



Music, Dance & Drama Learning Map



| Year | Subject | Autumn | | Spring | | Summer | |
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| Nursery | Music | Sing Nursery Rhymes. | Sing songs linked to celebrations. Practise and perform songs for Christmas Performance/Play. | Explore instruments | Sing songs about growth Songs with Actions | Explore different types of music. | Make own music using a variety of instruments |
| Reception | Music | Sing Nursery Rhymes and Action songs | Singing songs and developing performance linked to Christmas | Listen and respond to songs Explore and create using voices. | Listen and respond to songs. Explore and create using voices and instruments. | Engage with signing, exploring instruments and dancing. Observe and discuss other people's performances. | Develop in confidence to sing as part of a group or independently. |
| Year 1 | Music | Hey You! Listen and appraise Old School Hip Hop songs. Musical activities – Warm up games Learn to sing the songs Play instruments Improvise Pulse and Rhythm Perform and share. | How does Music tell stories from the past? Musical activities – Warm up games Listening and appraising Learn to sing the songs Play instruments Improvise Practise and perform songs for Christmas Performance/Play. | How does Music make the world a better place? Musical activities – Warm up games Listening and appraising Learn to sing the songs Play instruments Improvise Chinese New Year | Round and Round Listen and appraise Latin Bossa Nova, Film Music, Big Band Jazz, Mash Up and Latin Fusion songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Perform and share. Pulse and Pitch | Your Imagination Listen and appraise Film Music songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Perform and share. Pitch. Rhythm, Pulse | How does Music teach us about looking after our planet? Musical activities – Warm up games Listening and appraising Learn to sing the songs Play instruments Improvise Pitch. Rhythm, Pulse |
| Year 2 | Music | Hands, Feet, Heart Listen and appraise South African Style songs. Musical activities – Warm up games Learn to sing the songs Play instruments Improvise Compose Perform and share. | Ho Ho Ho Listen and appraise Christmas, Big Band, Motown, Elvis and Freedom songs. Musical activities – Vocal warm ups Learn to sing the songs Play instruments Perform and share. Practise and perform songs for Christmas Performance/Play. | I Wanna Play In A Band Listen and appraise Rock songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | Zootime Listen and appraise Reggae songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | Friendship Song Listen and appraise songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | How does music make us happy? Listen and appraise Warm up games Sing the songs Play instruments Improvise Compose Perform and share |
| Year 3 | Music | Let Your Spirit Fly Listen and appraise R&B, Western, Classical, Musicals, Motown and Soul songs. Musical activities – Warm up games | Enjoying improvisation What do stories does music tell us about our past? -listening -singing -playing performing | Glockenspiel Stage 1 Learn basic instrumental skills. Musical activities – Learn to play the Glockenspiel. Perform and share. | Three Little Birds Listen and appraise Reggae songs. Musical activities – Warm up games Sing the songs | The Dragon Song Listen and appraise Funky music songs. Musical activities – Vocal warm ups Learn to sing the songs | Bringing Us Together Listen and appraise Disco songs. Musical activities – Vocal warm ups Learn to sing the songs |

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| | | Sing the songs Play instruments Improvise Compose Perform and share. | | Practise and perform songs for Christmas Performance/Play. | Play instruments Improvise Compose Perform and share. | Perform and share. | Perform and share. |
| Year 4 | Music | Mamma Mia Listen and appraise Abba songs. Recognise the elements of music in the songs we listen to. Demonstrate some understanding of the elements through performance Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | Glockenspiel Stage 2 Learn basic instrumental skills. Continue to build on and develop further importance of the elements in listening and appraising music as well as performing music as well as performing Perform and share. Practise and perform songs for Christmas Performance/Play. | Stop! Listen to and appraise a range of musical genres. Musical activities – Vocal warm ups Learn to sing the songs Learn to perform a range of musical pieces of music confidently on tuned percussion Perform and share. | Lean On Me Listen and appraise Gospel songs using the elements of music. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | Blackbird Listen and appraise The Beatles Songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | |
| Year 5 | Music | Livin' on a prayer Students will listen to and appraise Rock songs. Sing the songs as a class and also in smaller groups With a focus on Timbe and Instrumentation. Musical Activities including one note chords on pitched percussion. Tempo and Timing. • Glockenspiels • Whack-a-booms | Classroom Jazz 1 Listen to and appraise Bossa Nova and Swing songs. Learn to play the tune. Improvise using instruments. Perform and share. Practise and perform songs for Christmas Performance/Play. | Hip Hop to Epic Pop Students will listen, appraise and perform 'Old school Hip Hop' and 'Pop' music. Musical activities will include playing melodies on pitched percussion and singing melodies. • Glockenspiels • Whack-a-booms • Bells Voice | The Fresh Prince of Bel-Air Listen to and appraise Old School Hip Hop songs. Musical activities – Warm up games Sing the songs Play instruments Improvise Compose Perform and share. | Dancing in the Street Students will listen, appraise and perform Motown music. Students will focus on improvisations and composition. • Glockenspiels • Whack-a-booms • Bells Voice | |
| Year 6 | Music | Listen and appraise a range of songs with a focus on the elements of music. Be able to recognise different elements in the music they listen to as well as demonstrating them in the music they perform Musical activities – Warm up games Sing the songs Incorporate the elements of music. Vocal warm ups Sing the songs Perform and share. | Listen and appraise a range of Christmas Songs. Learn to sing the tune- in groups and as a class. Start to understand Harmony and to include it in performances Perform and share. Practise and perform songs for Christmas Performance/Play. | Keyboard skills - incorporating the elements of music. Listen and appraise a range of cultural songs Musical activities – Pulse Rhythm games Pitch games Perform and share. Focusing on the elements of music and how they are included in all songs / music | Keyboard skills Including some composition- to create a given effect. Listen to and appraise a range of songs / pieces of music from films Musical activities – Play instruments Improvise Compose Perform and share. | You've Got A Friend Performing- solos with the rest of the class accompanying / whole class / small groups. Include singing and keyboard- leading to a final performance. Musical activities – Warm up games Vocal warm ups Sing the songs Play instruments Improvise Compose Perform and share. Performing- Year 6 finale | |
| Year 7 | Drama | Film Piece- Scripted Performance. Developing Basic Skills of approaching a script, working as a group, performing and learning lines. Shrek, Toy Story, Up or The BFG | Physical Theatre- 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. | Macbeth- Scripted performance. Exploration of Shakespearean language, characters and storyline. Devised elements to modernise the storyline. | Superheroes- Devised module around the theme of superheroes looking at character development, plotline, comedy/humour, action and climax/anti-climax | Peer Pressure- Role Playing & Devised Module. Developing skills of role playing, script creation, naturalistic acting. Small group performances. | |
| | Music | Find Your Voice- Group based singing module Looking at developing understanding of | The Orchestra- Performance and appraisal module. Students work on individual | Folk Music- Multi-instrument performance module. Students look at the conventions of folk music and | Theme & Variation- Performance and composing module. Students look at | Video Games Sequencing and composing module. Students will have the opportunity to | Ensemble Arranging Performance Module. Students will work in small groups to create |

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| | | voice, different sounds and different parts within the music | performances of differentiated classical pieces and learn about the orchestra. | apply this knowledge to a performance of Drunken Sailor | famous themes and then compose their own variations of these themes to demonstrate composition skills | create their own music for a popular video game or TV programme. | their own arrangement of the popular song 'Stand by Me'. |
| Year 8 | Drama | Storytelling- Revolting Rhymes- Exploration of storytelling techniques including: Narration, Breaking the 4 th wall, Choral speaking & Collage Speaking | Cyberbullying- Devised and scripted work. Developing general acting skills such as projection, pace and pulse, space, levels etc. Girls like that- Scripted exploration. | Physical Theatre- 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. | Dreams and Nightmares- Devised module based on sensory stimulus and embedded physical theatre skills. | Murder Mystery- Devised Module around the theme of murder mystery, consolidating skills of narration, breaking the 4 th wall, character design, plot twists and the role of the host. | Political Messages Devised and Scripted module exploring a range of political messages. Students will integrate strategies learnt throughout KS3 into their personal response to stimuli. |
| | Music | Axes of Awesome- 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. | Blues Music- 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. | The Beatles- 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. | African Drumming- Performing and Composing Module. Students will study the music of Africa with a focus on creating Polyrhythms and Call and Response rhythms. | Film Music- Performance &Appraisal Module. Students look at film music conventions and then work on individual and group performances of James Bond themes and leitmotif. | Political Messages Composition/Performance Module. Students will study a number of stimuli based on songs with a deeper meaning. Students will then have their own opportunity to write their own songs/raps and create their own accompaniment. |
| Year 9 | Drama | Killed: July 17th 1916 – Exploration of scripted TIE performance and film performance. Students will analyse the different features of the play and film before developing their understanding of characterisation and script-work by performing some of the key scenes from both works. | | Propaganda – Application of key techniques to a devised piece of theatre. Students will explore the theme of 'Propaganda', extending on their knowledge learning during the Political Messages module in Year 8. Students will skilfully select and utilise a range of previously taught techniques, applying them appropriately to a devised piece | | We Live & Learn – Devised module based on exploring other performance roles and features such as lighting, set and costume design along with script-writing, direction and production. Students will use this module as an opportunity to showcase their creativity as they devise a piece of theatre in a style, format and medium of their choosing. | |
| | Music | Battle of the Band Performing, appraising and arranging, students will work in groups using their musical knowledge to create a performance which includes all of the relevant musical elements. | Political Messages Composition/Performance Module. Students will study a number of stimuli based on songs with a deeper meaning. Students will then have their own opportunity to write their own songs/raps and create their own accompaniment. | Proms Students will explore a number of different musical eras including Baroque, Classical, Romantic and Contemporary instrumental music. Students will have the opportunity to appraise, perform and compose in these styles. | Samba Performing, Composing, Arranging and Appraising, Students will have the opportunity to learn about the South American culture and will perform in whole class and small group ensembles. | EDM Composing, Arranging and appraising. Students will develop their skills on Logic Pro X by creating their own Electronic Dance Music. | Spotlight Students will have the opportunity to demonstrate their performance skills in a formal setting on an instrument and piece of their choice. |
| Year 10 | Dance | Skills Development – Students explore a range of dance styles, as they experience performance, choreography and generally develop their skill base | Component 1- Students begin exploration of 3 contrasting pieces, taking part in performance workshops and exploring how they are created and the different artistic roles required to create professional works. Students will explore: Hamilton The Musical, Emancipation of Expressionism and Matthew Bourne's The Nutcracker. Alongside practical exploration, students will also develop a log book, leading to the creation of presentations/promotional material. | | Component 1 – Students finalise and deliver their presentations/ promotional material. | | Component 2 – Students participate in a range of workshops looking at professional repertoire, whilst keeping a log book of their findings and rehearsals. |
| | Music | Unit 1 – The Music Industry Exam. 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. | Unit 7- Introducing Music Sequencing. 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. | | Unit 5 & 7- Music Performance and Introducing Music Sequencing. Students will continue to develop their sequencing skills as well as developing their performance skills. | | |
| Year 11 | Dance | Component 2 - Students select, rehearse and perform their final chosen professional repertoire piece, whilst completing recordings and evaluations at 3 key points throughout the process. Students end the component with a final performance of a professional work. | | 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 dance piece based upon a given stimulus. Students will document their journey within a rehearsal log and will be recorded regularly for evidence. | | | |
| | Music | Unit 2,3 &5 Unit 2- Managing a Musical Product- 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. Unit 3 (Optional)- Introducing Live Sound- 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. Unit 5 (Optional)- 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. | | | | | |

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