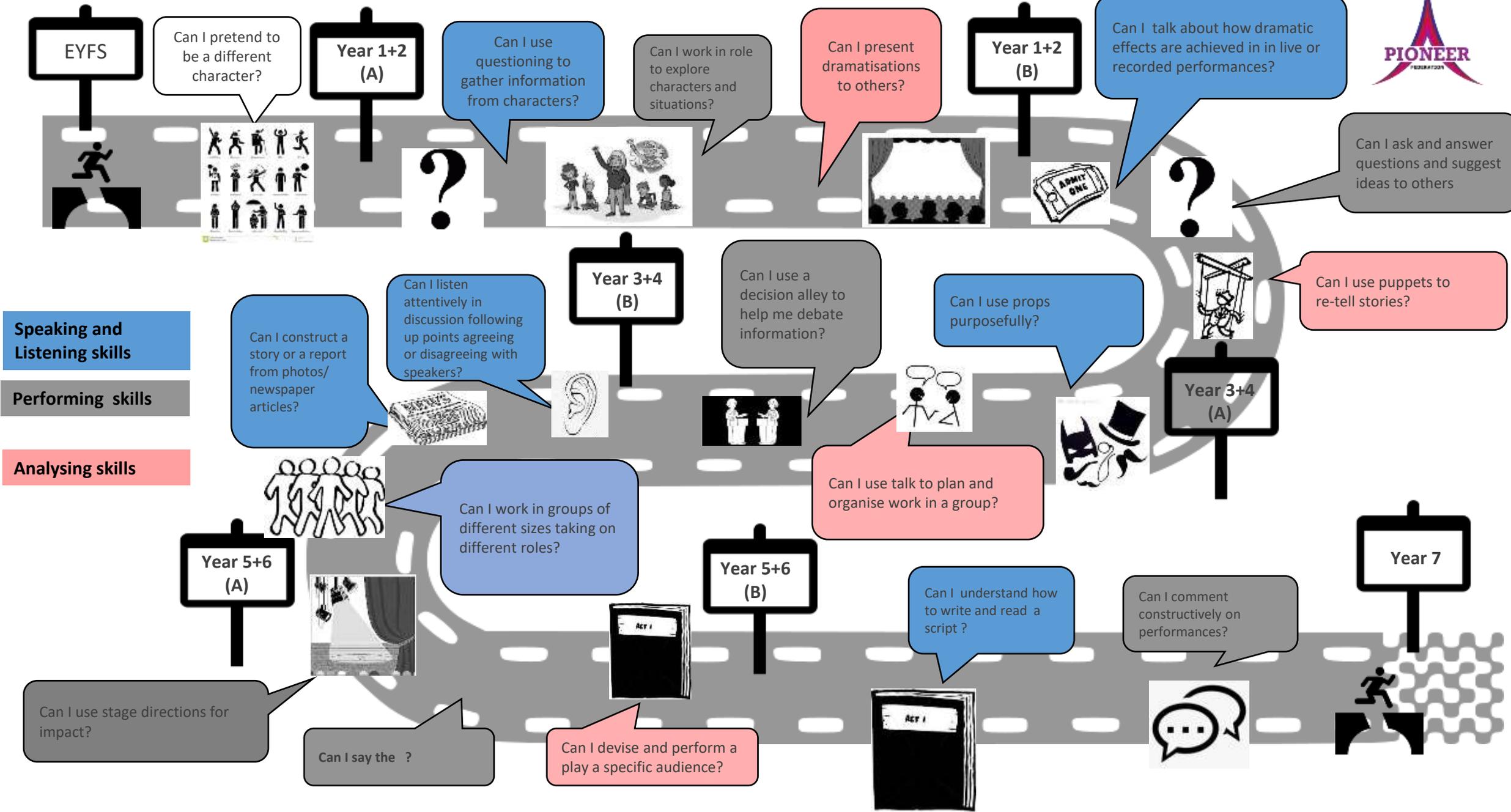


# Drama Curriculum Road Map



EYFS

Can I pretend to be a different character?

Year 1+2 (A)

Can I use questioning to gather information from characters?

Can I work in role to explore characters and situations?

Can I present dramatisations to others?

Year 1+2 (B)

Can I talk about how dramatic effects are achieved in in live or recorded performances?

Can I ask and answer questions and suggest ideas to others

Speaking and Listening skills

Performing skills

Analysing skills

Can I construct a story or a report from photos/newspaper articles?

Can I listen attentively in discussion following up points agreeing or disagreeing with speakers?

Year 3+4 (B)

Can I use a decision alley to help me debate information?

Can I use props purposefully?

Year 3+4 (A)

Can I use puppets to re-tell stories?



Can I work in groups of different sizes taking on different roles?

Year 5+6 (B)

Can I use talk to plan and organise work in a group?

Year 5+6 (A)



Can I use stage directions for impact?

Can I say the ?

Can I devise and perform a play a specific audience?



Can I understand how to write and read a script ?

Can I comment constructively on performances?

Year 7





## INTENT

Our aims in teaching music are that all children will have the opportunity to experience music that is cross-curricular (comprising the elements of listening, performing and composing) and linked to class topics in accordance with the National Curriculum.

## IMPLEMENTATION

Lessons are:

- appropriately resourced in time, space and equipment. Equipment is inclusive and suited to all abilities. 
- built on previous experience and sequenced to develop key vocabulary, skills and techniques
- pitched at the right level to enable pupils to be challenged for their age group and supported to learn through modelling and co-operative group work

## IMPACT

 Children, from their listening, will recognise genres, styles and composers. Children will perform songs and use instruments to an increasingly more complex standard throughout the key stages. Children will have the confidence to improvise and compose using a range of instruments and techniques and will use a range of ways to notate their work.

# EYFS Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
<b>Personal, Social and Emotional Development</b>	Self- Regulation	Drama	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs – getting dressed, healthy eating
	Managing Self	Art and Design	
	Building Relationships		
<b>Communication and Language</b>	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
<b>Literacy</b>	Comprehension	Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions
	Word Reading		
	Writing	Literacy All curriculum areas	
<b>Expressive Art and Design</b>	Being Imaginative and expressive	Art and Design, Drama	Role play, creation stations – lots of different materials Forest School Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play
	Creating with Materials		