



Curriculum Content for Creative Arts

Aims and Vision:

By the end of year six, all students will have made, watched, responded to and participated in a wide range of creative arts activities. This will include regular music, dance and drama lessons that cover a spectrum of specific arts skills such as rehearsing, characterisation, improvisation and composition. These skills, once taught explicitly are then utilised, discreetly, as a vehicle for cross curricular learning.

Year 3/4	Making	Perform	Respond
Drama	<ul style="list-style-type: none"> Understand what proxemics are and comment on the use of them in watched pieces. Participate in process drama games Understand the importance of a rehearsal process Complete a full rehearsal to performance process with adult support. Begin to consider purpose and audience 	<ul style="list-style-type: none"> Confidently stand in front of a class of parents and peers Use different spoken volumes in different contexts Begin to understand directional vocab (up/downstage, stage left/right) Watch and listen to a short drama piece. Retell the main events in a short drama piece in chronological order 	<ul style="list-style-type: none"> Discuss what I liked or disliked about a piece. Make suggestions to improve pieces of drama
Dance	<ul style="list-style-type: none"> Learn a sequence of taught movement Use improvisation to respond to a stimulus Participate in activities that develop flexibility, strength and technique Explore the movement from a range of cultures and genres Create a piece to meet a given purpose 	<ul style="list-style-type: none"> Confidently perform rehearsed movement in duets/trios/unison to a group of peers or parents Begin to use my facial expressions to enhance performance. Begin to show evidence of musicality through performance. Behave in a focussed and professional manner on stage during a performance. 	<ul style="list-style-type: none"> Watch a short dance piece Objectively interpret a dance piece Discuss my likes and dislikes of a dance performance Make suggestions to improve a dance piece

Year 3/4	Perform	Compose	Listen	Appreciate
Music	<ul style="list-style-type: none"> Sing, in ensemble contexts, demonstrating some accuracy, fluency, control and expression. Play a musical instrument, in solo and ensemble contexts, demonstrating some accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Improvise music, using my voice or a musical instrument, showing and awareness of other performers by using call and response, dynamics and silence appropriately. Compose, varying the elements of pitch, duration, tempo, texture, timbre, dynamics in my music. Record my compositions in writing, using one type of notation. 	<ul style="list-style-type: none"> Listen to a musical phrase and repeat it back using my voice or an instrument. Listen to and verbally respond to a composition of my peers. Experience a wide range of high-quality live and recorded music drawn from different traditions, composers and musicians. Begin to understanding a range of music by having an awareness of the social and cultural context in which it was created. 	<ul style="list-style-type: none"> Discuss the lives of a number of key people in the history of music, and how this influenced their music. Begin to understand that music is influenced by its social and cultural context.

Year 5	Making	Perform	Respond
Drama	<ul style="list-style-type: none"> • Explore proxemics and physicality during the rehearsal process • Use process drama (hot seating, conscious alley) to develop a piece with adult support • Collaborate with a range of people. • Organise and use rehearsal time mostly effectively • Develop content for a specific purpose 	<ul style="list-style-type: none"> • Project my voice and use expression to convey emotion • Use physicality to communicate character to the audience. • Follow stage directions and behave professionally during a performance 	<ul style="list-style-type: none"> • Discuss my likes and dislikes using technical vocabulary • Describe how a performance makes me feel. • Give development points to support/ improve my work and the work of others. • Compare performances.
Dance	<ul style="list-style-type: none"> • Develop longer phrases of movement from taught movement • Explore the use of canon and unison work • Explore the use of different groups of dancers (solo/duet/trio/small group/ensemble) • Practise control and balance within phrases of movement • Develop a piece with a specific purpose and audience 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns in solo/duet/trio in canon/ unison • Confidently perform to an auditorium of peers and parents • Use a range of facial expressions to enhance the performances • Consistently show musicality through performing contrasting pieces • Behave in a focussed and professional manner on and off stage during a performance. 	<ul style="list-style-type: none"> • Listen and watch as a respectful audience member • Discuss my likes and dislikes in relation to dance skills. • Describe how a performance makes me feel • Give development points to support/ improve my work and the work of others. • Compare performances

Year 5	Perform	Compose	Listen	Appreciate
Music	<ul style="list-style-type: none"> • Sing, in solo and ensemble contexts, accurately, fluently, with control and expression. • Play a musical instrument, in solo and ensemble contexts, accurately, fluently, with control and expression. 	<ul style="list-style-type: none"> • Improvise music for a range of purposes, using my voice or a musical instrument, making use of pitch, duration, tempo and dynamics. • Compose music for a range of purposes, using pitch, duration, tempo, texture, timbre, dynamics for effect. • Use a range of notations, including staff notation, to communicate my composition to others. 	<ul style="list-style-type: none"> • Listen to a musical phrase and repeat it back using my voice or an instrument, with attention to details including pitch, tempo, dynamics and duration. • Listen and provide constructive feedback to the compositions of my peers. • Appreciate and respond to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Show my understanding of a wide range of music by discussing the use of instruments, metre, cultural context, etc. 	<ul style="list-style-type: none"> • Name and discuss a number of key people in the history of music, spanning a range of musical traditions and including great composers. • Understand that music is influenced by its social and cultural context, and can give examples of this.

Year 6	Making	Perform	Respond
Drama	<ul style="list-style-type: none"> • Include effective use of proxemics, and physicality throughout the rehearsal process. • Use process drama (improvisation techniques) to support development of a piece. • Collaborate effectively with a range of people. • Independently organise and use rehearsal time effectively • Develop content with a range of different purposes and audiences. 	<ul style="list-style-type: none"> • Project my voice and use expression to clearly convey a range of emotions and characters. • Communicate character clearly to an audience using a range of techniques • Follow and independently understand stage direction during a performance. • Behave professionally during a performance 	<ul style="list-style-type: none"> • Discuss my likes and dislikes in relation to drama skills and techniques • Describe confidently how a performance makes me feel. • Give development points to support/improve my work and the work of others. • Compare my performances and demonstrate improvement
Dance	<ul style="list-style-type: none"> • Learn and recall taught sequences of movement. • Develop a sequence of movement from a given stimulus • Practise a range of travelling, turning and jumping movements within a sequence • Develop content with a range of purposes for a range of different audiences. 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns in solo/duet/trios/small groups/ensemble in cannon/unison 	<ul style="list-style-type: none"> • Discuss my likes and dislikes in relation to a performance using technical vocabulary • Describe confidently how a performance makes me feel making reference to specific phrases or movements • Give development points to support/improve my work and the work of others. • Compare my performances and demonstrate improvement

Year 6	Perform	Compose	Listen	Appreciate
Music	<ul style="list-style-type: none"> • Sing and perform confidently in a range of solo and ensemble contexts, musically, fluently and with accuracy and expression. • Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression. 	<ul style="list-style-type: none"> • Improvise and compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 	<ul style="list-style-type: none"> • Identify and use musical elements expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discrimination to a wide range of music from great composers and musicians. 	<ul style="list-style-type: none"> • Develop a deepening understanding of the music that I perform and to which I listen including its history and context.