

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Music Cycle A Year Group: 3/4		Area of learning: Drama (Shakespeare Performance)
Links to previous work/Remember when	Learning words from memory. Performing songs.	
Term Summer (Taken from the N.C. Drama/English)	Year 3/4	Key Skills to be taught <ul style="list-style-type: none"> To help pupils to identify with and explore characters. To extend their understanding of what they read and have opportunities to try out the language they have listened to.
Summer 2025 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> To be confident in speaking lines with a projected voice To be able to use drama to convey a story To be able to discuss the play 'The Tempest', focusing on the characters and their personalities To be able to put across ideas and to discuss resources for props and staging To perform a part of a play with confidence and character

Vocabulary

stage right, stage left, project, script, props, staging, character

Sequence of learning	Objectives and suggested details provided by subject leader.
1 - 5 & 6 - 8	<p>https://dramaresource.com/key-stage-two-drama-ideas/ Drama lesson warm-ups</p> <p>Learning Objectives: To help pupils to identify with and explore characters.</p> <ul style="list-style-type: none"> To extend their understanding of what they read and have opportunities to try out the language they have listened to. Pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.

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	<ul style="list-style-type: none"> Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
9	<p>Recap and rehearse Harry Potter Hedwig's Theme. The children are going to be adding some dynamics into their Harry Potter Hedwig's Theme performances. <i>p and f - piano (softly) and forte (loud).</i> Q - Where would these be best used in the piece? Children to add these dynamics to their written notes.</p> <p>Learning Objectives: To play tuned and untuned instruments musically. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
10	<p>Rehearse their Harry Potter Hedwig's Theme performance. Add sleigh bells and maracas. Q - how could these be used and where in the piece? (1st beats and rhythm).</p> <p>Learning Objectives: To play tuned and untuned instruments musically. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
11	<p>Rehearse Harry Potter Hedwig's Theme with glockenspiels, sleigh bells and maracas. Record the performance.</p> <p>Learning Objectives: To play tuned and untuned instruments musically. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>

Learning Outcome/product

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- To perform The Tempest successfully in front of an audience
- To be able to play along to the rhythm/pitch using instruments, listen and recognise different musical instruments, be able to use musical instruments to show dynamics and to be able to compose a short rhythm using notation.

Assessment records	List only those children who have not achieved the expected outcomes.
	RMRN - KT/SDM - RR -

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
What did you learn about music performance?