

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 1**

Name: \_\_\_\_\_

Learning Objective	Date
I can make vocal sounds in response to music	
I can copy vocal sounds made by adults	
I can hold a familiar instrument appropriately (e.g. drum, triangle, shaker)	
I can copy an action made on an instrument	
I can join in familiar musical activities with support (e.g. singing songs, clapping)	
I can move my body in response to hearing music	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Point</b>	1	2	3	4	5	6

<b>End of Autumn Term</b>	
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<b>End of Summer Term</b>	

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<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 2**

Name: \_\_\_\_\_

Learning Objective	Date
I can imitate sounds / single words in songs	
I can engage with props, puppets and costumes as part of sensory story telling with support	
I can choose a favourite instrument to play	
I can respond to basic instructions when playing an instrument, such as stop/go	
I can listen to and contribute to sound stories (with movement / instruments)	
I can stop and start with the music, with support	

No. targets met	1	2	3	4	5	6
Point	7	8	9	10	11	12

End of Autumn Term	
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End of Summer Term	

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End of Spring Term	
End of Summer Term	



Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 3**

Name: \_\_\_\_\_

Learning Objective	Date
I can make my voice louder or quieter with adult modelling	
I can speak / Makaton sign in front of a small group	
I can play a familiar instrument, with support (e.g. drum, triangle, shaker)	
I can join in singing with a group	
I can perform a single action independently (e.g. wave, turn, clap)	
I can follow simple movement instructions (e.g. stop/go, up/down, fast/slow)	

No. targets met	1	2	3	4	5	6
Point	13	14	15	16	17	18

<b>End of Autumn Term</b>	
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<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 4**

Name: \_\_\_\_\_

Learning Objective	Date
I can use props and puppets as part of a sensory story telling	
I can begin/stop singing in an echo activity	
I can sing simple phrases of familiar songs in a group	
I can select an instrument by function (e.g. choose an instrument you can shake)	
I can copy two dance moves in a sequence with adult modelling	
I can use my body to create different sounds (e.g. clap, stamp, click fingers, pat legs)	

No. targets met	1	2	3	4	5	6
Point	19	20	21	22	23	24

End of Autumn Term	
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End of Autumn Term	
End of Spring Term	

End of Summer Term	
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End of Summer Term	
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 5**

Name: \_\_\_\_\_

Learning Objective	Date
I can mime different emotions e.g. sad, happy, excited, scared	
I can join in group story telling activities	
I can play instruments loudly / quietly / quickly /slowly with support	
I can name familiar instruments (e.g. drum, triangle, shaker, piano, guitar)	
I can make up my own two dance moves to music	
I can express myself through simple sequences movement patterns	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Point</b>	25	26	27	28	29	30

End of Autumn Term

End of Autumn Term

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<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 6**

Name: \_\_\_\_\_

Learning Objective	Date
I can speak in front of an audience	
I can take turns in conversations	
I can sing a familiar vocal phrase, roughly remembering the words and rhythm	
I can use simple words to describe music: happy, sad, fast, slow	
I can play an instrument loudly / quietly / quickly/ slowly in imitation	
I can understand how an instrument should be played, e.g. hit / scraped / blown / shaken	
I can move with some control and coordination, with support	
I can follow and imitate sequences of movements	
I can combine two movements using different parts of the body	

No. targets met	1	2	3	4	5	6	7	8	9
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<b>Point</b>	31	32	33	34	35	36	37	38	39
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<b>End of Autumn Term</b>	
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 7**

Name: \_\_\_\_\_

Learning Objective	Date
I can use my voice in different ways e.g. singing, speaking, chanting, whispering	
I can listen to others and respond accordingly	
I can adjust the volume of my voice appropriately to project to an audience	
I can sing in time with a song	
I can play faster/slower and louder/softer with prompting	
I can copy simple rhythms and musical patterns	
I can show an awareness of pulse / beat when dancing	
I can move with control and coordination	
I can copy a partner's simple dance phrase	

No. targets met	1	2	3	4	5	6	7	8	9
Point	40	41	42	43	44	45	46	47	48

End of Autumn Term

End of Autumn Term

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<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 8**

Name: \_\_\_\_\_

Learning Objective	Date
I can use facial expression to convey emotions to others	
I can work collaboratively to generate, develop and communicate ideas	
I can follow a simple graphic score with my finger while music is being played	
I can compose by choosing picture symbols and ordering them from left to right	
I can listen to others while singing	
I can remember the tune of a song and sing along with the melody	
I can move to the pulse / beat of music	
I can change speed and direction in a controlled manner	
I can remember and repeat a simple dance routine	

No. targets met	1	2	3	4	5	6	7	8	9
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<b>Point</b>	49	50	51	52	53	54	55	56	57
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 9**

Name: \_\_\_\_\_

Learning Objective	Date
I can contribute to discussions and share ideas within a group	
I can think about movements for a sequence to express a specific mood	
I can describe a musical experience, e.g. how a piece of music makes you feel	
I can play notes longer/shorter with prompting (e.g. using a recorder)	
I can play an instrument from a simple graphic score	
I can follow simple musical instructions when singing including pitch and speed	
I can follow directions related to tempo and pulse	
I can change level and direction during a dance in a controlled manner	
I can make up a simple dance sequence combining a few dance phrases with support	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Point</b>	58	59	60	61	62	63	64	65	66

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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 10**

Name: \_\_\_\_\_

Learning Objective	Date
I can take part in simple musical improvisations	
I can take part in drama improvisations	
I can show an awareness and understanding of the context of a narrative	
I can rehearse a performance with awareness of others	
I can make a variety of sounds from one instrument (2-3)	
I can play instruments independently with awareness of tempo and pulse	
I can sing with some expression	
I can sing with some control of volume	
I can create a simple dance phrase of at least 3 movements	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Point</b>	67	68	69	70	71	72	73	74	75

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Oaktree School Curriculum Ladder

Drama, Music & Performing  
Arts Step II

Name: \_\_\_\_\_

Learning Objective	Date
I can speak / sing with expression	
I can speak / sing with control of volume	
I can identify simple patterns in music e.g. verse / chorus	
I can choose sounds effectively to represent ideas (horses hooves, money jingling, wind whistling etc)	
I can make up a simple graphic score to represent loud/quiet notes, long /short sounds etc.	
I can explore ways to use music, song, movement and dance within a performance	
I can collaborate and create a short routine to a familiar song within a small group	
I can perform with awareness of others	
I can evaluate a performance	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Point</b>	76	77	78	79	80	81	82	83	84

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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts Step**

12

Name: \_\_\_\_\_

Learning Objective	Date
I can take part and contribute to rehearsals, in either a performance or production role	
I can explore ways in which music, song, movement and dance can be used within a play	
I can give reasons why I like a certain piece or style of music and how it makes me feel	
I can explore and change sounds 3-4 ways on an instrument	
I can make up patterns or sequences of music	
I can project my voice when singing	
I can hold my part when singing in a two-part round with support	
I can perform rhythmic and melodic patterns	
I can create a routine to a familiar song	

No. targets met	1	2	3	4	5	6	7	8	9
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<b>Point</b>	85	86	87	88	89	90	91	92	93
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 13**

Name: \_\_\_\_\_

Learning Objective	Date
I can read dialogue and follow a script	
I can understand how lighting can enhance a performance	
I can copy and play rhythms in time with others (with support)	
I can compose and perform rhythmic and melodic patterns using instruments	
I can evaluate an instrumental performance and give constructive feedback	
I can perform in a way that reflects the song's meaning	
I can create a short routine to a familiar song for a small group	
I can select appropriate movements for different styles of music as part of a group	
I can evaluate and improve my own dance routine	

<b>No. targets met</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Point</b>	94	95	96	97	98	99	100	101	102

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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 14**

Name: \_\_\_\_\_

Learning Objective	Date
I can mime actions, e.g brushing teeth, getting dressed	
I can take on different roles and characters in a play	
I can listen carefully to music and answer questions about the piece, e.g. genre / interpreting lyrics	
I can play an individual part in a group performance, keeping in time with the group	
I can sing harmonies with support	
I can identify song structures (verse, chorus and rhyming lines)	
I can understand how sound can enhance a performance	
I can independently select appropriate movements for different styles of music	
I can evaluate and give constructive suggestions regarding a classmates' dance routine	

No. targets met	1	2	3	4	5	6	7	8	9
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<b>Point</b>	103	104	105	106	107	108	109	110	111
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 15**

Name: \_\_\_\_\_

Learning Objective	Date
I can begin to operate (with support) lighting equipment to enhance a performance	
I can take part in a performance in either an acting or production role (e.g. directing / lighting)	
I can maintain a steady beat, without speeding up or slowing down	
I can copy longer rhythmic patterns which include rests	
I can play an ostinato (repeated phrase) in time with others	
I can use basic chords in composition	
I can consider and use the elements of music in my composing (beat, tempo, pitch)	
I can dance to different styles of music	
I can choreograph dances creatively and collaboratively as part of a group	

No. targets met	1	2	3	4	5	6	7	8	9
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<b>Point</b>	112	113	114	115	116	117	118	119	120
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Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 16**

Name: \_\_\_\_\_

Learning Objective	Date
I can begin to operate (with support) a lighting system to enhance a performance	
I can begin to operate (with support) a music system to enhance a performance	
I can review a performance and give constructive feedback	
I can add my own lyrics to a melody	
I can compare music of contrasting styles and genres using appropriate musical vocabulary	
I can consider and use the elements of music in their composing (dynamics, tempo, pitch)	
I can make up more complex rhythms and sound patterns	
I can use music / sounds effects to enhance a performance	
I can help direct others whilst rehearsing a dance	

No. targets met	1	2	3	4	5	6	7	8	9
Point	121	122	123	124	125	126	127	128	129

End of Autumn Term

End of Autumn Term

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<b>End of Summer Term</b>	

Oaktree School Curriculum Ladder  
**Drama, Music & Performing Arts**  
**Step 17**

Name: \_\_\_\_\_

Learning Objective	Date
I can contribute ideas to develop ideas for a script	
I can contribute to writing dialogue for a script	
I can compare and discuss pieces of music, e.g. identify mood of a song and how this effect was created	
I can play notes of a chord to accompany a melody	
I can combine live instruments and vocals	
I can perform parts of a song from memory	
I can control a performance if something goes wrong	
I can choreograph dances and show an awareness of different dance styles	
I can perform dances clearly and fluently	

No. targets met	1	2	3	4	5	6	7	8	9
<b>Point</b>	130	131	132	133	134	135	136	137	138

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