

Primary Performing Arts Progression Framework for Classroom Teachers



Croydon Music and Arts (CMA) has developed a new qualification, Star Award, with RSL exam board. The Star Award framework includes criteria for drama, dance, music and visual arts and is consistent with the National Curriculum (including the new Model Music Curriculum). We have used the criteria to create this progression framework for the performing arts in primary schools. The framework is the basis for CMA's scheme of learning for our whole class programmes and instrumental / vocal lessons in primary schools and for all our out of school music and arts classes for primary aged children.

CMA Support for Learning Through the Arts

To support classroom teachers using the framework CMA is creating a suite of short recorded webinars which they can access in their own time. Webinars will introduce primary generalist classroom teachers to arts processes which can help learning across the curriculum, including using the arts as a safe space to explore sensitive issues including race and gender equality. They will be linked to the Croydon Schools Arts Network (CSAN) meetings using MS Teams to allow colleagues to discuss and embed the learning and to explore the use of CMA's evaluation tools and the Artsmark framework.

Where schools have a CMA whole class programme, CMA teachers will liaise with class teachers to support the school curriculum.

- Subject specific knowledge, school topics and pupil well-being can be integrated into creative musical activity.
- Class teachers can co-design a Learning Through the Arts project with the CMA teacher to focus on an area of the curriculum through music, art, dance, drama and spoken word, enabling both depth of learning and self-expression in pupils.

An arts education practitioner can come into classrooms for Years 4 – 6 to collaborate with class teachers to deliver performing arts activities which supplement the curriculum. The project includes:

- live workshops led by the practitioner for the whole class;
- bespoke CPD for the class teacher through practical activity;
- additional support from CMA's Arts Education Specialist Leader;
- a performance or sharing as a class or in groups.

CMA instrumental teachers working in schools will support their pupils to contribute to class performances. Resources (including videos, PowerPoints and backing tracks) developed by CMA teachers will be made available for all schools to use.

Progression Criteria

The framework places storytelling and the use of language at the heart of the performing arts. Storytelling is enhanced by the expressive use of sound and movement in drama, music and dance. The strands of learning in the framework are:

- **Vocal Skills** and **Physical Skills** developed through **Drama**, extending to **Song** and **Dance** when enhanced through music
- **Instrumental Music** which can also be combined with singing and dancing
- **Creative Skills**, improvising, creating, organising and refining ideas, using structures as appropriate, to create own original performance.
- **Performance Skills**, to be able to communicate to others

The skills are developed through a participation framework with CMA providing complementary opportunities beyond the school curriculum. At each school stage, the young artist adds a new layer to their development.

- **Early Years: Play** - Children use artistic forms to play and communicate with others, and to learn about the world around them.
- **Key Stage 1: Exposure** - They also experience a wide range of art forms and enjoy taking part in a wide range of arts activity.
- **Key Stage 2: Choice** - They also discover and develop their artistic interests and skills and contribute to cultural life in their community.

By becoming familiar with the progression criteria teachers will be able to support children's progression in the arts and recognise those who show interest and enthusiasm to benefit from additional specialist arts activity.

Key Stage 1	Vocal Skills	Physical Skills
Drama	<ul style="list-style-type: none"> • Use vocal sounds at different volumes • Call and response with some expression 	<ul style="list-style-type: none"> • Use simple actions and stillness • Copy an expression or posture
Song and Dance	<ul style="list-style-type: none"> • Pitch match to another voice • Lead a simple chant or song • Use thinking voice 	<ul style="list-style-type: none"> • Move to a steady beat • Incorporate basic jumps • Travel along specific pathways
Instrumental Music	<ul style="list-style-type: none"> • Body percussion and untuned percussion • Find the beat • Copy back rhythms using different note lengths • Use high and low sounds 	
Creative Skills	<ul style="list-style-type: none"> • Participate in an improvisation exercise using sound or movement from prompts • Create a still image from instruction • Link three simple movements together from a given list • Create ostinato rhythms to match a song • Combine instruments and / or voices 	
Performance Skills	<ul style="list-style-type: none"> • A sense of focus during performance • Good posture, standing up straight • Follow basic stage directions • Begin, continue and stop at the right time • Participate in song, dance and drama performances • Participate in a soundscape to illustrate an event, emotion or story 	

Years 3 and 4	Vocal Skills	Physical Skills
Drama	<ul style="list-style-type: none"> • Varying intonation, tone and volume • Use sound to support expression or posture 	<ul style="list-style-type: none"> • Contrasting emotions using facial expression • Contrasting postures or gestures
Song and Dance	<ul style="list-style-type: none"> • Breathing to show phrases • Range of an octave, mostly by step • By ear and following notation 	<ul style="list-style-type: none"> • Clap simple rhythms • Basic actions (jump, turn, gesture, travel, stillness or balance)
Instrumental Music	<ul style="list-style-type: none"> • Clear tone • Dynamic contrasts • First five or six notes / chords with notation • Reading notation for simple rhythms with more than one note length 	
Creative Skills	<ul style="list-style-type: none"> • Create a still image • Free exploration of sound and movement to create an effect • Free exploration of pitch and rhythm to create an effect • Improvise to create at least eight counts (two bars) of simple dance action content. • Improvise to create a one bar (four beats) percussion groove • Improvise to create a melody using three pitches of at least one bar • Explore layering of rhythmic and / or melodic phrases 	
Performance Skills	<ul style="list-style-type: none"> • Basic posture and alignment, relaxed shoulders • Focus during performance • Awareness of others during performance • Participating in dramatic storytelling within a structure • Participating in music and / or dance within a structure (e.g. verse and chorus with percussion groove, melodic riffs, solo and ensemble) 	

Years 5 and 6	Vocal Skills	Physical Skills
Drama	<ul style="list-style-type: none"> • Diction and projection • Gesture/posture combined with sound to convey contrasting emotions 	<ul style="list-style-type: none"> • Three contrasting emotions using facial expression • Physicality to create an environment
Song and Dance	<ul style="list-style-type: none"> • Open mouth, relaxed jaw and clear pronunciation • Dynamic variation • Range of an octave with leaps 	<ul style="list-style-type: none"> • Combining actions and some spatial content (pathways, level, direction, size of movement, patterns , spatial design)
Instrumental Music	<ul style="list-style-type: none"> • Dynamic variation • Articulation, staccato and legato • Phrasing • Range about an octave / chords in more than one key • Rhythmic playing with at least three note lengths and changes in tempo 	
Creative Skills	<ul style="list-style-type: none"> • Role play to explore characters • Improvisation using own ideas • Plan structure and staging directions for storytelling • Plan simple dance routines focusing on action and spatial principles • Plan use of chords (e.g. I and V) for song / melody writing • Improvise an ostinato / riff / melodic phrase (up to 5 pitches) within a structure • Suggest tempo, dynamics and articulation 	
Performance Skills	<ul style="list-style-type: none"> • Balance and coordination • Fast / slow (tempo changes) • Reacting to others during performance • Participating in structured storytelling using combinations of performing arts skills to portray characters and enhance meaning 	

Template for Co-creating a Learning Through the Arts Project

1. Discuss topic with class and agree messages and emotions to be communicated
2. Plan the music (CMA instrumental teachers at the school can support this)
 - Select or create backing track with chords playable by ukulele and guitar players
 - Assign appropriate improvisation notes for children playing instruments
 - Musicians play along to the backing track in music lessons, refining through making musical choices which enhance the messages and emotions
3. Plan the writing
 - Use free writing to explore messages and emotions
 - Refine sections to complement backing track (e.g. rap, solo and ensemble singing or introduction) making performance choices to enhance the messages and emotions
4. Plan the movement
 - Use free exploration of images and movement to explore messages and emotions
 - Refine sections making performance choices to complement backing track
5. Plan the visual arts
 - Agree use of costume, props and art work to enhance the messages and emotions
6. Plan the performance / sharing (and which art forms will be included)
 - Agree structure of performance for telling the story with sections using different elements and / or combining elements and make further refinements

Star Award and the Ofsted Framework

- By offering children activity in a wide range of art forms with choices to find the way they wish to express themselves artistically, schools can demonstrate that learners are able ***“to develop and discover their interests and talents”***.
- By encouraging children to take part in CMA activity schools can demonstrate providing these experiences in a ***“coherently planned way, in the curriculum and through extra-curricular activities”***.
- By ensuring that children with SEND can express themselves in an art form which builds on their abilities, that children from a minority culture can express themselves through their home culture and that Pupil Premium children can afford to take part beyond the classroom, schools can demonstrate that ***“participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds”***.
- By mapping their schemes of work against the criteria, schools can demonstrate that their ***“curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment”***.
- By using the arts to connect to their family heritage and to explore other cultures, children can develop their cultural identity and build ***“cultural capital”***.
- By using the four goals of anti-bias education (identity, diversity, justice, activism) schools can ***“prepare learners for life in modern Britain”*** by ***“developing their understanding and appreciation of diversity”*** and ***“celebrating what we have in common and promoting respect for the different protected characteristics”***.

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