



Music, Dance and Drama

Music, Dance and Drama play an important role in the life of Alamiyah School. Pupils are encouraged to explore creativity through song, movement and rhythm. The music, dance and drama curriculum has three elements, Listening and Responding, Performing and Composing. Initially, pupils are given plenty of opportunities to listen to a range of songs, music, drama, movement and then given the space to respond to it. They also have opportunities to perform to one another as well as to a larger audience. Composing then comes as a natural progression for children to use their experience and knowledge to put together their own pieces. The curriculum plan contained in this document covers the Upper Primary and is an extension of the lower and middle primary curriculum.

Music, Dance and Drama Long Term Curriculum Plan

Area	Topic	Recommended age/stage
Songs, Singing & Musical instruments	<p>Listening to and exploring a variety of songs from different genres, cultures, periods (including rhymes, limericks and poetry)</p> <p>Sing songs from different genres, cultures, periods</p> <p>Join in with the steady beat in listening to or accompanying songs or rhythmic chants by marching, clapping and tapping the beat.</p> <p>Exploring songs with a wide range of musical instruments</p> <p>Exploring and experimenting with:</p> <ul style="list-style-type: none"> ● Pulse- showing a steady pulse or beat (e.g. marching, tapping, clapping) ● Duration- listening to and imitating patterns of long and short sounds 	9-11 yrs Y5-6



	<ul style="list-style-type: none"> ● Tempo- understanding and differentiating between fast and slow rhythmic and melodic patterns ● Pitch- understanding and differentiating between high and low sounds, imitate melodies ● Dynamics-understanding and differentiating between loud and soft sounds ● Structure - understanding 'start' and 'stop' ● Timbre- playing with and exploring a variety of sound-making materials <p>Exploring ways of making sounds using manufactured (triangle, tambourine, drum, chime bars...) and</p> <p>Making instruments (shakers, metal or wooden objects)</p> <p>Experiment with a variety of techniques using manufactured and homemade instruments as well as different ways of making sounds with a drum: using a variety of beaters; striking loudly, softly; playing different parts of the drum (e.g. rim, centre, side).</p> <p>Invent and perform short, simple musical pieces with control of musical elements</p> <p>Composing new songs orally or by other means with/without musical instruments</p> <p>Exploring pitch, duration, dynamics, tempo, timbre, texture, structure of music and musical instruments</p> <p>Exploring the history of music and musical instruments</p>	
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Quran and Tajweed	<p>Listening to and taking part in Quran recitations in group circle times</p> <p>Practicing tajweed – the art of reciting in a rhythmic tone on a one to one basis as well as in small groups</p> <p>Practicing the rhythm, tone and memorisation of different surahs</p> <p>Listening to different melodious reciters</p> <p>Listen to devotional songs and dhikr – melodious chants</p>	9-11 yrs Y5-6
Movement & Dance	<p>Mime and movement activities.</p> <p>Musical Dance games such as move like a (choose an animal)</p> <ul style="list-style-type: none"> • Games such as Musical Chairs • Exploring rhythm and movement in songs • Experimenting with different movements using oral means such storytelling, poetry as well as with musical instruments • Recreating scenes using body movement and dance • Preparing and giving performances • Choreographing 	9-11 yrs Y5-6



	<ul style="list-style-type: none"> Developing mime and movement skills, including musical scores and lyrics of original songs written for performances. 	
Drama	<p>Recreating stories through acting out popular books</p> <p>Drama Improvisation using games</p> <p>Exploring the use of costume to recreate everyday life situations and encourage role play</p> <p>Creating a drama production based on stories or historical facts, writing scripts, assigning roles, costume preparation, delivery:</p> <ul style="list-style-type: none"> entering into other lives and situations engaging with life issues, knowledge and themes honing and shaping drama scenes for the purpose of communicating them to others <p>Composing and role playing scenarios</p> <p>Re-enacting debates</p> <p>Experiencing the relationship between story, theme and life experience</p>	<p>9-11 yrs Y5-6</p>