

PERFORMING ARTS

Programme of Study: 2020-21

Discovery - KS3:

Curriculum intent:

Our KS3 Performing Arts curriculum has been designed to evoke excitement in the three art forms that we offer, Dance, Drama and Music. In our department we recognise the importance that the creative arts have in the life of pupils and this knowledge has guided us to form a comprehensive and exciting approach to developing all pupils' creativity building on their strengths and interests.

Year 7 also participate in one lesson a week of Choir, where students develop their confidence by singing and performing in a group. We aim for Choir to provide students the opportunity to engage in the wider school community, the experience and process of working as a team to create something that can be celebrated with their peers.

By the end of year 8, we look to spark an interest and passion for Performing Arts where the students are confident performers and communicators amongst their peers and our community. Through our carefully crafted Programme of Study we look to develop their ability to be highly motivated, work independently and encompass our 'give it a go' attitude. Our KS3 curriculum has been designed to feed into our KS4 expectations and encourage the love of learning and growth mindset all performers need.

Curriculum map **Music/Choir**, **Dance**, **Drama**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sept - Dec		Jan - April		May-Jul	
Year 7	<p>Choir - How to work as an ensemble</p> <p>Stimulate to accumulate Bootcamp</p>		<p>Choir Tuning In</p> <p>Step around the Styles</p> <p>Page to Stage</p>		<p>Choir Every Picture Tells A Story</p> <p>All in this together</p> <p>Bringing pictures to life</p>	

<p><i>Students learn how to:</i></p>	<p>Year 7 students have 1 lesson a fortnight for choir where they will look at a variety of songs from a variety of styles. In their curriculum lesson Students learn to read basic staff and rhythm notation through body percussion.</p> <p>Learn to identify, describe and analyse the dance elements in a range of dance repertoire and build to writing evaluative reviews. Students will be exposed to genres of dance from Contemporary, Street, Musical Theatre and Jazz.</p> <p>Students learn the fundamental skills of drama through discussion, professional repertoire resources and classroom based practical tasks. They focus on physical and vocal skills and how this can be developed to build and perform a range of characters.</p>	<p>In their curriculum lesson Students learn to read basic staff and rhythm notation. Performance work is carried out on the keyboard as a soloist or a duet</p> <p>They learn different styles of dance through teacher choreography and then are allocated a section to choreograph their own parts using the dance skills. They work in groups and again develop rehearsal and performance skills.</p> <p>Students learn how to interact with scripts and how to put them in a performance context. The end result of this is a script based performance.</p>	<p>Students use all of their piano knowledge learnt in Tuning in to compose music to a given stimulus. We introduce the importance of the musical elements and how these can affect how music is interpreted.</p> <p>Students learn repertoire and develop their own choreography from a piece of professional dance, they are assessed on their technical and performance skills in a final performance.</p> <p>Students devise scenes based on a given picture/ stimulus using skills they have learnt in the boot camp workshops.</p>
<p><i>Assessment</i></p>	<p>Whilst students are in their “bubble” classrooms and not taking practical lessons, their assessments comprise of low stakes testing of knowledge recalls. These will be a range of self, peer and teacher feedback which is predominantly verbal. When practical lessons resume, students complete a</p>		

	self or peer assessment sheet half way through each topic, focusing on each of the key skills taught. Verbal feedback is given throughout the term alongside video recordings with a teacher marked final piece. Each student is graded on the flight paths 1-5.		
Year 8	<p>Body Percussion</p> <p>Stimulate to Accumulate</p> <p>Let Him 'Ave It/Comedy</p>	<p>Film Music</p> <p>Pick A Prop</p> <p>Physical Theatre</p>	<p>Songwriting</p> <p>All in this Together</p> <p>Theatre Company</p>
<i>Students learn how to:</i>	<p>Students learn to read basic staff and rhythm notation through body percussion.</p> <p>Learn to identify, describe and analyse the dance elements in a range of dance repertoire and build to writing evaluative reviews. Students will be exposed to genres of dance from Contemporary, Street, Musical Theatre and Jazz. They then will go onto to use their evaluative skills to write reviews of choreographic approach and consider how a dancer is successfully executing physical and stylistic skills.</p> <p>Building on skills taught in year 7, students will look at verbatim theatre and explore the story of Craig and Bentley. This will gradually build up to a writing a monologue to demonstrate</p>	<p>Students learn 4 pieces of film music They work as an ensemble to rehearse, plan and perform.</p> <p>Students complete three workshops - each exploring and choreographing dance sequences with a prop (hat, stick, scarf). In the final lessons, students develop group skills and combine choreographic elements to create a piece of work showing off effective use of props within dance. Students develop rehearsal and performance skills.</p> <p>Physical Theatre - Exploring abstract methods of performance using our bodies as well as our voices. This will require 'out of the box' thinking to find solutions to different ways of producing content.</p>	<p>Students work as a class to compose a piece of music using the 4 chord trick. They will look at lyric writing and how to compose a bass line to a backing beat.</p> <p>Students combine their skills learnt in the last two units through a performance of a musical theatre piece. They learn teacher choreography and then are allocated a section to choreograph their own parts using the dance skills. They work in groups and again develop rehearsal and performance skills. This is a development and "stage 2" of the final unit in year 7.</p> <p>Students work as a group to create their own theatre company to perform a final piece of drama using technology such as lighting. The script will be provided to them, but they will be responsible for all other production</p>

	<p>physical and vocal skills.</p> <p>Comedy: Students will learn a variety of different styles of comedy and use these skills in a comedic slapstick performance.</p>	<p>Improvisation - Students will learn skills that lead to good improv technique. This unit will allow a lot of freedom in how the class express themselves and will teach them quick thinking skills combined with self-discipline.</p>	<p>aspects.</p>
Assessment	<p>Whilst students are in their “bubble” classrooms and not taking practical lessons, their assessments comprise of low stakes testing of knowledge recalls. These will be a range of self, peer and teacher feedback which is predominantly verbal. When practical lessons resume, students complete a self or peer assessment sheet half way through each topic, focusing on each of the key skills taught. Verbal feedback is given throughout the term alongside video recordings with a teacher marked final piece. Each student is graded on the flight paths 1-5.</p>		

<p>Cross curricular linking:</p> <p>English - Script and lyric writing</p> <p>PE - Healthy performer through warm - ups</p> <p>Maths - Rhythm notation and counting dance sequences</p> <p>History - Music from Renaissance, Classical and Baroque and the evolution of Theatre</p>
<p>Discovery Curriculum enhancement:</p> <p>Due to COVID-19 restriction we have reduced student access to resources and rehearsal spaces outside of their bubble lessons. After October half term, this will open up to give each year group allocated days they can come into the department to take part in music and drama clubs or just enjoy accessing specific instruments. These sessions will be led and supervised by staff and all equipment and resources will be cleaned before and after each student group. More details on how these sessions will run will be shared with students through their tutors and information posted on the school's social media.</p>

Year 9 - Foundation Pathway

<p>Curriculum intent:</p> <p>For both music and performing arts students spend year 9 developing skills that smooth over their transition from year 8 to BTEC studies. They explore the work of various practitioners and styles and have opportunities to both replicate repertoire and create/devise their own pieces. All students in music and PA develop rehearsal skills throughout the year and work towards both informal and formal performances - culminating in a showcase at the end of the year.</p> <p>In dance students undertake solo work & ensemble work. In terms of styles they learn jazz, contemporary, hip hop, lyrical and musical theatre.</p>

In drama students work on monologues and group pieces. In terms of style and practitioners they explore; physical theatre, Brecht, Stanislavski, Greek Theatre, Musical Theatre (to name a few), alongside specific pieces of repertoire.
 In music students work on solo & ensemble performances. They explore acoustic covers, interpretations of pre-existing music, band skills and begin to learn about the music industry.

Curriculum map - Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Performance Skills development		Performance Skills development continued		Showcase	
<i>Students learn how to:</i>	<ul style="list-style-type: none"> Identify and evaluate their skills at their baseline entry level “Getting to know your instrument Skills development in a range of styles and in both solo and ensemble 		<ul style="list-style-type: none"> Identify and evaluate skills using teacher, peer and self feedback to improve Introduction to the Music Industry 		<ul style="list-style-type: none"> Prepare for a showcase performance to demonstrate skills development Evaluate progress using key terms and skills 	
<i>Assessment</i>	Regular video recordings of performance pieces with ongoing written logbooks (reflections) that are marked according to BTEC criteria. Mock performances of work.			Regular video recordings of performance pieces with ongoing written logbooks (reflections) that are marked according to BTEC criteria. Mock performances of work.		Video recording of showcase.

Curriculum map - PA- (Dance and Drama)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Skills development stage 1			Skills Development stage 2		Showcase
<i>Students learn</i>	Skills Audit - solo auditions			Monitor skills development in range of		Prepare for first

<i>how to:</i>	Skills development in a range of styles Technique class.	styles. Technique class.	performance showcasing skills developed in 1st year of training.
<i>Assessment</i>	Regular video recordings of performance pieces with ongoing written logbooks (reflections) that are marked according to BTEC criteria. Mock performances of work.	Regular video recordings of performance pieces with ongoing written logbooks (reflections) that are marked according to BTEC criteria. Mock performances of work.	Video recording of showcase.

Year 9 - Curriculum enhancement (please reference topics that include trips, events or after school clubs):
Students are encouraged to book to rehearse in the department their usual rehearsal space they are allocated in their lessons.

Written intervention/masterclasses held after school
Bookable rehearsal spaces for extra practical intervention.
Students invited to perform solo/ensemble work at PA showcase.

Destiny - KS4: Music, PA

Exam board and Specification details:
Music - Level 2 BTEC First Award in Music
PA - BTEC Tech Award in Performing Arts (students choose dance OR drama)

Assessment objectives:
In PA, students develop knowledge and explore repertoire of practitioners. They discover the creative intention and purpose of a variety of pieces and then complete a comparison exercise, analysing how practitioners have used particular performing arts specific techniques.
In music students develop and understanding of the music industry in preparation for a written exam. They look at wider elements of the music scene and learn technological skills in order to manage live sound for a school show. They complete their own performance 'showcase' and all knowledge enables them to complete a 4th unit, putting together their own show/showcase.

Curriculum map: Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Unit 3: Introduction to Live Sound		Unit 5: Music Performance Skills Development			
<i>Students learn how to:</i>	Operate safely and professionally sound equipment and support a live performance		Perform in a range of styles of music on instrument of choice. Identify and evaluate skills development			
<i>Assessment</i>	Marked internally with students completing a logbook based on their learning processes and reflections of sessions. Videos of students operating sound equipment and final recordings of the school show are used as evidence.		Marked internally - students complete a logbook of skills development and reflections. Regular workshops and rehearsals are recorded. Many opportunities for midpoint mock performances during which teacher and peer feedback is given.			Collating written work in preparation for external standards verification. Students completing any missing coursework and making improvements. If complete, begin learning exam content.
Year 11	Unit 2: Managing a Music Product		Unit 1: The Music Industry			
<i>Students learn how to:</i>	Plan a group production based on a given theme and create a production as an ensemble, performing their instrument of choice		Knowledge and understanding of music industry roles, venues, procedures and equipment.			
<i>Assessment</i>	Marked internally - students have an ongoing logbook and meeting minutes - a portfolio produced showing planning of a music concert. Video evidence of students working on production and performance roles.		Externally assessed 1 hour 50 marks Written question paper			

Curriculum map: PA

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
--	--------	--------	--------	--------	--------	--------

Year 10	Component 1 with practical exploration			Component 2	
<i>Students learn how to: PA</i>	Research and explore the performing arts industry with reference to a minimum of 3 pieces of professional repertoire. Studies into practitioners and links made between creative intentions and outcomes of pieces.			Students participate in practical workshops exploring a range of repertoire. Focus on development of skills and replicating rep work.	
<i>Assessment</i>	5 powerpoints compiled to create one research log. 1 - initial research 2 - rep 1 3 - rep 2 4 - rep 3 5 - compare and contrast These are regularly marked and assessed - no practical work needed to be used as evidence.			Peer and teacher assessments at milestone rehearsals. Ongoing assessment of written logbooks. Practical work video recorded during milestone rehearsals and mock performance.	
Year 11	Component 2	Mock Component 3	Component 3		
<i>Students learn how to: PA</i>	Continued work on learning and performance of chosen repertoire piece. Lots of peer/self assessment and reflection.	Students devise/choreograph a 5 minute performance based on a theme (previous years exam). Work in groups.	Students devise/choreograph a 7-15 minute workshop performance, based on set theme and brief given by exam board. Work in groups of 3-7 and develop ideas alongside keeping written logs.		
<i>Assessment</i>	Video recording of one piece of repertoire. Could be solo or group. Written logbook of practice reflections also required.	Record of process logs and recording of performance.	Externally assessed with 4 activities A1 - Ideas Log (written) A2 - Skills Log (written) A3 - Workshop Performance A4 - Evaluation Log (written)		

Destiny curriculum enhancement (please reference topics that include trips, events or links to other subjects):

Students are encouraged to book the rehearsal spaces in the department they are allocated in their lesson, and rehearse at breaks/lunch.

Written intervention/masterclasses held after school

Bookable rehearsal spaces for extra practical intervention.

Students invited to perform solo/ensemble work at PA showcase.