





Performing Arts	Fulbridge <i>Curriculum</i>		 
	Performing Arts Curriculum		
	Section 1: Singing & Voice		
	Section 2: Listening		
	Section 3: Musicianship		
	Section 4: Composition & Improvisation		
Section 5: Performing			

	Performances			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LAMDA EXAM SYLLABUS (Autumn Term)	Group Recital (Entry level) LO1 Create and perform a recital as a group LO2 Use appropriate technical skills LO3 Interact as a group	Group Musical Theatre (Grade 1) LO1 Perform one musical scene from memory as a group LO2 Use vocal skills in response to the text LO3 Use the performance	Group Recital (Grade 2) LO1 Create and perform a recital as a group LO2 Use appropriate technical skills LO3 Interact as a group	Group Musical Theatre (Grade 2) LO1 Perform one musical scene from memory as a group LO2 Use vocal skills in response to the text LO3 Use the performance	Group Recital (Grade 3) LO1 Create and perform a recital as a group LO2 Use appropriate technical skills LO3 Interact as a group	Group Musical Theatre (Grade 3) LO1 Perform one musical scene from memory as a group LO2 Use vocal skills in response to the text LO3 Use the performance

		space in response to the text LO4 Interact as a group		space in response to the text LO4 Interact as a group		space in response to the text LO4 Interact as a group
Shows for performances (Spring & Summer)	Julia Donaldson The Gruffalo/Room on The Broom	Disney Junior Alice in Wonderland	Roald Dahl - Charlie And The Chocolate Factory	Charles Dickens - Oliver!	Disney Junior The Lion King	Leavers' Concert - Matilda

	Section 1: Singing and Voice			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a variety of songs/chanting rhymes.</p> <p>Learn through repetition and actions.</p> <p>Sing clearly and in time to a steady beat.</p> <p>Sing songs in different styles - happy, sad.</p> <p>Follow musical instructions - stop, start, loud and quiet.</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>	<p>Sing a variety of songs with a wide note range in unison.</p> <p>Sing with more accuracy of pitch, diction and intonation.</p> <p>Sing with a sense of control - breathing.</p> <p>Understand the importance of good posture when singing.</p> <p>Follow musical instructions including a range of dynamics and tempos.</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>	<p>Sing songs in a variety of styles with confidence and accuracy.</p> <p>Chant or sing a round in 2 parts.</p> <p>Identify verse and chorus.</p> <p>Follow musical instructions including a range of dynamics, with specific terms piano and forte, and tempos.</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>	<p>Sing songs in a variety of styles with an increasing awareness of tone of voices and shape of melody.</p> <p>Understand the importance of a healthy voice.</p> <p>Follow musical instructions including a range of dynamics with specific terms piano, forte, crescendo, diminuendo and tempos.</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>	<p>Sing songs in a variety of styles with more complicated rhythms following musical instructions including a range of dynamics with specific terms piano, forte, crescendo, diminuendo and tempos.</p> <p>Show accuracy and expression in singing.</p> <p>Singing in the round - in two parts plus.</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>	<p>Sing songs in a variety of styles with accurate intonation, good diction and stage craft following musical instructions including a range of dynamics with specific terms piano, forte, mp, mf, pp, ff, crescendo, diminuendo and tempos.</p> <p>Communicate the meaning/mood of a song.</p> <p>Maintain own part with confidence. (simple harmony)</p> <p>Sing as a solo or in a small group for an audition in front of the class.</p>

Spoken Voice	Speak in front of the class with confidence. Explore pulse and rhythm	Use the voice to portray character.	Understand the effort levels of the voice.	Speak with expression and intonation. Speak with clarity and energy and emphasise the important words in a line.	Speak with good diction. Actively listening for cues to make speech seem naturalistic.	Make clear vocal choices Project every line
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	Section 2: Listening			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures</p> <p>Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music)</p> <p>Listening to, playing and recognising the sound of percussion instruments.</p>	<p>Listen to music with enjoyment and concentration and notice when the tempo changes and respond with movement.</p> <p>Be aware of different instruments.</p>	<p>Listen to music with enjoyment and concentration and recognise long and short sounds.</p> <p>Understand duration and tempo (allegro, adagio) and Ostinato.</p> <p>Recognise a range of instruments.</p>	<p>Listen to music with enjoyment and concentration and identify a number of music elements including tempo, dynamics (crescendo and diminuendo) and pitch.</p> <p>Be able to move to a range of tempos.</p> <p>Recognise a range of instruments and types of ensemble.</p>	<p>Listen to music with enjoyment and concentration and identify a number of music elements including tempo, dynamics, articulation (legato and staccato) and pitch.</p> <p>Understand and explore timbre and texture.</p> <p>Listen for cues on and offstage</p> <p>Recognise a range of instruments and types of ensemble and understand the different voice qualities</p>	<p>Listen to all music and identify musical styles and musical elements - tempo, dynamics, articulation (legato and staccato) and pitch.</p> <p>Articulate likes and dislikes when listening to music.</p> <p>Be able to dance to both/ either lyrics and melody.</p> <p>Recognise all of the four families of instruments and a range of ensembles.</p>

					between singers - opera/pop/musical theatre.	
	Listen to Pop (recognise), Rock n Roll, Classical, Folk & Jazz.	Listen to Pop , Rock n Roll (recognise), Classical, Folk & Jazz.	Listen to Pop , Rock n Roll, Classical(recognise), Folk & Jazz.	Listen to Pop, Rock n Roll, Classical, Folk (recognise) & Jazz.	Listen to Pop , Rock n Roll, Classical, Folk, Cultural - African Drumming & Bhangra (recognise) & Jazz.	Listen to and recognise Pop, Rock n Roll, Classical, Folk, Cultural & Jazz.

	Section 3: Musicianship			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Beat	To use basic body movements and untuned percussion to find and imitate a steady beat.	Keep in time with the beat singing, clapping, body percussion, playing percussion instruments. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Maintain the beat with chime bars, singing and changing tempo.	Maintain the beat with xylophones, singing and changing tempo.	Maintain the beat with keyboards, singing and changing tempo.	Maintain the beat with a variety of instruments (tuned and untuned), singing and changing tempos.
Rhythm	Explore long and short sounds/notes. Copy and clap simple rhythms.	Learn the rhythmic symbols, quaver, crotchet rests. Use stick notation to understand simple rhythms using symbol knowledge.	Learn the rhythmic symbols minim, paired quavers. Read and write stick notation for simple rhythms using symbol knowledge. Use untuned percussion to imitate simple rhythms as part of a song from their show.	Learn the rhythmic symbols semibreve, semiquaver.	Sustain a rhythmic ostinato reading stick notation.	Write own rhythmic melodic phrases with notation.
Pitch	Recognise pitch, high and low and changes in songs/pieces of music. Follow pictures and symbols to guide singing and playing	Understand changes in pitch and mark with actions (hand and body).	Use dot notation to show higher or lower pitch.	Understand and identify pitch ascending and descending in musical phrases.	Understand interval leaps in pitch both up and down.	Singing a variety of songs in different keys Understand changes in modulation

	Section 4: Composition and Improvisation			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition & Improvisation	<p>Composing, exploring sound using body percussion and untuned instruments to enhance storytelling</p> <p>Create a soundscape to accompany their chosen story</p>	<p>Explore music making with untuned percussion</p> <p>Compose a piece of music with an <i>Alice in Wonderland</i> stimulus using untuned percussion</p>	<p>Compose using untuned percussion to imitate simple rhythms as part of a song from their show</p> <p>Improvise their own short melodic phrase using <i>Pure Imagination</i> as a stimulus, exploring pitch.</p>	<p>Composing simple rhythmic phrases using stick notation on the xylophone.</p> <p>Improvise their own extended melodic phrase using songs from <i>Oliver</i> as a stimulus.</p>	<p>To use percussion instruments and compose a short melodic phrase to go alongside verse pieces.</p> <p>Compose a rhythmic ostinato on the drums to accompany the stampede in <i>The Lion King</i>, incorporating appropriate musical dimensions.</p>	<p>Compose rhythmic melodic phrases with notation.</p> <p>Compose a ternary piece (ABA) using bandLab to accompany the storytelling of their show <i>Matilda</i>.</p>

Section 5: Performing

Performing Arts

	Section 5: Performing			Performing Arts		
Area of Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music	<p>To develop performance skills using body percussion and untuned instruments and take part in a live performance as part of an ensemble band to accompany a performance of The Gruffalo/Room on the Broom.</p> <p>To sing simple songs as part of a vocal ensemble performance</p>	<p>To build upon skills on untuned percussion instruments to compose music and take part in a live performance as an ensemble band - to accompany a performance of Alice in Wonderland.</p> <p>To learn and sing songs and to perform as part of a vocal ensemble</p>	<p>To progress skills on a range of instruments to both compose and learn simple music - to take part in a live performance as an ensemble band, accompanying a performance of Charlie and the Chocolate Factory.</p> <p>To learn and sing a variety of songs to perform as part of a vocal ensemble and as soloists.</p>	<p>To further skills on a range of instruments (with a focus on xylophones) to compose music and take part in a live performance as an ensemble band, to accompany a performance of Oliver.</p> <p>To sing songs in performance in unison, as soloists and in a round with 2 or more parts.</p>	<p>To develop skills on keyboards and drums as part of an ensemble band to accompany a performance of The Lion King.</p> <p>To show confidence and developed stagecraft as part of a vocal ensemble and/or soloist in a performance.</p>	<p>To demonstrate skills across a variety of instruments and compose music to accompany and support an ensemble band for a performance of Matilda.</p> <p>To display stagecraft when performing as a soloist and/or part of a vocal ensemble including simple harmony singing.</p>
Character	<p>Be able to explore and move as different characters.</p> <p>Use their imaginations to become different objects/animals/ basic characters.</p>	<p>Portray characters from performance in a dance.</p> <p>Be able to create a generic character through their physicality.</p> <p>Use different facial expressions.</p>	<p>Use facial expressions and maintain character throughout a dance.</p> <p>Be able to create a character matching up their vocal choices with their physical choices.</p> <p>Transform into character for a scene.</p>	<p>Tell (part of) the story using body and facial expressions during a dance.</p> <p>Be able to convincingly embody a character. Reacting in character during a scene.</p>	<p>Show the mood of (part of) a story throughout a dance.</p> <p>Be mastering character work by interpreting from the script they are given</p> <p>Develop how they feel about the situation they are in.</p>	<p>Be able to convey emotions through choreography.</p> <p>Be able to maintain character for a full performance, transforming themselves physically and vocally.</p> <p>Understand and convey emotion.</p>
Space	<p>Understand the areas of the stage.</p> <p>Find a safe space to</p>	<p>Transition into new formations</p> <p>Use the space to aid</p>	<p>Transition into more than one new formation</p>	<p>Use several transitions throughout a performance</p>	<p>Use several transitions throughout a performance - using the stage, surrounding</p>	<p>Several transitions and change of groups throughout; using the stage, surrounding</p>

	perform	storytelling. Use frozen pictures to tell a story.	Always face the audience.	Tell a story clearly.	areas and staggered exits. Follow direction and do the same blocking on stage every time.	areas and staggered entrances/ exits. Be able to take direction and feel comfortable and at home on stage, understanding all terminology.
Choreography	Marching Tiptoes Jumping Hopping	Skipping Heel/Toe taps	Box-step (forward and back) Step-tap Gallop	Step-kicks Step claps Step clicks	Directional turns Jump claps	Box step Grapevine

SKILLS AND KNOWLEDGE

- Importance of a warm-up; why we need to warm up, what happens to our bodies when we warm-up, names of key body parts and muscles.
- Examples of Performance Vocabulary: Stage Left, Stage Right, Upstage, Downstage, Focus, Entrance, Exit, Status, Blocking, Director, Audience, Projection, Diction, Emphasis, Dialogue, Physicality, Posture, Character, Imagination, Expression, Emotion, Tableau.
- Examples of music vocabulary: beat, steady pulse, rhythm, long and short sounds, pitch, high and low sounds, vocal, chorus, verse, lyrics, ostinato, melodic ostinato, tambourine, guiro, triangle, drum, bongo, recorder, xylophone, cymbals, snare drum, bass (kick) drum, hi-hat, percussion, unison, round, entry point, eighth note (quaver), quarter note (crotchet), half note (minim), whole note (semibreve), letter names of sounds: ABCDEFG, forte (loud), piano (soft), crescendo (get louder), diminuendo (get softer), duration, dynamics, tempo, timbre, texture, structure.