



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		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

PA- Macbeth Musical
C- To begin to ask a variety of follow up questions



3.1 U4: Peasants Prices and pestilence

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



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



2.1 U4: Darwin's Delights

PA- The Greatest Showman
C- To repeat or rephrase what they want to say to help somebody understand



1.2 U4 Revolution

PA- Prep for Christmas Show
C- To begin to repeat or rephrase what they want to say to help somebody understand



1.1 U4: MI7

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



2.2 U3: States of Matter

PA- Lion the Witch and the Wardrobe
C- To begin to say when they cannot remember certain words and ask for explanations



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: Tomorrow's world.

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



2.1 U3: Off with her Head

PA- Space Music Hans Zimmer
C- To begin to say when they cannot remember certain words



1.2 U3: Our changing world

PA- Upper School Music Prep
C- I can take different roles in group discussions



1.1 U3: Road Trip USA

PA- Wizard of Oz
C- I can begin to take different roles in group discussions.



2.2 U2: Allotment

PA- Blood Brothers songs and performance
C- To say all speech sounds clearly and correctly



3.1 U2: Misty Mountain, winding River

PA- Celtic music performance and creation
C- I can begin to summarise key points in group discussions



3.2 U2: Ancient Civilisation

PA- Prince of Egypt the Musical
C- I am able to summarise some key points in group discussions



2.1 U2: Alchemy Island

PA- Blood Brothers Songs and performance
C- To ask a series of questions to have a conversation



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



1.1 U2: Traders and Raiders

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



2.2 U1 Urban Pioneer

PA- We will Rock you songs and performance
C- I can independently and confidently reason what I think giving evidence to support my answer.



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 other topics



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.

U4/
H2

U3/
H1

U2

U1



Curriculum Map Lower School



2.2 Rocks, relics and rumbles

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

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



1.2 L6: Gods and Mortals

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



1.1 L6: Spirit

PA- Create a class anthem related to inclusion
C-To begin to agree and disagree with what others say

L6



2.2 L5: Wriggle and Crawl

PA-Create an advert for minibeast hotels
C-I can say when I don't understand and say why when given .



3.1 L5: Coastline

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



3.2 L5: Muck, Mess and Mixtures

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



2.1 L5: Towers Tunnels and Turrets Structures

PA Horrible History songs and performance .
C-To communicate when they do not understand more reliably



1.2 L5 Beat Bang Boogie

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



1.1 L5 Bounce

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

L5



2.2 L4: Paws claws and whiskers

PA- Paws and Claws the Musical
C-To begin to express ideas, feelings and events



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



2.1 L4 Enchanted woodland

PA-Into the woods songs and performance
C-To develop knowledge of information texts, instructions, persuasive and letters. To begin to express ideas and feelings



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- Creating a class song C-To begin to listen in simple conversations or discussions (understand simple talk rules)

L4



2.2 L3: Why don't snakes have legs?

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
C- Begin to ask how or why when responding to simple questions



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
C-Begin to respond to questions that require simple recall



1.2 L3:Winter Wonderland

PA- Nativity Preparation
C-To use language to communicate needs or feelings.



1.1 L3: Marvelous machines

PA- Bring the noise Chrome music lab - Electronic instruments and keyboard use
C-To begin to use language to communicate needs or feelings

L3



2.2 L2: Lets Explore

PA- Create their own weather forecast (Green Screen)
C-To combine single words, signs or symbols to communicate meaning to a range of listeners.



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

PA- Perform a song in assembly One more step along the world
C- To demonstrate some understanding by answering simple questions using single words, signs or symbols



2.1 L2: Shadows and reflection

PA-Shadow Puppet Theatre creation and performance
C-To begin to combine single words, signs or symbols to communicate meaning to a range of listeners.



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

L2



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 Wiggle

PA- Use of instruments to represent the movement of animals .
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 feelings



1.2 L1: Stories and Rhymes

PA- Nativity preparation
C-Begin to use noises or gestures to communicate needs or



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

L1