

Curriculum Map

Performing Arts-Our Why?

Performing Arts at Abbey exposes our pupils to a range of performances and builds towards their knowledge of performance, voice and instruments and what it is to improvise and compose. Driven by plays, to develop communication

The curriculum enriches the development of pupil's communication and progression with the subject feeding into to the communication progression document. Please note: The Curriculum Map begins with L1 at the bottom of this document

Big Ideas promoted in our Performing Arts Curriculum



Areas of coverage

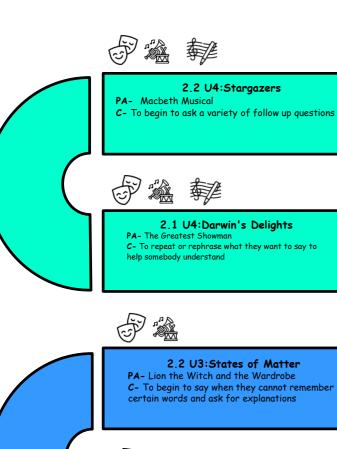
PA- Performing Arts
C- Communication

Substantive Concepts of our Performing Arts Curriculum

Performance	Po	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
Voices and Instruments		Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
Improvise and Compose		Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



Curriculum Map Upper School and Horizon Hub







2.2 U4:Stargazers

2.1 U4:Darwin's Delights

2.2 U3:States of Matter

 ${\it C-}$ To begin to say when they cannot remember certain words and ask for explanations

2.1 U3: Off with her Head

2.2 U2: Allotment

PA- Blood Brothers songs and performance

2.1 U2: Alchemy Island

PA- Blood Brothers Songs and performance

C- To ask a series of questions to have a

C- To say all speech sounds clearly and

PA- Lion the Witch and the Wardrobe









3.1 U4: Peasants Prices and pestilence

1.2 U4 Revolution

C- To begin to repeat or rephrase what they want to say to help somebody understand

PA- Macbeth Musical. $\ensuremath{\textit{\textbf{C}}}\textsc{-To}$ begin to ask a variety of follow up questions to find out

3.2 U4: Environmental Artists PA- Peter and The Starcatcher play

C- To ask a variety of follow up questions to find out more about an initial answer / information given









PA- Prep for Christmas Show





1.1 U4: MI7

PA- Wicked The Musical To begin to repeat or rephrase what they want to say











3.1 U3: Blood Heart PA – Joseph the Musical Performance and songs C- To say when they cannot remember certain words and ask for explanations



3.2 U3: Tomorrows world.

PA Joseph the Musical Performance and songs C- To be able to say polysyllabic words clearly.





PA- Space Music Hans Zimmer

remember certain words

C-To begin to say when they cannot





1.2 U3:Our changing world PA- Upper School Music Prep C- I can to take different roles in group



1.1 U3: Road Trip USA

PA- Wizard of Oz

C- I can begin to take different roles in group discussions.







discussions



3.2 U2: Ancient Civilisation PA- Prince of Egypt the Musical C- I am able to summaries some key points in group discussions



correctly







group discussions



1.2 U2:Gallery Rebels PA- Upper school show prep and performance C- To begin to ask a series of questions to have a conversation

3.1 U2: Misty Mountain, winding River

PA - Celtic music performance and creation

C- I can begin to summaries key points in



1.1 U2: Traders and Raiders

PA - Billy Elliot Songs and Performance C- To begin to ask a series of questions



conversation









C- I can independently and confidently reason what I think giving evidence to support my answer.

2.2 U1 Urban Pioneer PA- We will Rock you songs and performance

3.1 U1 Emperors and Empires PA Shakespeare on trial the musical

C- To begin to use new topic words accurately and apply other topics.

3.2 U1 Enchanted Woodland PA- Shakespeare on trial the musical C- I can use new topic words accurately and apply to









2.1 U1: Remarkable Recipes

PA – To begin to analyse the setting, themes, characters, narrative voice, use of language and structure
C – I can reason what I think in small groups with confidence and use evidence to support this.

1.2 U1 Rocks, Relics and Rumbles.. PA- Upper School Show prep and performance . C-I can sometimes reason what I think in small groups and begin to use some evidence to support this.

1.1 U1 Magnificent Monarchs:

PA - Pioneers of music (Musical Royalty) C- I am beginning to reason what I think in small groups with confidence.





Curriculum Map Lower School













PA- School of Rock songs and performance C- To reason for what I think in small group discussions.

3.1 Predator

PA- Sherlock and Cinders Musical C-To begin to start conversations with unfamiliar people

3.2 Urban Pioneer
PA-Sherlock and Cinders Musical
C-To start conversations with unfamiliar people







2.1 L6: Eat well cook well

-Songs and performance from Charlie and Chocolate C-To begin to reason for what I think in small group

2.2 L5: Wriggle and Crawl

 $\emph{\textbf{C}}\mbox{-}\mbox{I}$ can say when I don't understand and say why when given .

2.1 L5: Towers Tunnels and Turrets

Structures

C-To communicate when they do not understand more reliably

2.2 L4: Paws claws and whiskers

2.1 L4 Enchanted woodland

C-To develop knowledge of information texts, instructions, persuasive and letters. To begin to express ideas and

PA Horrible History songs and performance

1.2 L6: Gods and Mortals

PA-Nativity preparation and performance . C-To agree and disagree with what others say

1.1 L6: Spirit

 $\emph{C} ext{-}\text{To}$ begin to agree and disagree with what others say





PA-Create an advert for minibeast hotels



3.1 L5: Coastline

PA- Pantastic the musical C-To begin to listen to information and find a key word with



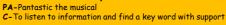
3.2 L5: Muck, Mess and Mixtures

















1.1 L5 Bounce PA- Create a class cheer C-To begin to communicate when stuck and needs help







Paws and Claws the Musical



1.2 L5 Beat Bang Boogie

PA-Nativity preparation
C-To communicate when they don't understand and help is





3.1 L4: Our Wonderful World PA-Paws and Claws the musical C-To express ideas, feelings and events



3.2 L4: Rio Da Vida









PA-Into the woods songs and performance

C-To begin to express ideas, feelings and events





1.2 L4: Memory box

PA- Nativity preparation C-To listen in simple conversations or discussions (understand simple talk rules)

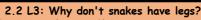


1.1 L4: TEAM

PA - Carnival music and performance C - To say some words clearly

 ${\it PA-C}$ reating a class song ${\it C-T}$ o begin to listen in simple conversations or discussions (understand simple talk rules)





PA- Dr Do Little songs and links .C-To respond to questions that require simple recall





3.1 L3: Plant Parts - How does it grow?

PA- Rock Pool the Musical ${\it C-}$ Begin to ask how or why when responding to simple



3.2 L3: Can you build it? PA-Rock Pool the Musical C- To ask how or why when responding to simple questions









2.1 L3: Puppets and Popups PA - Puppet creation and performance ${\it C} ext{-Begin to respond to questions that require simple recall}$



1.2 L3: Winter Wonderland

instruments and keyboard use

PA- Nativity Preparation ${\it C-}$ To use language to communicate needs or feelings.





3.1 L2: Sunshine and Sunflowers

PA- Lion King music VS Frozen Comparing Songs **C-** To begin to demonstrate some understanding by answering simple questions using single words, signs or symbols



3.2 L2: Ready, Steady Grow $\ensuremath{\text{PA-}}$ Perform a song in assembly One more step along the

1.1 L3: Marvelous machines

C-To begin to use language to communicate needs or feelings

 ${\it C-}$ To demonstrate some understanding by answering simple

questions using single words, signs or symbols







meaning to a range of listeners.

2.1 L2: Shadows and reflection

C-To begin to combine single words, signs or symbols to communicate meaning to a range of listeners.

PA-Shadow Puppet Theatre creation and

2.2 L2: Lets Explore

C-To combine single words, signs or symbols to communicate

PA - Create their own weather forecast (Green Screen)



1.2 L2: Chop slice and Mash PA Nativity Preparation C- To use speech sounds, signs or symbols in play.



1.1 L2: Sparkle and shine PA Wake up shake up song - learn song and actions C- To begin to use sounds, signs or symbols in play





2.2 L1: Animal safari

PA Rhymes - Introduction to percussion instruments and play along to the music.

C- Begin to use sounds, signs or symbols for familiar objects



3.1 L1: Creep, Crawl and Wriggle PA- Use of instruments to represent the movement of

C-To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings



3.2 L1:On The Beach

PA- Seaside songs to promote sensory inclusion C-invitations and information text writing.

To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings





2.1 L1: Big Wide World

PA- Rhymes - Begin to speak chants and rhymes. Clap along to the rhythm C-Use noises or gestures to communicate needs or



1.2 L1: Stories and Rhymes

PA- Nativity preparation ${\it C} ext{-Begin to use noises or gestures to communicate}$



1.1 L1: Me and My Community-

PA- Lullaby's and nursery rhymes - To listen to and notice sounds in their surroundings. C-Use noises or gestures to communicate needs

