



Curriculum Plan – Performing Arts Year 3

Please find below a detailed outline of the curriculum covered in Performing Arts through Year 2020/21 in Year 3. Some topics covered my last longer than one block. This is to enable students to fully immerse themselves in the style of the music, gain a deeper understanding of the genre and to fully embed skills.

Year 2021/22

| Block 1 | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 | Block 7 |
|---|---|--|--|--|--|---|
| <p>Dances From Around the World.</p> <p>Learn how each of us is different and what traditional dances come from all of our cultures.</p> <p>Learn some of the most famous traditional dances from our countries.</p> <p>Create our own dance move which represents us and our unique personalities.</p> <p>Perform as a class and show off our dance moves. Record a video of us performing.</p> | <p>Pitched Percussion</p> <p>Students will develop their understanding of rhythm and melody using pitched percussion instruments</p> <p>Learn the basics of melody and notation using some instruments such as xylophones and boomwhackers.</p> <p>Learn a range of songs to perform in small ensembles and as a class</p> | <p>Recorder</p> <p>Learn how to play the recorder, including tonguing techniques, fingering positions, scales and reading music.</p> <p>Gain a greater understanding of musical notation, melody and how to read music properly at a basic level.</p> <p>Learn how to play together in a small ensemble in time and whilst reading notated music.</p> | <p>Drumming</p> <p>Learn about rhythm and pulse and how this impacts a piece of music.</p> <p>Learn new music notation, timing and time signatures.</p> <p>Learn how to play in time as a class and a small ensemble.</p> <p>Understand the importance of a leader in a musical performance.</p> <p>Learn how to change rhythms and how to arrange music using sections, texture and silence.</p> <p>Learn about the importance</p> | <p>Drama</p> <p>Develop skills and techniques for acting in character.</p> <p>Explore different types of characters and how to portray them.</p> <p>Be able to show expressions and emotions in the face and body.</p> <p>Learn and memorise some short lines for a play.</p> <p>Work together as a class to perform a short drama.</p> | <p>Body percussion and spoken word.</p> <p>Learn about the different ways our bodies can make sounds.</p> <p>Learn to stay in time with others.</p> <p>Learn to feel the pulse and beat.</p> <p>Create a musical performance using body percussion.</p> <p>Learn how to create poems that fit to a beat.</p> <p>Perform your spoken word in time with a beat.</p> | <p>Boomwhackers</p> <p>Continue to develop understanding and ability to perform in time with others and ability to feel the pulse.</p> <p>Learn how to play at the correct time using colour codes whilst also learning the names of notes.</p> <p>Learn how to play the boomwhackers.</p> |



| | | | | | | | |
|------------|---|---|---|---|---|---|---|
| | | | | of drumming in various cultures. | | | |
| assessment | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. | Assessment for learning and next steps. Assess skills gained. Performance at end of unit. |