

PERFORMING ARTS

Programme of Study: 2021-2022

Discovery - KS3:

<p>Curriculum intent:</p> <p>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.</p> <p>By the end of year 9, 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.</p>

Curriculum map

Year 7	Terms 1-2 (Sept - Dec)		Terms 3 - 4 (Jan - April)		Terms 5 - 6 (May-Jul)	
Music	Tuning In	Year 7 learn to perform piano music from the classical period. Students learn to read basic staff and rhythm notation.	Every picture tells a story	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.	Battle of the bands	Students work as an ensemble to learn, rehearse and perform pop music.
Dance	The Evolution of Dance	This unit introduces students to a range of genres and styles of dance. Students will explore various existing	Music to my Eyes	This unit allows students to access a range of choreography from the starting point of any given music stimuli.	All in this Together	Students learn repertoire and develop their own choreography from a piece of professional dance, they are assessed

		repertoire and develop skills necessary to learn and refine choreography.				on their technical and performance skills in a final performance.
Drama	Bootcamp	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.	Page to Stage	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.	Stage Combat	Students use the skill staging to devise scenes based on mods and rockers.
Assessment	In all Performing Arts classes, students have a mid-point assessment 3-4 weeks into the scheme of study and then an end of unit assessment where they are given a percentage based on their topic success criteria.					

Year 8	Terms 1-2 (Sept - Dec)		Terms 3 - 4 (Jan - April)		Terms 5 - 6 (May-Jul)	
Music	Film Music	Students learn 4 pieces of film music They work as an ensemble to rehearse, plan and perform.	Songwriting	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.	Musical Futures	This unit allows students to further develop their performance skills to gain an understanding of how music fits together.
Dance	The Evolution	Students will cover a broad range of styles and genres. They will be	Pick A Prop	Students complete three workshops - each exploring and	All in this Together	Students combine their skills learnt in the last two units through a

	of Dance Part Two	taught key choreography from each of the eras.		<p>choreographing dance sequences with a prop (hat, stick, scarf).</p> <p>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.</p> <p>Students develop rehearsal and performance skills.</p>		<p>performance of a musical theatre piece.</p> <p>They learn teacher choreography and then are allocated a section to choreograph their own parts using the dance skills.</p> <p>They work in groups and again develop rehearsal and performance skills.</p> <p>This is a development and “stage 2” of the final unit in year 7.</p>
Drama	Let Him 'Ave It	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 writing a monologue to demonstrate physical and vocal skills.	Comedy	Students will learn a variety of different styles of comedy and use these skills in a comedic slapstick performance.	Physical Theatre	<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>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>

Assessment	In all Performing Arts classes, students have a mid-point assessment 3-4 weeks into the scheme of study and then an end of unit assessment where they are given a percentage based on their topic success criteria.
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Year 9	Music - Musical Futures Part 2	Dance - Hip Hop Hooray	Drama - Intro to Y9 / Practitioner Study
<i>Students learn how to:</i>	Students are learning how to read different forms of notation and use a variety of instruments to create an interpretation of a given piece of music.	Students look at the contextual aspects of Hip Hop dance and learn key practitioner choreography in order to create their own performances.	Students learn how to improvise and create a group performance focusing on the skills required within component 3 of the BTec course. Students will take part in a number of workshops that cover some of the most influential drama practitioners from the last 100 years.
<i>Assessment</i>	Students rotate through a carousel of Music, Dance and Drama spending a full term on each of the art forms. Assessment is termly, with a mid-point assessment every half term and an end of term assessment where they are given a percentage based on their topic success criteria.		

<p>Cross curricular linking: English - Script and lyric writing PE - Healthy performer through warm - ups Maths - Rhythm notation and counting dance sequences History - Music from Renaissance, Classical and Baroque and the evolution of Theatre</p>
<p>Discovery Curriculum enhancement: Each year group has an allocated day where 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. 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>

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 an 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			Written work focus
<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	Written work focus	
<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:</i> <i>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	Component 3			

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<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.