music industry and will arrange their own break and lunchtime concerts.	

10	<b>Drama</b>	Component 1- Students begin exploring 3 contrasting piece by studying Metamorphosis by Berkoff.	Component 1- Students continue their development by looking at Pantomime & Musical Theatre performances	Component 1- Students explore the final, naturalistic piece with choice of Two or Killed and start working on their presentations/promotional material.	<b>Component 1 – Students finalise and deliver their presentations/promotional material.</b>	<b>Component 2 – Students are issued with their scripted pieces or design roles and begin rehearsing.</b>	<b>Component 2 – Students develop their pieces and take part in a series of workshop performances and recordings.</b>
	<b>Music</b>	<b>Unit 1 – The Music Industry Exam.</b> Students will develop and embed their knowledge of the Music industry in preparation for the Unit 1 Exam in January. Understanding the different organisations and job roles within the industry.		<b>Unit 7- Introducing Music Sequencing.</b> Students will use stimuli from Film Music to show understanding of music software and sequencing skills. Students will create a help guild for this process.		<b>Unit 5 &amp; 7- Music Performance and Introducing Music Sequencing.</b> Students will continue to develop their sequencing skills as well as developing their performance skills.	
	<b>Dance</b>	<b>Choreography –</b> Group Focus – Students to work in groups of between 2 and 4 to create pieces in a style of their choosing. <b>Performing Unit – Jazz Dance –</b> Students will learn a series of jazz exercises, phrases and dances. <b>Exam Work –</b> Set Works, Contrast/Compare questions		<b>Choreography –</b> Exploring Stimulus. Students will be given either a picture, theme or song stimulus, from which they must create a solo or group dance. <b>Performing Unit –</b> Set Phrases – Students will explore 2 of the 4 set phrases given by the exam board. <b>Exam Work –</b> Key Features		<b>Choreography –</b> Solo Focus – Students will develop a 60 second solo performance in a style of their choosing. <b>Performing Unit –</b> Contemporary Performance – Students will learn a series of contemporary exercises, phrases and dances. <b>Exam Work –</b> Analysis of different dance styles.	
11	<b>Drama</b>	Component 2 - Students finalise their rehearsal of a scripted piece before evaluating their performance and completing their rehearsal log.		Component 3 – Students receive their brief which is set by the exam board. Students have 12 weeks to research, plan, rehearse and perform a devised piece based upon a given stimulus. Students will document their journey within a rehearsal log and will be recorded regularly for evidence.			
	<b>Music</b>	<b>Unit 2,3 &amp;5</b> <b>Unit 2- Managing a Musical Product-</b> Students will use their knowledge of the Music Industry to research and plan their own musical product which will be a C.D or a Concert. <b>Unit 3 (Optional)- Introducing Live Sound-</b> Students will study plan for a live music event, demonstrate the understanding of health and safety and set up and use a live music system.					

	<p><b>Unit 5 (Optional)-</b> Introducing Music Performance- Students will develop their performance skills. They will work on making effective use of their practice time and will perform two contrasting pieces for an audience.</p>			
<p><b>Dance</b></p>	<p><b>Performance – Set phrases</b> Rehearse Scoop and shift technical set phrase. C1b– Set phrase development (Performance) Learn a contemporary dance motif and develop the set phrase using theme. Marked on their physical, expressive and mental skills.</p> <p><b>Choreography</b> Workshops exploring different stimulus from the 2019-20 booklet in varies relationships and develop using RADS, choreographic devices and a structure.</p> <p><b>Exam Work - Anthology</b> Revision of A Linha Curva dance work and physical and mental skills.</p>	<p><b>Performance Set phrase development</b> Develop the contemporary dance motif and refine using expressive, physical and mental skills. P2S2 Marked on their physical, expressive and mental skills.</p> <p><b>Choreography</b> Continue to explore a stimulus from the 2019-20 booklet in a duet or solo and develop using RADS, choreographic devices and a structure.</p> <p><b>Exam Work - Anthology</b> Revision of Within Her Eyes Things dance work. P2S2 to complete a written exam mock.</p>	<p><b>Exam Work -</b> Written Paper revision/preparation Section A Choreography Section B Physical, expressive and mental skills. Own work – reference Section C 6 professional dance works.</p>	