



# Music, Dance & Drama Learning Map



Year	Subject	Autumn		Spring		Summer	
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	<b>All About Me</b> Pulse and Rhythm	<b>Superheroes</b> Pitch and Tempo	<b>Fairy tales</b> Timbre and Rhythmic Patterns	<b>Animals</b> Classical music, dynamics and tempo	<b>By the Sea</b> Vocal and Body Sounds	<b>Under the Sea</b> Music Vocabulary- pulse, tempo, dynamics, timbre, pitch
Year 2	Music	<b>Musical me</b> Dynamics, timbre and melody	<b>Traditional Western stories</b> Orchestral instruments	<b>Animals</b> West African call and response song	<b>Space</b> Dynamics, timbre, tempo and motifs	<b>On this Island</b> British songs and sounds	<b>Myths and Legends</b> Rhythm and structure
Year 3	Music	<b>Ballads</b> Performing and writing a ballad	<b>The Vikings</b> Developing singing technique	<b>Chinese New Year</b> Pentatonic melodies and composition	<b>Mountains</b> Creating compositions in response to an animation	<b>Jazz</b> Traditional jazz and swung rhythms	<b>India</b> Traditional and improvisation
Year 4	Music	<b>Rainforests</b> Body and tuned percussion	<b>Rock and Roll</b> Hand jive and walking the bass line	<b>Rivers</b> Changes in pitch, tempo and dynamics	<b>Hanami festival</b> Haiku, music and performance	<b>South America</b> Samba and carnival sounds and instruments	<b>Romans</b> Adapting and transposing motifs
Year 5	Music	<b>Ancient Egypt</b> Composition notation	<b>Blues</b> History of the Blues	<b>South and West Africa</b> Shosholozza	<b>Holi festival</b> Composition to represent the festival of colour	<b>Looping and remixing</b> Body percussion loops	<b>Musical theatre</b> What is musical theatre?
Year 6	Music	<b>Advanced Rhythms</b> Getting into the groove	<b>Coast- Fingal's Cave</b> Dynamics, pitch and texture	<b>Pop Art</b> Themes and Variations	<b>Baroque</b>	<b>Film Music</b> Soundtrack themes and sounds	<b>Songs of World War 2</b> Pitch up
Year 7	Drama	<b>Creating Characters</b> Students will explore some of the key skills needed to create a character in a range of performance contexts. Students are introduced to our Technique, Body, Voice approach to learning the skills and knowledge in Drama		<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>Superheroes</b> Devised module around the theme of superheroes looking at character development, plotline, comedy/humour, action and climax/anti-climax	
	Music	<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	<b>Stick to the Beat</b> Performance module. Students will explore the basic principles of rhythm through performing different rhythms and groups as a whole class and small group	<b>World Music</b> Performance Module. Students will study the music of different countries and societies including China and Jamaica	<b>Video Games</b> Sequencing and composing module. Students will have the opportunity to create their own music for a popular video game or TV programme.
Year 8	Drama	<b>Storytelling</b> Exploration of storytelling techniques including: Narration, Breaking the 4 <sup>th</sup> wall, Choral speaking & Collage Speaking		<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>Behind The Scenes</b> Theory Module. Students will explore the behind the scenes roles and elements that are needed to successfully create theatre, film and TV.	
	Music	<b>Axis of Awesome</b> Group and solo singing module. Development of skills from Year 7 module with more emphasis on harmony, greater number of parts	<b>Blues Music</b> Performing and appraisal Module. Students study the key conventions of Blues music and apply this knowledge to a variety of	<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	<b>Rap Music</b> Composition Module. Students will create their own rap lyrics and backing with a focus on rhythm and structure. Students will work in small groups and individually.	<b>Music Management</b> Theory and Careers Module. Students will learn about the different job roles needed in order to share, distribute and perform music.

		and greater choices of songs. while introducing chords.	performance tasks building on chord structures.		performances of James Bond themes and leitmotif.		
<b>Year 9</b>	<b>Music</b>	<b>Battle of the Band</b> 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.	<b>Composing for an Advert</b> Composing and appraising module. Students will create their own music for an advert and experience what it is like to work to a brief.	<b>Rhythms Around the World</b> Performing, Composing, Arranging and Appraising, Students will have the opportunity to learn about different rhythmic music and drumming from around the world	<b>EDM</b> Composing, Arranging and appraising. Students will develop their skills on Logic Pro X by creating their own Electronic Dance Music.	<b>Festival Fever</b> Students will apply their knowledge from across the KS3 curriculum to plan, organise and create performances for their own Festival. Students will explore what is needed to organise a festival, including the planning, marketing, budgeting and pitching. Students will prepare a range of performances that would appear at their festival.	
<b>Year 10</b>	<b>Music (BTEC Music Practice)</b>	<b>Developing Core Skills in Performance &amp; Creating</b> Students will develop the core skills needed in order to be successful in Component 1 & Component 2 of the BTEC Music Practice Qualification. This will include regular individual and small group performance tasks, as well as solo composition opportunities.		<b>Component 1: Exploring Music Products &amp; Styles</b> Students will develop their understanding of the assignment brief, before rehearsing and performing small sections of a variety of musical pieces. Alongside their practical work, students will give specific focus to the stylistic qualities of each genre of music they are exploring.		<b>Component 2 Preparation Work</b> – Students will complete a series of micro performance and composition tasks in order to prepare for Component 2.	
<b>Year 11</b>	<b>Performing Arts (BTEC Performing Arts)</b>	<b>Component 2 – Developing Skills &amp; Techniques in Performing Arts</b> – Students will recreate a professional existing work, using skills that they develop and enhance to create the best quality performance. Students will document the progress they make towards targets they set themselves.		<b>Component 3 – Responding to a Brief (Externally Assessed)</b> Students receive their brief from the exam board and will work in small groups to create and develop their response. During this time, students will complete 3 pieces of written work based on their initial ideas, development and evaluation of the piece. This work is completed in controlled time. Students will perform their final workshopped outcome just after the Easter break.			
	<b>Music (BTEC Music Practice)</b>	<b>Component 2 - Music Skills Development</b> Students work on developing their skills in both performance and composition by taking part in a range of practical tasks. Students will document their progress and set themselves specific targets based on the initial skills audit.		<b>Component 3 – Responding to a Music Brief Externally Assessed)</b> Students receive their brief from the exam board and will work independently to either create and perform or create and produce an original piece that meets the requirements of the brief. Students will also complete written work in controlled time as part of the submission, discussing their initial ideas and then documenting the creative process they have completed.			