



NOTTINGHAM GIRLS' ACADEMY

# **Performing Arts Curriculum**

# Purpose of Study

The performing arts play a hugely significant role in helping pupils to develop their creative skills and confidence. A high-quality performing arts education should engage and inspire pupils to develop a love of the arts and nurture their talent as performers, and so increase their self-confidence, creativity and sense of achievement. Studying a diverse range of themes/genres enables pupils to access creative, independent and skills-based learning as well as the theoretical concepts that underpin each discipline. As pupils progress, they should grow in confidence, develop empathy and ethical insight and demonstrate an appreciation of a variety of professional works.

# Aims

The national curriculum for performing arts aims to ensure that all pupils:

- Develop physical, interpretive and performance skills across a broad range of genres, styles and traditions.
- Review and evaluate their own, and others work including the works of a variety of practitioners.
- Develop the confidence and creativity to create performance material on their own and with others.

# Curriculum-at-a-Glance: Performing Arts

## Dance

|         | Half Term 1                                 | Half Term 2                             | Half Term 3 | Half Term 4            | Half Term 5     | Half Term 6     |
|---------|---|---|-------------|------------------------|-----------------|-----------------|
| Year 7  | Introduction to Dance, warm up and baseline | Street                                  | Salsa       | Salsa                  | Cheerleading    | Cheerleading    |
| Year 8  | 60's  | 60's                                    | Lyrical     | Lyrical                | Musical Theatre | Musical Theatre |
| Year 9  | Dance skills                                | Technique                               | Repertoire  | Repertoire development | Hamilton        | Choreography    |
| Year 10 | Technique and baseline                      | Component 2 mock                        | Component 2 | Component 2            | Component 1     | Component 1     |
| Year 11 | Component 1                                 | Component 1 and Component 3 preparation | Component 3 | Component 3            | Component 3     |                 |

## Drama

|        | Half Term 1               | Half Term 2   | Half Term 3              | Half Term 4     | Half Term 5     | Half Term 6     |
|--------|---------------------------|---------------|--------------------------|-----------------|-----------------|-----------------|
| Year 7 | Baseline and Storytelling | Roald Dahl    | Silent Theatre           | Greek Theatre   | Shakespeare     | Shakespeare     |
| Year 8 | Darkwood Manor            | Page to Stage | Commedia dell'Arte       | Scripted comedy | Musical Theatre | Musical Theatre |
| Year 9 | Page to Stage             | Page to Stage | Monologues and duologues | Teechers        | Brecht          | Devising        |

## Music

|        | Half Term 1      | Half Term 2         | Half Term 3                          | Half Term 4               | Half Term 5      | Half Term 6      |
|--------|------------------|---------------------|--------------------------------------|---------------------------|------------------|------------------|
| Year 7 | Organising Sound | Notation and melody | Tunes, Beats, Bass and Chords (TBBC) | Samba                     | Music and Space  | Music and Space  |
| Year 8 | Samba            | Film Music          | Music Technology                     | Music Technology          | Rock and Roll    | Musical Theatre  |
| Year 9 | Stomp            | Jazz                | Music in the Media                   | Pictures at an Exhibition | Music Technology | Music Technology |

## Performing Arts

|         | Half Term 1   | Half Term 2   | Half Term 3  | Half Term 4   | Half Term 5  | Half Term 6   |
|---------|---|---|--|---|--|---|
| Year 10 | Skills development and baseline   | Component 2 mock  | Component 2  | Component 2   | Component 1  | Component 1   |
| Year 11 | Component 1   | Component 1 and Component 3 preparation   | Component 3  | Component 3   | Component 3  |   |
| Year 12 | Introduction and understanding of Performing Arts   | Unit 2 research, planning and preparation   | Unit 2 exam<br>Unit 4  | Unit 4  | Unit 8   | Unit 8  |
| Year 13 | Unit 3 research, planning and preparation<br>Additional unit (if completing Foundation Diploma) | Unit 3 research, planning and preparation<br>Additional unit (if completing Foundation Diploma) | Unit 3 exam<br>Unit 1 research, planning and preparation<br>(additional unit studied if completing Foundation Diploma) | Unit 1 research, planning and preparation<br>(additional unit studied if completing Foundation Diploma) | Unit 1 exam<br>(Completion of extra unit if completing Foundation Diploma)<br>(Music Theatre Grade 8 vocal examination may | (Music Theatre Grade 8 vocal examination may be studied for as an additional qualification) |

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|  |  |  |  |  | be studied for as an additional qualification) |  |
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# Medium Term Plan: Performing Arts

## Year 7 Performing Arts

### ***Knowledge, Qualifications and Assessment***

*What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

## Dance

### **\*Learning Consolidation**

In Dance we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students build on their routine over a number of weeks, recalling the routine from the previous week and developing it further. Students also write/draw their routines to aid memory and as a reference point as they will perform their completed warm up at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b><i>Unit Title</i></b>                    | <b><i>Periods</i></b> | <b><i>Learning Challenge</i></b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i> | <b><i>Learning Journey</i></b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i> | <b><i>Learning Consolidation</i></b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---|-----------------------|---|--|--|
| Introduction to Dance, warm up and baseline | 7                     | <b><i>Students will produce a group warm up to demonstrate their understanding of a</i></b>                             | <b><i>Student will gain a basic understanding of dance, health and safety and</i></b>  | *  |

|        |    |   |  |  |
|--------|----|---|--|--|
|        |    | <p><i>good, creative warm up. This will form the basis of their baseline assessment.</i></p>  | <p><i>expectations. They will learn the key components of a dance warm up and the theory behind this.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Formation</i></p> <p><i>Creativity</i></p> <p><i>Musicality</i></p> <p><i>Basic performance</i></p> <p><i>Coordination</i></p> <p><i>Stamina</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Spatial awareness</i></p>   |  |
| Street | 8  | <p><i>Students will produce a short final performance of a street dance routine which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>• recreate taught movement</i></li> <li><i>• choreograph their own movement</i></li> <li><i>• perform in the correct style</i></li> <li><i>• perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of street dance, its stylistic qualities, origin and brief history.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Reproduce choreography</i></p> <p><i>Coordination</i></p> <p><i>Stamina</i></p> <p><i>Expression</i></p> <p><i>Target setting and reflection</i></p> <p><i>Teamwork/collaboration</i></p> |  |
| Salsa  | 12 | <p><i>Students will produce a final performance of a salsa routine which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>• recreate taught movement</i></li> </ul>  | <p><i>Students will gain a basic understanding of salsa dance, its stylistic qualities, origin and brief history.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p>   |  |

|              |    |   |  |  |
|--------------|----|---|--|--|
|              |    | <ul style="list-style-type: none"> <li>• <i>choreograph their own movement as a duet</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p>  | <p><i>Timing</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Coordination</i><br/> <i>Reproduce choreography</i><br/> <i>Flexibility</i><br/> <i>Stamina</i><br/> <i>Expression</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p>  |  |
| Cheerleading | 13 | <p><i>Students will produce a final performance of a cheerleading routine which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement</i></li> <li>• <i>choreograph their own movement using a prop (pom poms)</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of cheerleading, its stylistic qualities, origin and brief history.</i></p> <p><u><i>Subject specific skills</i></u><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Coordination</i><br/> <i>Reproduce choreography</i><br/> <i>Flexibility</i><br/> <i>Using a prop</i><br/> <i>Elevation</i><br/> <i>Extension</i><br/> <i>Stamina</i><br/> <i>Expression</i><br/> <i>Balance</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p> |  |



## Drama

### \*Learning Consolidation

In Drama we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students build on their routine over a number of weeks, recalling the movement, vocals and direction from the previous week and developing it further. Students also write/draw their ideas and direction to aid memory and as a reference point as they will take part in group workshops and exercises which allow them to warm up their skills and techniques at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b>  | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>  | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|--|----------------|---|---|---|
| Introduction to Drama<br>Storytelling,<br>Drama baseline | 7              | <b><i>The learners will demonstrate their understanding of a good storytelling performance creating a devised piece which includes vocals, movement and a range of physical theatre techniques. This will form the basis of their baseline assessment in drama.</i></b> | <b><i>Student will gain a basic understanding of devised drama, health and safety and expectations. They will learn the key components of drama including vocal and movement skills. They will learn a range of physical theatre techniques. The projects will also consider structuring a devised storytelling performance, surrealism in performance and the theory behind this genre.</i></b><br><b><u>Subject specific skills</u></b><br><b><i>Movement;</i></b><br><b><i>Slow motion, freeze frame, spatial awareness, timing, people as objects and creatures.</i></b><br><b><i>Vocals;</i></b><br><b><i>Chorus, narration, thought in the head, listening and response, characterisation</i></b><br><b><i>Reaction</i></b> | *   |

|                          |   |   |  |  |
|--------------------------|---|---|--|--|
|                          |   |   | <b>Timing</b><br><b>Creativity</b><br><b>Basic performance conventions</b><br><b>Devising</b><br><b>Creating and telling a story</b><br><b>Teamwork/collaboration</b>  |  |
| Storytelling, Roald Dahl | 8 | <p><i>Students will produce a short final group performance of a scene from James and the Giant Peach which will demonstrate their ability to –</i></p> <ul style="list-style-type: none"> <li><i>demonstrate vocal and physical drama skills</i></li> <li><i>use 4 drama techniques in their performance work</i></li> <li><i>respond to feedback and direction</i></li> <li><i>stay in character remembering movement and vocals</i></li> <li><i>perform in the correct style</i></li> <li><i>perform using physical, vocal and interpretive skills</i></li> <li><i>communicate the story to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the physical theatre style genre and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of physical theatre, its stylistic qualities, origin and brief history. Applying skills and techniques to a script.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Reproduce movement</i><br/> <i>Reproduce vocals</i><br/> <i>Posture</i><br/> <i>Tension and relaxation of muscles</i><br/> <i>Use of silence or pause</i><br/> <i>Gestures</i><br/> <i>Facial expressions</i><br/> <i>Emotion and reactions</i><br/> <i>Characterisation</i><br/> <i>Target setting and reflection</i><br/> <i>Listening and taking direction and feedback from others</i><br/> <i>Devising</i><br/> <i>Using a text</i><br/> <i>Creativity</i><br/> <i>Basic performance conventions</i><br/> <i>Teamwork/collaboration</i></p> |  |
| Silent Theatre           | 6 | <p><i>Students will produce 2 final performances of a mime; one of which will be a mask routine which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>recreate movement</i></li> </ul>  | <p><i>Students will gain a basic understanding of mime, its stylistic qualities, origin and brief history. Students will gain a basic understanding of masks in theatre as part of this project using movement and</i></p>   |  |

|               |   |   |  |  |
|---------------|---|---|--|--|
|               |   | <ul style="list-style-type: none"> <li>• <i>devise their own movement as a group</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical and interpretive skills</i></li> <li>• <i>clearly communicate story to an audience.</i></li> <li>• <i>sustain character</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style physical theatre mime and their own progress in their books.</i></p>  | <p><i>gestures to show emotion and reactions in performance.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Creativity</i></p> <p><i>Stylistic qualities of physical theatre, mime and use of mask</i></p> <p><i>Performance to an audience</i></p> <p><i>Coordination</i></p> <p><i>Listen and respond to direction</i></p> <p><i>Devise movement and character appropriate to the style</i></p> <p><i>Perform with expression and confidence</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Listening and taking feedback from others</i></p> <p><i>Using a text</i></p> <p><i>Basic performance conventions</i></p> |  |
| Greek Theatre | 6 | <p><i>Students will produce a final performance of a Greek theatre which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement and vocals</i></li> <li>• <i>devise their own movement using appropriate skills and technique</i></li> <li>• <i>perform in the correct style as a chorus</i></li> <li>• <i>clearly communicate story to an audience</i></li> <li>• <i>perform using physical vocal and interpretive skills as a group chorus</i></li> </ul> | <p><i>Students will gain a basic understanding of Greek Theatre, its stylistic qualities, origin and brief history. This links with the Mime and Masks from previous projects.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Stylistic qualities of Greek Theatre</i></p> <p><i>Performance</i></p> <p><i>Coordination</i></p> <p><i>Reproduce movement and vocals</i></p> <p><i>Listening and responding to direction</i></p> <p><i>Expression as a chorus</i></p>  |  |

|             |    |  |   |  |
|-------------|----|--|---|--|
|             |    | <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p>   | <p><i>Synchronised movement and vocals<br/>Patterns of movement and vocals<br/>Marking the moment on stage<br/>Target setting and reflection<br/>Research<br/>Teamwork/collaboration<br/>Listening and taking feedback from others<br/>Basic performance conventions</i></p>  |  |
| Shakespeare | 13 | <p><i>Students will produce a final group Shakespeare performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>• recreate taught movement and vocals</i></li> <li><i>• devise their own movement using appropriate skills and technique</i></li> <li><i>• perform in the correct style as a chorus</i></li> <li><i>• perform using physical vocal and interpretive skills as a group</i></li> <li><i>• clearly communicate story to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of Shakespearian Theatre, its stylistic qualities, origin and brief history. This links with the Mime and Masks and Greek theatre from previous projects.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness<br/>Timing<br/>Accuracy<br/>Creativity<br/>Stylistic qualities of Shakespeare<br/>Performance of text<br/>Patterns of speech iambic pentameter<br/>Reproduce movement and vocals<br/>Listening and responding to direction<br/>Expression as a chorus<br/>Expression as an individual character<br/>Synchronised movement and vocals<br/>Patterns of movement and vocals<br/>Marking the moment on stage<br/>Target setting and reflection<br/>Research<br/>Teamwork/collaboration<br/>Listening and taking feedback from others<br/>Creativity<br/>Basic performance conventions</i></p> |  |

## Music

### \*Learning Consolidation

In Music we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for musical performance. Students build on their piece over a number of weeks, recalling the structure from the previous week and developing it further. Knowledge of the Elements of Music taught in unit one is revisited and checked in every unit. Students also have regular spelling tests/checks on the words taught/learnt throughout the year.

Students are given homework tasks throughout the units, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning and always aim to reiterate learning.

At the start of most lessons students are asked to list keywords from the unit that link to that lessons' TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b>   | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---|----------------|--|---|---|
| Organising Sound<br>(including a baseline listening test on week 1) | 7              | <b>Students will produce a piece of music with a three-section structure of ABC. A=graphic score, B=call and response, C=end. This demonstrates their ability to follow a graphic score and notation accurately using specific instruments. It also highlights their creative skills in the composed call and response and end sections and their understanding of some of the elements of music that are used throughout.</b> | <b>Students will learn about some of the key elements of music including dynamics, tempo and structure. They will apply these when following graphic scores and when creating their own patterns to form part of the structure.</b><br><u>Subject specific skills</u><br>Timing<br>Listening<br>Non-verbal communication<br>Accuracy<br>Instrumentation<br>Texture<br>Timbre<br>Creativity<br>Musicality<br>Basic performance | *   |

|  |   |  |   |   |
|--|---|--|---|---|
|  |   |  | <b>Performance etiquette</b><br><b>Composing</b><br><b>Teamwork/collaboration</b>   |   |
| Notation and melody                    | 7 | <p><i>In pairs, students will play the melody and accompaniment to 'In the Hall of the Mountain King' on the keyboard for a final performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>read from musical notation</i></li> <li>• <i>play in unison with a partner</i></li> <li>• <i>understand note duration and rhythm</i></li> <li>• <i>perform their part against another</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p> | <p><i>Students will learn about notation and how to read from a staff and apply their understanding by playing the melody notes on a keyboard. They will also learn an accompaniment and combine the two parts.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Standard notation</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Accompaniment</i></p> <p><i>Harmony</i></p> <p><i>Tempo</i></p> <p><i>Unison</i></p> <p><i>Creativity</i></p> <p><i>Effective practice</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Target setting and reflection</i></p> | * |
| TBBC<br>(Tune, Bass, Beats and Chords) | 6 | <p><i>Students will form a band and produce a final performance of a 'pop' song which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught chord progressions</i></li> <li>• <i>recreate rhythms and compose own</i></li> <li>• <i>build up the music gradually and appropriately for best effect</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>be creative with the delivery</i></li> </ul>   | <p><i>Students will learn about song structures and form and each role of the band to include singers (Tune), keyboard players (Chords and Bass) and drummers (Beats). Using effective listening skills they will reproduce a 'pop' song making it their own.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Listening</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p>   | * |

|                 |    |  |   |  |
|-----------------|----|--|---|--|
|                 |    | <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p>  | <p><i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Expression</i><br/> <i>Chords</i><br/> <i>Target setting and reflection</i><br/> <i>Teamwork/collaboration</i></p>  |  |
| Samba           | 6  | <p><i>Students will produce a final performance of a Samba piece which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught rhythms</i></li> <li>• <i>Improvise</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform polyrhythms</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p> | <p><i>Students will gain a basic understanding of Samba, its stylistic qualities, origin and brief history. Students will learn about the different Samba instruments and how to play them whilst learning the different song sections. Their improvisations will form one section in the performance.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Timing</i><br/> <i>Call and response</i><br/> <i>Body percussion</i><br/> <i>Texture</i><br/> <i>Improvisation</i><br/> <i>Polyrhythm</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p> | *  |
| Music and Space | 12 | <p><i>Students will produce a piece of Programme music, using Music Technology, based on Holst's 'The Planets' which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>create a musical soundscape</i></li> </ul>  | <p><i>Students will listen to and learn how Programme music creates a mood and they will compose ostinato patterns to create their own descriptive piece using tempo and dynamics.</i></p>  | <p>Knowledge is checked as a starter in logbooks regarding tempo and dynamics from Unit 1.</p> |

|  |   |   |  |
|--|---|---|--|
|  | <ul style="list-style-type: none"> <li>• use a variety of musical features including ostinato, tempo and dynamics</li> <li>• use technology to create their own descriptive piece</li> <li>• perform a creative composition to a set brief</li> </ul> <p>Students will also demonstrate their understanding of the style and their own progress in their logbooks</p> | <p>Students will learn the basics of recording music in Garageband to create their pieces.</p> <p><u>Subject specific skills</u></p> <p>Instrumentation<br/>Timbre<br/>Music Technology<br/>Recording<br/>Creativity<br/>Composer<br/>Crescendo<br/>Stylistic qualities<br/>Performance<br/>Target setting and reflection<br/>Research<br/>Teamwork/collaboration</p> |  |
|--|---|---|--|

| <b>Qualities</b>   |   |
|--|---|
| <i>During Year 7, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>   | <b>How the Year 7 Performing Arts curriculum contributes to developing this quality:</b>  |
| Respect  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments</i>   |
| Kindness   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner.</i>  |
| Tolerance  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| Resilience   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |
| Creativity   | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. Creativity also features in our assessment criterion.</i>   |



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|-------------------|---|
| <i>Positivity</i> | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning. The storytelling unit in Drama covers honesty, actions and consequences.</i>  |
| <i>Aspiration</i> | <i>We regularly show pupils professional performances/works in order to inspire them and drive them to achieve their potential.</i>   |
| <i>Empathy</i>    | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas. In Drama when students are 'in role' they are encouraged to feel and embody their characters emotions.</i> |

| <b>Skills</b>  |   |
|--|---|
| <i>During Year 7, pupils will have opportunities to develop the following wider skills</i> |   |
| <b>Skill Area</b>  | <b>How the Year 7 Performing Arts curriculum contributes to developing this skill area:</b>   |
| <i>Literacy &amp; Numeracy</i>   | <i>Learning objectives/TBQs and keywords are displayed at the start of all lessons. Logbooks are used to develop/embed literacy skills. We do regular spellings tests using the keywords for that unit which they then write about in their books. Numeracy is used constantly in Music through the use of technology, rhythm, notation etc. Counts and formation are used in Dance and scripts/texts are regularly used in Drama. Numeracy is assessed through observation of accurate rhythm/performance/music technology work.</i> |
| <i>Communication</i>   | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. All 3 disciplines teach non-verbal communication, in particular Drama and the mime/mask units; pupils learn to breakdown the mechanics of body language. Communication is also developed when performing; the majority of the units culminate in a final performance, which is communicating to an audience.</i>   |
| <i>Problem Solving</i>   | <i>Year 7 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will my character react in this situation? This practice problem solving develops student's skills in reasoning and understanding. This will help develop important problem-solving skills necessary for future success.</i>   |
| <i>Leadership</i>  | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities. This is differentiated as appropriate to support and nurture evolving leaders as well as shape and guide more established ones. Leadership is one of the Year 7 assessment criteria.</i>  |
| <i>Collaboration</i>   | <i>Performing Arts is collaborative in nature. Throughout Year 7 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. Over the course of the year they begin to understand that their contribution is necessary for the success of the group/performance pieces. Through these experiences pupils gain confidence and start to learn that their contributions have value even if they don't have the biggest role.</i>   |
| <i>Metacognition</i>   | <i>A variety of learning strategies are used throughout the Year 7 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to</i>   |

|  |   |
|--|---|
|  | <i>represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i>   |
| <i>Physical, Practical and Technical</i> | <i>In the majority of units the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i> |
| <i>Digital Literacy</i>                  | <i>All Year 7 students are taught Music Technology; they will understand how to use Garageband and compose a variety of music using this.</i>   |

| <b>Enrichment</b>   |                                |   |
|---|--------------------------------|---|
| <i>During Year 7, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |   |
| <b>Event, Visit or Trip</b>   | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>  |
| <i>School Show</i>  | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>  |
| <i>Music Showcase</i>   | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in all Music units.</i>   |
| <i>Dance Showcase</i>   | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons.</i>                              |
| <i>G13</i>  | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>                |
| <i>Harmony</i>  | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>       |
| <i>Extra-curricular clubs</i>   | <i>All</i>                     | <i>All extra-curricular activities are provided to improve students' skills and confidence, which then has a positive impact on curriculum work.</i>  |
| <i>Peripatetic music lessons</i>  | <i>All</i>                     | <i>Students may take free peripatetic instrumental lessons, improving their understanding of music theory as well as their physical and interpretive skills. Students can take examinations and often demonstrate an improved understanding of music in their curriculum lessons.</i> |

## **Year 8 Performing Arts**

| <b>Knowledge, Qualifications and Assessment</b>   |
|---|
| <i>What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.</i> |

### **Dance**

#### **\*Learning Consolidation**

In Dance we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students build on their routine over a number of weeks, recalling the routine from the previous week and developing it further. Students also write/draw their routines to aid memory and as a

reference point as they will perform their completed warm up at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>  | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|-------------------|----------------|---|---|---|
| 60's              | 13             | <p><b>Students will produce a short final performance of a 60's dance routine which will demonstrate their ability to -</b></p> <ul style="list-style-type: none"> <li>• <b>recreate taught movement</b></li> <li>• <b>choreograph their own movement in a duet</b></li> <li>• <b>perform in the correct style</b></li> <li>• <b>perform using physical and interpretive skills</b></li> </ul> <p><b>Students will also demonstrate their understanding of the style and their own progress in their books.</b></p> | <p><b>Students will gain a basic understanding of 60's dance, its stylistic qualities and brief history including pivotal moments of the era</b></p> <p><u><b>Subject specific skills</b></u></p> <p><b>Spatial awareness</b></p> <p><b>Timing</b></p> <p><b>Accuracy</b></p> <p><b>Creativity</b></p> <p><b>Lifts/contact work with a partner</b></p> <p><b>Stylistic qualities</b></p> <p><b>Performance</b></p> <p><b>Coordination</b></p> <p><b>Reproduce choreography</b></p> <p><b>Stamina</b></p> <p><b>Expression</b></p> <p><b>Target setting and reflection</b></p> <p><b>Research</b></p> <p><b>Teamwork/collaboration</b></p> | *   |
| Lyrical           | 12             | <p><b>Students will produce a short final performance of a lyrical dance routine which will demonstrate their ability to -</b></p> <ul style="list-style-type: none"> <li>• <b>recreate taught movement</b></li> <li>• <b>choreograph their own movement</b></li> </ul>   | <p><b>Students will gain a basic understanding of lyrical dance, its stylistic qualities, origin and brief history.</b></p> <p><u><b>Subject specific skills</b></u></p> <p><b>Spatial awareness</b></p> <p><b>Timing</b></p>   |   |

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|                 |    | <ul style="list-style-type: none"> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p>  | <p><i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Extension</i><br/> <i>Alignment</i><br/> <i>Performance</i><br/> <i>Reproduce choreography</i><br/> <i>Coordination</i><br/> <i>Stamina</i><br/> <i>Technique</i><br/> <i>Expression</i><br/> <i>Target setting and reflection</i><br/> <i>Teamwork/collaboration</i></p>   |  |
| Musical Theatre | 13 | <p><i>Students will produce a final performance of Musical Theatre incorporating drama and music which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement</i></li> <li>• <i>choreograph their own movement</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding Musical Theatre, its stylistic qualities, origin and brief history.</i><br/> <u><i>Subject specific skills</i></u><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Coordination</i><br/> <i>Reproduce choreography</i><br/> <i>Stamina</i><br/> <i>Expression</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p> |  |

## Drama

\*Learning Consolidation

In Drama we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students build on their routine over a number of weeks, recalling the movement, vocals and direction from the previous week and developing it further. Students also write/draw their ideas and direction to aid memory and as a reference point as they will take part in group workshops and exercises which allow them to warm up their skills and techniques at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|-------------------|----------------|--|---|---|
| Darkwood Manor    | 7              | <b><i>The learners will demonstrate their understanding of a good suspense performance using a set stimulus piece 'Darkwood Manor'. The students devise performance extracts which include vocals, movement and a range of drama techniques including levels of tension, frozen image, suspense, slow motion, narration and thought in the head.</i></b> | <b><i>Student will gain a basic understanding of devised drama from a range of imaginary suspense stimulus. They will learn the key components of suspense drama including vocal and movement skills and storytelling techniques. The projects will also consider the given circumstance, character emotions and objectives along with using tension and timing to create atmosphere and tension in rehearsals. Suspense in performance and the theory behind this genre will be the main focus.</i></b><br><b><u>Subject specific skills</u></b><br><b><i>Emotion</i></b><br><b><i>Levels of tension</i></b><br><b><i>Spatial awareness</i></b><br><b><i>Timing</i></b><br><b><i>Reactions to action and lines</i></b><br><b><i>Vocals;</i></b><br><b><i>Listening and response, characterisation</i></b><br><b><i>Creativity</i></b><br><b><i>Understanding basic performance conventions</i></b><br><b><i>Devising from stimulus</i></b> | *   |

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|                    |   |  | <p><b>Creating and telling a story using text/starting points</b></p> <p><b>Teamwork/collaboration</b></p>   |  |
| Page to Stage      | 8 | <p><b>Students will produce a short final performance of a scene from a text Vinegar Tom/The Woman in Black which will demonstrate their ability to –</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate vocal and physical drama skills</b></li> <li>• <b>use 3 drama techniques in their performance work</b></li> <li>• <b>respond to feedback and direction</b></li> <li>• <b>stay in character remembering movement and vocals</b></li> <li>• <b>perform in the correct style</b></li> <li>• <b>perform using physical, vocal and interpretive skills</b></li> <li>• <b>communicate the story/character to an audience</b></li> </ul> <p><b>Students will also demonstrate their understanding of the naturalistic theatre style/genre and evaluate their own progress in their books.</b></p> | <p><b>Students will gain a basic understanding of working with a text and the difference between naturalistic theatre and non naturalistic physical theatres, applying skills and techniques to a script.</b></p> <p><b><u>Subject specific skills</u></b></p> <p><b>Spatial awareness</b></p> <p><b>Stylistic qualities naturalistic theatre/non naturalistic theatre</b></p> <p><b>Performance</b></p> <p><b>Reproduce movement</b></p> <p><b>Reproduce vocals</b></p> <p><b>Posture</b></p> <p><b>Tension and relaxation of muscles</b></p> <p><b>Use of silence or pause</b></p> <p><b>Gestures</b></p> <p><b>Facial expressions</b></p> <p><b>Emotion and reactions</b></p> <p><b>Characterisation</b></p> <p><b>Target setting and reflection</b></p> <p><b>Listening and taking direction and feedback from others</b></p> <p><b>Using a text</b></p> <p><b>Creativity</b></p> <p><b>Basic performance conventions</b></p> <p><b>Teamwork/collaboration</b></p> |  |
| Commedia dell'Arte | 6 | <p><b>Students will produce a final performance of a section from a commedia script. This project will demonstrate their ability to -</b></p> <ul style="list-style-type: none"> <li>• <b>create and recreate movement appropriate to the masked theatre and mime style</b></li> </ul>   | <p><b>Students will gain a basic understanding of physical theatre mime, its stylistic qualities, origin and brief history. Students will gain a basic understanding of commedia text in theatre as part of this project using movement and gestures to show emotion and reactions in performance.</b></p>   |  |

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|                 |   | <ul style="list-style-type: none"> <li>• <i>devise their own movement as a group</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical, vocal and interpretive skills</i></li> <li>• <i>sustain character</i></li> <li>• <i>clearly communicate story/atmosphere to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the physical mime style and their own progress in their books.</i></p>   | <p><b><u>Subject specific skills</u></b><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities of mime and physical theatre</i><br/> <i>Use of text as improvisation tool</i><br/> <i>Performance to an audience</i><br/> <i>Physical theatre</i><br/> <i>Mime</i><br/> <i>Gesture</i><br/> <i>Coordination</i><br/> <i>Listen and respond to direction</i><br/> <i>Devise movement and character appropriate to the physical theatre style</i><br/> <i>Perform with expression and confidence</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i><br/> <i>Listening and taking feedback from others</i><br/> <i>Using a text from page to stage</i><br/> <i>Basic performance conventions</i></p> |  |
| Scripted Comedy | 6 | <p><i>Learners will produce a final performance of a section from a comedy script. This will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>create and recreate movement appropriate to the comedy</i></li> <li>• <i>perform in the correct comedy style</i></li> <li>• <i>perform using physical, vocal and interpretive skills</i></li> <li>• <i>sustain character</i></li> <li>• <i>clearly communicate story/atmosphere to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the comedy style and their own progress in their books.</i></p> | <p><i>Students will gain an understanding of how to perform in a comedy by using comedic timing and technique. They will gain a basic understanding of modern slap stick and use movement and vocals to demonstrate the stock characters within a modern comedy performance.</i></p> <p><b><u>Subject specific skills</u></b><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities of comedy and physical theatre</i><br/> <i>Performance skills</i></p>  |  |



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|                 |    |   | <p><b>Coordination</b></p> <p><i>Listen and respond to direction</i></p> <p><i>Devise movement and character appropriate to the physical theatre style</i></p> <p><i>Perform with expression and confidence</i></p> <p><i>Target setting and reflection</i></p> <p><b>Research</b></p> <p><i>Teamwork/collaboration</i></p> <p><i>Character stereotypes/masters and servants/playing opposites</i></p> <p><i>Listening and taking feedback from others</i></p> <p><i>Using a text from page to stage</i></p> <p><i>Basic performance conventions</i></p> <p><i>Vocals: working with opposites, accents and gibberish</i></p>                                  |  |
| Musical Theatre | 13 | <p><i>Students will produce a final group performance adapting musical text which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement and vocals</i></li> <li>• <i>devise their own movement using appropriate skills and technique</i></li> <li>• <i>perform in a chosen musical theatre style as a company</i></li> <li>• <i>perform using physical vocal and interpretive skills as a group</i></li> <li>• <i>clearly communicate story/emotion to an audience.</i></li> </ul> <p><i>Students will also demonstrate their understanding of the musical theatre style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of musical theatre, its stylistic qualities, origin and brief history. They will consider their own interpretation of the music and scenes and the atmosphere or reaction they want from their audience.</i></p> <p><i>Researching the different staging and modernisation of musicals before beginning to explore their own performances as a whole and smaller groups.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Stylistic qualities of musical theatre texts and performances</i></p> |  |

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|  |  |  | <p><i>Interpreting and creating performance to a modern target audience</i></p> <p><i>Reproduce movement and vocals</i></p> <p><i>Listening and responding to direction</i></p> <p><i>Expression as a chorus</i></p> <p><i>Expression as an individual character</i></p> <p><i>Synchronised movement and vocals</i></p> <p><i>Patterns of movement and vocals</i></p> <p><i>Marking the moment on stage</i></p> <p><i>Selecting appropriate style for devising or using a combination styles and techniques in performance of text</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Listening and taking feedback from self and others</i></p> <p><i>Using a stimulus</i></p> <p><i>Basic performance conventions</i></p> |  |
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## **Music**

### **\*Learning Consolidation**

In Music we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for musical performance. Students build on their piece over a number of weeks, recalling the structure from the previous week and developing it further. Knowledge of the Elements of Music taught in Year 7 is revisited and checked in every unit. Students also have regular spelling tests/checks on the words taught/learnt throughout the year.

Students are given homework tasks throughout the units, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning and always aim to reiterate learning.

At the start of most lessons students are asked to list keywords from the unit that link to that lessons' TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>  |
|-------------------|----------------|--|--|--|
| Samba             | 7              | <p><b>Students will produce a final performance of a Samba piece which will demonstrate their ability to -</b></p> <ul style="list-style-type: none"> <li>recreate taught rhythms</li> <li>improvise</li> <li>perform in the correct style</li> <li>compose and notate own rhythms</li> <li>perform polyrhythms</li> </ul> <p><b>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</b></p> | <p><b>Students will gain a deeper understanding of the stylistic qualities of Samba to include a set composition task notating their creations in rhythm grids. Their improvisations will form one section in the performance and their own rhythms another.</b></p> <p><u>Subject specific skills</u></p> <p>Timing<br/>Call and response<br/>Body percussion<br/>Texture<br/>Ostinato<br/>Cyclic patterns<br/>Improvisation<br/>Composition<br/>Polyrhythm<br/>Accuracy<br/>Creativity<br/>Stylistic qualities<br/>Performance<br/>Target setting and reflection<br/>Research<br/>Teamwork/collaboration</p> | <p><b>Pupils are asked to recall key elements from Year 7 when they were first introduced to Samba, by completing the TBQ in their logbooks and completing a Samba quiz.</b></p> |
| Film Music        | 7              | <p><b>In pairs, students will produce a piece of music on the keyboards to accompany a 1-minute film clip for a final performance. This will demonstrate their ability to -</b></p> <ul style="list-style-type: none"> <li>use keyboard sounds in a creative way</li> </ul>  | <p><b>Students will learn about the power of music in film, it's mood-changing effects and the different clichés, devices and Leitmotifs used to create a reaction and emotion. They will apply these functions when creating their own music in both the horror and fantasy film genres.</b></p> <p><u>Subject specific skills</u></p>  | *  |

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|                  |    | <ul style="list-style-type: none"> <li>• <i>understand and play clichés relating to film genres</i></li> <li>• <i>create appropriate moods using musical devices and some elements of music</i></li> <li>• <i>perform a different part to their partner for maximum effect</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p>  | <p><i>Keyboard skills</i><br/> <i>Leitmotifs</i><br/> <i>Ostinato</i><br/> <i>Dynamics/tempo</i><br/> <i>Pitch/texture</i><br/> <i>Sound effects</i><br/> <i>Concords/discords</i><br/> <i>Storyboard/cue sheet</i><br/> <i>Instrumentation</i><br/> <i>Creativity</i><br/> <i>Effective practice</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Target setting and reflection</i></p>   |   |
| Music Technology | 12 | <p><i>Students will explore existing music in GarageBand to gain an understanding of how to create electronic music. They will produce remixes for their final performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>create their own compositions using a DAW</i></li> <li>• <i>understand music production techniques</i></li> <li>• <i>record, edit and produce audio files</i></li> <li>• <i>build up the music gradually, track by track for best effect</i></li> <li>• <i>be creative with the delivery</i></li> </ul> <p><i>Students will also demonstrate their understanding of the programme and their own progress in their logbooks.</i></p> | <p><i>Students will learn how a 'pop' song is constructed track by track, understanding the structures and instrumentation. Using newly acquired skills on operating a DAW they will learn about remixing, including writing a rhythm track and what tools and effects help achieve writing digital music.</i></p> <p><u><i>Subject specific skills</i></u><br/> <i>Melody/harmony</i><br/> <i>Rhythm</i><br/> <i>Instrumentation</i><br/> <i>Drum loops</i><br/> <i>Effects</i><br/> <i>Structure/form</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Musicality</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i></p> | * |

|               |   |  |   |  |
|---------------|---|--|---|--|
|               |   |  | <p><b>Target setting and reflection</b></p> <p><b>Teamwork/collaboration</b></p>  |  |
| Rock and Roll | 5 | <p><i>In pairs, students will produce a piece of Rock 'n' Roll music on the keyboards demonstrating the 12-Bar Blues chordal structure accompanied by a walking bass for a final performance. This will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>play the 3 primary chords in the 12-bar Blues structure</i></li> <li><i>play a walking bass</i></li> <li><i>follow a lead sheet</i></li> <li><i>perform their part against another</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p> | <p><i>Students will learn about chords and triads, how these are constructed and formed from a bass line. Also how to play a walking bass and combine with chords to create a rendition of 'Rock Around the Clock'.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Keyboard skills</i></p> <p><i>Chords/triads</i></p> <p><i>Bass lines</i></p> <p><i>Unison</i></p> <p><i>Structure/form</i></p> <p><i>Timing/rhythm</i></p> <p><i>Accuracy</i></p> <p><i>Improvisation</i></p> <p><i>Blues scale</i></p> <p><i>7<sup>th</sup> chords</i></p> <p><i>Singing</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Target setting and reflection</i></p> <p><i>Teamwork/collaboration</i></p> | <p><i>A starter to recall the keyboard functions from unit 2 in Year 7 includes completing a crib sheet, including note names.</i></p> |
| Musicals      | 7 | <p><i>Students will produce excerpts from a well-known musical piece for a final performance in a group with solos. This will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>sing in a Musical Theatre style</i></li> <li><i>perform songs from musicals with some awareness of occasion and context</i></li> <li><i>use a variety of acting techniques to represent the genre</i></li> <li><i>use gesture to tell a story</i></li> </ul>  | <p><i>Students will explore a variety of songs from the stage. They will be taught the safety of warming up their voices and learn vocal skills and techniques in how to sing in a musical theatre style, whilst following a musical accompaniment. They will understand how to perform songs to tell a story using both drama and staging. They will be encouraged to perform solos and stage their own sections.</i></p> <p><u><i>Subject specific skills</i></u></p>   | *  |

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|  |  | <ul style="list-style-type: none"> <li>• <i>help with staging and delivery in group work</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks</i></p> | <p><i>Singing</i></p> <p><i>Articulation</i></p> <p><i>Diaphragm breathing</i></p> <p><i>Intonation</i></p> <p><i>Accompaniment</i></p> <p><i>Characterisation</i></p> <p><i>Inflection</i></p> <p><i>Projection</i></p> <p><i>Musicality</i></p> <p><i>Accent/phrasing</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Staging</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> |  |
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| <b>Qualities</b>   |   |
|--|---|
| <i>During Year 8, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>   | <b>How the Year 8 Performing Arts curriculum contributes to developing this quality:</b>  |
| <i>Respect</i>   | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments</i>   |
| <i>Kindness</i>  | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner.</i>  |
| <i>Tolerance</i>   | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| <i>Resilience</i>  | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |

|                   |   |
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| <i>Creativity</i> | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. Creativity also features in our assessment criterion.</i> |
| <i>Positivity</i> | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>   |
| <i>Aspiration</i> | <i>We regularly show pupils professional performances/works in order to inspire them and drive them to achieve their potential.</i>   |
| <i>Empathy</i>    | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas. In Drama when students are 'in role' they are encouraged to feel and embody their characters emotions.</i>           |

| <b>Skills</b>   |   |
|---|---|
| <i>During Year 8, pupils will have opportunities to develop the following wider skills:</i> |   |
| <b>Skill Area</b>   | <b>How the Year 8 Performing Arts curriculum contributes to developing this skill area:</b>   |
| <i>Literacy &amp; Numeracy</i>  | <i>Learning objectives/TBQs and keywords are displayed at the start of all lessons. Logbooks are used to develop/embed literacy skills. We do regular spellings tests using the keywords for that unit which they then write about in their books. Numeracy is used constantly in Music through the use of technology, rhythm, notation etc. Counts and formation are used in Dance and scripts/texts are regularly used in Drama. Students explore Shakespearian language in Drama. Numeracy is assessed through observation of accurate rhythm/performance/music technology work.</i> |
| <i>Communication</i>  | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. Communication is also developed when performing; the majority of the units culminate in a final performance, which is communicating to an audience.</i>  |
| <i>Problem Solving</i>  | <i>Year 8 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will my character react in this situation? This practice problem solving develops student's skills in reasoning and understanding. This will help develop important problem-solving skills necessary for future success.</i>   |
| <i>Leadership</i>   | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities. This is differentiated as appropriate to support and nurture evolving leaders as well as shape and guide more established ones.</i>   |
| <i>Collaboration</i>  | <i>Throughout Year 8 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. Over the course of the year they demonstrate their understanding that their contribution is necessary for the success of the group/performance pieces. In the final unit, students' work in all 3 disciplines are brought together to create 1 'final' Musical Theatre performance.</i>  |
| <i>Metacognition</i>  | <i>A variety of learning strategies are used throughout the Year 8 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to</i>   |

|  |   |
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|  | <i>represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i>   |
| <i>Physical, Practical and Technical</i> | <i>In the majority of units the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i> |
| <i>Digital Literacy</i>                  | <i>All Year 8 students are taught Music Technology; they will understand how to use Garageband and compose a variety of music using this as well as studying and composing a film soundtrack.</i>   |

| <b>Enrichment</b>   |                                |   |
|---|--------------------------------|---|
| <i>During Year 8, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |   |
| <b>Event, Visit or Trip</b>   | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>  |
| <i>School Show</i>  | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>  |
| <i>Music Showcase</i>   | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in all Music units.</i>   |
| <i>Dance Showcase</i>   | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons.</i>                              |
| <i>G13</i>  | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>                |
| <i>Harmony</i>  | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>       |
| <i>Extra-curricular clubs</i>   | <i>All</i>                     | <i>All extra-curricular activities are provided to improve students' skills and confidence, which then has a positive impact on curriculum work.</i>  |
| <i>Peripatetic music lessons</i>  | <i>All</i>                     | <i>Students may take free peripatetic instrumental lessons, improving their understanding of music theory as well as their physical and interpretive skills. Students can take examinations and often demonstrate an improved understanding of music in their curriculum lessons.</i> |

## Year 9 Performing Arts

### **Knowledge, Qualifications and Assessment**



*What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

## Dance

### \*Learning Consolidation

In Dance we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students write/draw their routines to aid memory and as a reference point as they will perform their completed warm up at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|-------------------|----------------|--|--|---|
| Dance Skills      | 7              | <b>Students will produce a short phrase of movement which includes all of the 5 dance skills learnt.</b><br><b>Students will also demonstrate their understanding of the dance skills and their own progress in their books.</b> | <b>Students will understand and be able to use formation, dynamics, tempo, levels and direction when choreographing and developing movement.</b><br><b><u>Subject specific skills</u></b><br><b>Spatial awareness</b><br><b>Timing</b><br><b>Accuracy</b><br><b>Creativity</b><br><b>Coordination</b><br><b>Reproduce choreography</b><br><b>Target setting and reflection</b><br><b>Research</b><br><b>Teamwork/collaboration</b> | *   |
| Technique         | 8              | <b>Students will perform a short jazz motif demonstrating the taught technique.</b>  | <b>Students will gain a basic understanding of jazz dance, its stylistic qualities,</b>  |   |

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|------------|---|--|--|--|
|            |   | <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p>   | <p><i>origin, brief history and the technique required in order to perform it.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Stylistic qualities</i></p> <p><i>Extension</i></p> <p><i>Alignment</i></p> <p><i>Performance</i></p> <p><i>Body awareness</i></p> <p><i>Reproduce choreography</i></p> <p><i>Coordination</i></p> <p><i>Stamina</i></p> <p><i>Technique</i></p> <p><i>Target setting and reflection</i></p> <p><i>Teamwork/collaboration</i></p>                      |  |
| Repertoire | 7 | <p><i>Students will explore learn and reproduce 3 contrasting pieces of repertoire which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>• recreate taught movement</i></li> <li><i>• perform in the correct style demonstrating the correct technique</i></li> <li><i>• perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the styles and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of 3 different dance works, their stylistic qualities, origin and brief histories.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Analysis</i></p> <p><i>Coordination</i></p> <p><i>Reproduce choreography</i></p> <p><i>Stamina</i></p> <p><i>Expression</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> |  |

|                        |   |  |   |   |
|------------------------|---|--|---|---|
| Repertoire Development | 6 | <p><i>Students will work in groups to produce a performance of developed repertoire demonstrating their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement</i></li> <li>• <i>perform in the correct style demonstrating the correct technique</i></li> <li>• <i>perform using physical and interpretive skills</i></li> <li>• <i>choreograph their own movement in the correct style</i></li> <li>• <i>creatively develop the repertoire</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style, choreographic process and their own progress in their books.</i></p> | <p><i>Students will choose one of the repertoires studied to explore and develop further. They will learn more of the repertoire and then choose sections to develop, before choreographing their own section(s).</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Analysis</i><br/> <i>Coordination</i><br/> <i>Creativity</i><br/> <i>Reproduce choreography</i><br/> <i>Stamina</i><br/> <i>Expression</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p> | <p><i>Students will perform the repertoires learnt in the previous unit as a starter.</i></p>   |
| Hamilton               | 7 | <p><i>Students will perform repertoire; ad develop and create a group piece based on the theme of the musical 'Hamilton' which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>communicate a theme/story to an audience</i></li> <li>• <i>choreograph creative movement</i></li> <li>• <i>perform using physical and interpretive skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style, choreographic process, and their own progress in their books.</i></p>   | <p><i>Students will practically explore the musical 'Hamilton' and work within a group to create movement based on this.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Coordination</i><br/> <i>Creativity</i><br/> <i>Expression</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Communicating with an audience</i></p>  | <p><i>As a starter task students will be challenged to retrieve information they previously learnt in Year 8 about Musical Theatre.</i></p> |

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|--------------|---|--|--|--|
|              |   |  | <b>Teamwork/collaboration</b>  |  |
| Choreography | 8 | <p><i>Students will create and perform a group piece based on a stimulus of their choice which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li><i>communicate a theme/idea/intention to an audience</i></li> <li><i>choreograph creative movement</i></li> <li><i>perform using physical, interpretive and performance skills</i></li> </ul> <p><i>Students will also demonstrate their understanding of the choreographic process and their own progress in their books.</i></p> | <p><i>Students will explore choreographing movement using different stimuli. They will then choose a stimulus and create a final piece based on this.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Accuracy</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Coordination</i></p> <p><i>Creativity</i></p> <p><i>Expression</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Communicating with an audience</i></p> <p><i>Teamwork/collaboration</i></p> | <p><i>As a starter task students will be challenged to remember and use the 5 dance skills learnt at the start of the year as they will use them throughout this unit.</i></p> |

## Drama

### \*Learning Consolidation

In Drama we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for performance. Students build on their routine over a number of weeks, recalling the movement, vocals and direction from the previous week and developing it further. Students also write/draw their ideas and direction to aid memory and as a reference point as they will take part in group workshops and exercises which allow them to warm up their skills and techniques at the beginning of every lesson throughout the year. Students also have regular spelling tests/checks on the words taught/learnt in this unit throughout the year.

Students are also given homework tasks throughout the unit, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning.

At the start of some lessons students are asked to list keywords from the unit that link to that lessons TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b>   | <b>Learning Journey</b> | <b>Learning Consolidation</b> |
|-------------------|----------------|---|-------------------------|-------------------------------|
|                   |                | <i>What will pupils produce at the end of a unit to demonstrate their learning?</i> |                         |                               |

|                         |          |  | <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|-------------------------|----------|--|--|--|
| Page to Stage<br>Text 1 | <b>7</b> | <i>The learners will demonstrate their understanding of a good naturalistic performance using a set text piece which includes vocals, movement and a range of character building techniques.</i>   | <p><i>Student will gain a basic understanding of drama from page to stage, health and safety and expectations. They will learn the key components of naturalistic drama including vocal and movement skills. They will learn a range of Stanislavski theatre techniques. The project will also consider the given circumstance, character emotions and objectives along with using a text in rehearsals. Naturalism in performance and the theory behind this genre will be the main focus.</i></p> <p><u><i>Subject specific skills</i></u><br/> <i>Given circumstance</i><br/> <i>Emotion</i><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Reactions to action and lines</i><br/> <i>Vocals: listening and response, characterisation</i><br/> <i>Creativity</i><br/> <i>Understanding basic performance conventions</i><br/> <i>Devising from text</i><br/> <i>Creating and telling a story using text/subtext</i><br/> <i>Teamwork/collaboration</i></p> | *  |
| Page to Stage<br>Text 2 | <b>8</b> | <p><i>Students will produce a short final performance of a scene from a text Hannah and Hanna or Be My Baby which will demonstrate their ability to –</i></p> <ul style="list-style-type: none"> <li><i>demonstrate vocal and physical drama skills</i></li> </ul> | <p><i>Students will gain a basic understanding of the plays they will consider the stylistic qualities, origin and brief history, applying skills and techniques to a script and comparing the styles to previous projects.</i></p> <p><u><i>Subject specific skills</i></u></p>   |  |

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|                          |   | <ul style="list-style-type: none"> <li>• <i>use 4 drama techniques in their performance work</i></li> <li>• <i>respond to feedback and direction</i></li> <li>• <i>stay in character remembering movement and vocals</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical, vocal and interpretive skills</i></li> <li>• <i>communicate the story/character to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the naturalistic theatre style/genre and evaluate their own progress in their books.</i></p> | <p><i>Spatial awareness</i><br/> <i>Stylistic qualities of naturalistic theatre/speaking directly to the audience</i><br/> <i>Performance</i><br/> <i>Reproduce movement</i><br/> <i>Reproduce vocals</i><br/> <i>Posture</i><br/> <i>Tension and relaxation of muscles</i><br/> <i>Use of silence or pause</i><br/> <i>Gestures</i><br/> <i>Facial expressions</i><br/> <i>Emotion and reactions</i><br/> <i>Characterisation</i><br/> <i>Target setting and reflection</i><br/> <i>Listening and taking direction and feedback from others</i><br/> <i>Creativity</i><br/> <i>Basic performance conventions</i><br/> <i>Teamwork/collaboration</i></p> |  |
| Monologues and duologues | 6 | <p><i>Students will explore a section from monologue and duologues taken from different scripts. This project will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>create and recreate movement appropriate to the style</i></li> <li>• <i>devise their own movement as a group</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical, vocal and interpretive skills</i></li> <li>• <i>sustain character</i></li> <li>• <i>clearly communicate story/atmosphere to an audience</i></li> </ul>                   | <p><i>Students will gain a basic understanding of different monologues, their stylistic qualities, origin and brief history. Students will gain a basic understanding of different text as part of this project using movement and vocals to show emotion and reactions in monologue/duologue performances.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities of absurdist theatre and use of text</i><br/> <i>Performance to an audience</i><br/> <i>Coordination</i><br/> <i>Listen and respond to direction</i></p>                              |  |

|                       |   |   |  |  |
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|                       |   | <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p>  | <p><i>Devise movement and character appropriate to the style</i><br/> <i>Perform with expression and confidence</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i><br/> <i>Listening and taking feedback from others</i><br/> <i>Using a text from page to stage</i><br/> <i>Basic performance conventions</i></p>  |  |
| Teachers              | 6 | <p><i>Students will produce a final performance from taken from the script Teachers. This project will demonstrate their ability to</i></p> <ul style="list-style-type: none"> <li>• <i>create and recreate movement appropriate to the style</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform in the correct style</i></li> <li>• <i>perform using physical, vocal and interpretive skills</i></li> <li>• <i>sustain character</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their books.</i></p> | <p><i>Students will prepare scenes using movement and vocals to show emotion and reactions in performances.</i><br/> <u><i>Subject specific skills</i></u><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Creativity</i><br/> <i>Performance to an audience</i><br/> <i>Coordination</i><br/> <i>Listen and respond to direction</i><br/> <i>Devise movement and character appropriate to the style</i><br/> <i>Perform with expression and confidence</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i><br/> <i>Listening and taking feedback from others</i><br/> <i>Using a text from page to stage</i><br/> <i>Basic performance conventions</i></p> |  |
| Brecht's Epic Theatre |   | <p><i>Students will produce a final performance of Epic Theatre which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement, gestus and vocals for a character type</i></li> </ul>   | <p><i>Students will gain a basic understanding of Epic Theatre, its stylistic qualities, origin and brief history. This links with the historic context from previous projects</i><br/> <u><i>Subject specific skills</i></u><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i></p>  |  |

|          |  |  |   |  |
|----------|--|--|---|--|
|          |  | <ul style="list-style-type: none"> <li>• <i>devise their own movement and gestus using appropriate character skills and techniques</i></li> <li>• <i>perform in the correct style as a chorus and or as characters within the piece</i></li> <li>• <i>clearly communicate story to an audience using modern day references</i></li> <li>• <i>perform using physical vocal and interpretive skills as a group chorus</i></li> </ul> <p><i>Students will also demonstrate their understanding of the Epic/political style and their own progress in their books.</i></p>   | <p><i>Creativity</i><br/> <i>Stylistic qualities of Epic Theatre</i><br/> <i>Performance</i><br/> <i>Coordination</i><br/> <i>Reproduce movement and vocals</i><br/> <i>Listening and responding to direction</i><br/> <i>Expression as a chorus</i><br/> <i>Synchronised movement and vocals</i><br/> <i>Patterns of movement and vocals</i><br/> <i>Marking the moment on stage</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i><br/> <i>Listening and taking feedback from others</i><br/> <i>Using a text cutting/repetition and marking the moment</i></p>  |  |
| Devising |  | <p><i>Students will produce a final group devised performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>recreate taught movement and vocals</i></li> <li>• <i>devise their own movement using appropriate skills and technique</i></li> <li>• <i>devise from a stimulus/ story</i></li> <li>• <i>perform in a chosen style as a company</i></li> <li>• <i>perform using physical vocal and interpretive skills as a group</i></li> <li>• <i>clearly communicate story to an audience</i></li> </ul> <p><i>Students will also demonstrate their understanding of the devised style and their own progress in their books.</i></p> | <p><i>Students will gain a basic understanding of Devised Theatre, its stylistic qualities, origin and brief history. This links with the techniques explored from previous projects. They will consider their target audience and the atmosphere or reaction they want from their audience.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities of devised performance</i><br/> <i>Devising performance to a target audience</i><br/> <i>Reproduce movement and vocals</i><br/> <i>Listening and responding to direction</i><br/> <i>Expression as a chorus</i><br/> <i>Expression as an individual character</i><br/> <i>Synchronised movement and vocals</i><br/> <i>Patterns of movement and vocals</i></p> |  |



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|  |  |  | <b>Marking the moment on stage</b><br><b>Selecting appropriate style for devising or using a combination styles and techniques in devised performance</b><br><b>Target setting and reflection</b><br><b>Research</b><br><b>Teamwork/ collaboration</b><br><b>Listening and taking feedback from self and others</b><br><b>Using a stimulus</b><br><b>Basic performance conventions</b> |  |
|--|--|--|--|--|

## Music

### \*Learning Consolidation

In Music we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for musical performance. Students build on their piece over a number of weeks, recalling the structure from the previous week and developing it further. Students also have regular spelling tests/checks on the words taught/learnt throughout the year.

Students are given homework tasks throughout the units, some of which are pertinent to the most recent lesson, whereas others are from content studied/taught at the beginning and always aim to reiterate learning.

At the start of most lessons students are asked to list keywords from the unit that link to that lessons' TBQ/objectives. This is then discussed as a whole class.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>   |
|-------------------|----------------|--|--|---|
| Stomp             | 7              | <b>Students will produce a final performance of their own Stomp piece using junk percussion which will demonstrate their ability to -</b> <ul style="list-style-type: none"> <li>recreate taught rhythms as well as compose their own</li> </ul> | <b>Students will gain an understanding of the stylistic qualities of the musical theatre genre Stomp and write their own storyline as a stimulus to create their own pieces. Their ability to 'think outside of the box' when creating sound using nonconventional</b> | <b>Students are asked to recall key musical elements and devices taught in their previous unit of Samba as the basis of both is similar. A Power Point quiz is used to recall prior learning.</b> |

|      |   |   |   |   |
|------|---|---|---|---|
|      |   | <ul style="list-style-type: none"> <li>• <i>improvise</i></li> <li>• <i>perform in the correct style of Stomp, creating a story, using unconventional instrumentation</i></li> <li>• <i>use musical devices including ostinato, call and response and polyrhythms</i></li> </ul> <p><i>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</i></p>              | <p><i>instruments will be a key element to their success along with a variety of musical devices and musical elements.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Junk percussion</i><br/> <i>Story board</i><br/> <i>Structure</i><br/> <i>Timing</i><br/> <i>Inner count</i><br/> <i>Call and response</i><br/> <i>Body percussion</i><br/> <i>Texture/timbre</i><br/> <i>Ostinato</i><br/> <i>Cyclic patterns</i><br/> <i>Improvisation</i><br/> <i>Composition</i><br/> <i>Polyrhythm</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Stylistic qualities</i><br/> <i>Performance</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p> |   |
| Jazz | 7 | <p><i>In pairs, students will play both in unison and parts in the famous Ragtime piece 'The Entertainer' on the keyboard for a final performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>read from musical notation</i></li> <li>• <i>play in unison with a partner in a syncopated style</i></li> <li>• <i>understand note duration and rhythm</i></li> </ul> | <p><i>Students will learn about the key features of Ragtime and its influence on jazz music. Students will gain a deeper understanding of notation and how to read from a staff and apply their understanding by playing the melody notes on a keyboard. They will also learn a chordal (vamp) accompaniment and combine the two parts.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Standard notation</i></p>  | <p><i>Students are asked to recall their keyboard skills from previous keyboard units and complete a music theory booklet retracing prior learning on staff notation.</i></p> |

|                    |   |   |   |   |
|--------------------|---|---|---|---|
|                    |   | <ul style="list-style-type: none"> <li>perform their part against another</li> </ul> <p>Students will also demonstrate their understanding of the style and their own progress in their logbooks.</p>   | <p> <b>Syncopation</b><br/> <b>Chord vamping</b><br/> <b>Bass and melody</b><br/> <b>Major/minor keys</b><br/> <b>Riff</b><br/> <b>Timing</b><br/> <b>Accuracy</b><br/> <b>Accompaniment</b><br/> <b>Harmony</b><br/> <b>Tempo</b><br/> <b>Rhythm and pulse</b><br/> <b>Unison</b><br/> <b>Effective practice</b><br/> <b>Stylistic qualities</b><br/> <b>Performance</b><br/> <b>Target setting and reflection</b> </p>  |   |
| Music in the Media | 6 | <p>Students will create their own product or event and produce the music and script for their own radio jingle, either using Music Technology or keyboards/instruments/audio to advertise to their target audience, which will demonstrate their ability to -</p> <ul style="list-style-type: none"> <li>experience the creative process of producing a radio jingle from start to finish</li> <li>use a variety of techniques to advertise and sell their event/product</li> <li>use catchy, simplistic musical effects</li> <li>use technology to create their own piece</li> </ul> | <p>Students will listen to a variety of advertisements for inspiration and explore the arts in media and advertising to aid script-writing and sourcing the appropriate music for their own radio adverts.</p> <p><u>Subject specific skills</u></p> <p> <b>Tagline</b><br/> <b>Jingle</b><br/> <b>Articulation</b><br/> <b>Projection</b><br/> <b>Vignette</b><br/> <b>Script writing</b><br/> <b>Composing</b><br/> <b>Instrumentation</b><br/> <b>Music Technology</b><br/> <b>Creativity</b><br/> <b>Stylistic qualities</b><br/> <b>Performance</b> </p> | * |

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|---------------------------|----|--|---|---|
|                           |    | <ul style="list-style-type: none"> <li>perform their adverts focusing on vocal delivery</li> </ul> <p>Students will also demonstrate their understanding of the style and their own progress in their logbooks</p>   | <p>Target setting and reflection<br/>Research<br/>Effective practice<br/>Teamwork/collaboration</p>   |   |
| Pictures at an Exhibition | 6  | <p>Students will explore how a piece of art provides the stimulus for their own piece of Programme music, using Music Technology, which will demonstrate their ability to -</p> <ul style="list-style-type: none"> <li>create a musical soundscape</li> <li>use a variety of musical features including ostinato, tempo and dynamics</li> <li>use technology to create their own descriptive piece</li> <li>perform a creative composition to a set brief</li> </ul> <p>Students will also demonstrate their understanding of the style and their own progress in their logbooks</p> | <p>Students will learn about Mussorgsky's 'Pictures at an Exhibition' and how Programme music creates a mood to accompany a set stimulus and using the elements of music, tempo and dynamics, they will create their own descriptive piece. Students will revisit the basics of recording music in Garageband to create their pieces.</p> <p><u>Subject specific skills</u><br/>Programme music<br/>Sound picture<br/>Stimulus<br/>Instrumentation<br/>Timbre/texture<br/>Elements of Music<br/>Arrangement<br/>Music Technology<br/>Recording<br/>Creativity<br/>Composing<br/>Crescendo<br/>Stylistic qualities<br/>Performance<br/>Target setting and reflection<br/>Research<br/>Teamwork/collaboration</p> | *   |
| Music Technology          | 12 | <p>Students will use their previous 12-bar Blues composition studied in Year 8 to produce in GarageBand using MIDI</p>   | <p>Students will learn how to use MIDI to record a 12-bar blues piece using their MIDI keyboards. They will play in the chords,</p>   | <p>The first lesson is a keyboard lesson to recall the 12-bar blues formation ahead of inputting in GarageBand.</p> |

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|  |  | <p><i>keyboards. They will produce remixes for their final performance which will demonstrate their ability to -</i></p> <ul style="list-style-type: none"> <li>• <i>create their own compositions using a DAW</i></li> <li>• <i>understand music production techniques</i></li> <li>• <i>record, edit and produce audio files</i></li> <li>• <i>build up the music gradually, track by track for best effect</i></li> <li>• <i>be creative with the delivery</i></li> </ul> <p><i>Students will also demonstrate their understanding of the programme and their own progress in their logbooks.</i></p> | <p><i>walking bass and lead guitar track and use their compositional skills to create an introduction and end. They will also compose their own parts to accompany their mixes. Using their newly acquired skills on operating a DAW they will learn about remixing, including writing a rhythm track and what tools and effects help achieve writing digital music.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Keyboard skills</i></p> <p><i>DAW (Garage Band)</i></p> <p><i>MIDI</i></p> <p><i>Timing</i></p> <p><i>Melody/harmony</i></p> <p><i>12-bar Blues chords</i></p> <p><i>Walking bass</i></p> <p><i>Blues scale</i></p> <p><i>Improvisation</i></p> <p><i>Rhythm</i></p> <p><i>Instrumentation</i></p> <p><i>Drum loops</i></p> <p><i>Effects</i></p> <p><i>Structure/form</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Musicality</i></p> <p><i>Stylistic qualities</i></p> <p><i>Performance</i></p> <p><i>Target setting and reflection</i></p> <p><i>Teamwork/collaboration</i></p> | <p><i>Knowledge is checked in logbooks regarding GarageBand studied in Year 8.</i></p> |
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**Qualities**

| <b>During Year 9, pupils will have opportunities to develop the following BUILD qualities:</b> |   |
|--|---|
| <b>BUILD Quality</b>   | <b>How the Year 9 Performing Arts curriculum contributes to developing this quality:</b>  |
| Respect  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments</i>   |
| Kindness   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner.</i>  |
| Tolerance  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| Resilience   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |
| Creativity   | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. The 'Pictures at an Exhibition' further develops students' creativity via the use of 2 art forms to create work. Creativity features in our assessment criterion.</i>   |
| Positivity   | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |
| Integrity  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>   |
| Aspiration   | <i>We regularly show pupils professional performances/works in order to inspire them and drive them to achieve their potential. In the Repertoire Dance unit students learn professional dance works, giving them the feeling of performing work as a professional dancer.</i>  |
| Empathy  | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas. In Drama when students are 'in role' they are encouraged to feel and embody their characters emotions.</i>   |

| <b>Skills</b>   |   |
|---|---|
| <b>During Year 9, pupils will have opportunities to develop the following wider skills:</b> |   |
| <b>Skill Area</b>   | <b>How the Year 9 Performing Arts curriculum contributes to developing this skill area:</b>   |
| Literacy & Numeracy   | <i>Learning objectives/TBQs and keywords are displayed at the start of all lessons. Logbooks are used to develop/embed literacy skills. We do regular spellings tests using the keywords for that unit which they then write about in their books. Numeracy is used constantly in Music through the use of technology, rhythm, notation etc. Counts and formation are used in Dance and scripts/texts are regularly used in Drama. Numeracy is assessed through observation of accurate rhythm/performance/music technology work.</i> |

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| <i>Communication</i>                     | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. Communication is also developed when performing; the majority of the units culminate in a final performance, which is communicating to an audience.</i>   |
| <i>Problem Solving</i>                   | <i>Year 9 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will my character react in this situation? This practice problem solving develops student's skills in reasoning and understanding. This will help develop important problem-solving skills necessary for future success.</i>  |
| <i>Leadership</i>                        | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities. This is differentiated as appropriate to support and nurture evolving leaders as well as shape and guide more established ones.</i>  |
| <i>Collaboration</i>                     | <i>Throughout Year 9 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. Over the course of the year they demonstrate their understanding that their contribution is necessary for the success of the group/performance pieces.</i>  |
| <i>Metacognition</i>                     | <i>A variety of learning strategies are used throughout the Year 9 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i> |
| <i>Physical, Practical and Technical</i> | <i>In the majority of units the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i>  |
| <i>Digital Literacy</i>                  | <i>All Year 9 students are taught Music Technology; they will understand how to use Garageband and compose a variety of music using this as well as studying and composing for a radio advert.</i>   |

| <b>Enrichment</b>   |                                |  |
|---|--------------------------------|--|
| <i>During Year 9, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |  |
| <b>Event, Visit or Trip</b>   | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>   |
| <i>School Show</i>  | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>   |
| <i>Music Showcase</i>   | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in all Music units.</i>  |
| <i>Dance Showcase</i>   | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons.</i>               |
| <i>G13</i>  | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i> |

|                           |       |  |
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| Harmony                   | All   | Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.       |
| Extra-curricular clubs    | All   | All extra-curricular activities are provided to improve students' skills and confidence, which then has a positive impact on curriculum work.  |
| Peripatetic music lessons | All   | Students may take free peripatetic instrumental lessons, improving their understanding of music theory as well as their physical and interpretive skills. Students can take examinations and often demonstrate an improved understanding of music in their curriculum lessons. |
| Nonsuch trip              | Drama | Students have the opportunity to go to Nonsuch Studios to watch a professional performance and take part in creative workshops around the themes of the play. This will inspire/motivate students and develop their drama skills and confidence.                               |

## Year 10 Performing Arts

### **Knowledge, Qualifications and Assessment**

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

## Performing Arts

### \*Learning Consolidation

In Performing Arts we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment. Students are also given homework (rehearsal logs) throughout the component in which students must reflect on the overall progress and set short and long term targets. Practically, students will be developing the skills/techniques studied in Dance, Drama and Music during key stage 3.

| <b>Unit Title</b>               | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>                | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>                    | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---------------------------------|----------------|---|--|---|
| Skills development and baseline | 21             | <b>Students will produce short acting, singing and dance performances demonstrating their understanding of Musical Theatre.</b> | <b>Students will understand the stylistic qualities of Musical Theatre and what skills are needed to perform this genre.</b><br><u>Subject specific skills</u> | *   |



|                  |    |  |   |  |
|------------------|----|--|---|--|
|                  |    | <p><i>Students will also demonstrate their understanding of the style and their skills development in their rehearsal logs.</i></p>  | <p><i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Exaggeration</i><br/> <i>Character</i><br/> <i>Gesture</i><br/> <i>Blocking</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Pitch</i><br/> <i>Articulation</i><br/> <i>Harmony</i><br/> <i>Tone</i><br/> <i>Coordination</i><br/> <i>Reproduce choreography</i><br/> <i>Target setting and reflection</i><br/> <i>Research</i><br/> <i>Teamwork/collaboration</i></p>  |  |
| Component 2 mock | 24 | <p><i>Students will perform a Musical Theatre piece demonstrating developed skills and the correct style.</i><br/> <i>Students will also demonstrate their understanding of the style and their skills development in their rehearsal logs and evaluation.</i></p> | <p><i>Students will understand the stylistic qualities of Musical Theatre and what skills are needed to perform this genre.</i><br/> <u><i>Subject specific skills</i></u><br/> <i>Spatial awareness</i><br/> <i>Timing</i><br/> <i>Exaggeration</i><br/> <i>Character</i><br/> <i>Gesture</i><br/> <i>Blocking</i><br/> <i>Accuracy</i><br/> <i>Creativity</i><br/> <i>Pitch</i><br/> <i>Articulation</i><br/> <i>Harmony</i><br/> <i>Tone</i><br/> <i>Coordination</i><br/> <i>Reproduce choreography</i><br/> <i>Target setting and reflection</i></p> |  |

|             |    |   |  |   |
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|             |    |   | <b>Research</b><br><b>Teamwork/collaboration</b><br><b>Evaluating</b>  |   |
| Component 2 | 42 | <p><i>Students will perform a song, dance and drama scenes from a Musical demonstrating developed skills and the correct style.</i></p> <p><i>Students will also demonstrate their understanding of the style and their skills development in their rehearsal logs and evaluation.</i></p>  | <p><i>Students will understand the stylistic qualities of Musical Theatre and what skills are needed to perform this genre.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Spatial awareness</i></p> <p><i>Timing</i></p> <p><i>Exaggeration</i></p> <p><i>Character</i></p> <p><i>Gesture</i></p> <p><i>Blocking</i></p> <p><i>Accuracy</i></p> <p><i>Creativity</i></p> <p><i>Pitch</i></p> <p><i>Articulation</i></p> <p><i>Harmony</i></p> <p><i>Tone</i></p> <p><i>Coordination</i></p> <p><i>Reproduce choreography</i></p> <p><i>Target setting and reflection</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Evaluating</i></p> |   |
| Component 1 | 42 | <p><i>Students will produce a PowerPoint/programme/education pack on a set work demonstrating their understanding of-</i></p> <ul style="list-style-type: none"> <li><i>• stylistic qualities</i></li> <li><i>• creative process</i></li> <li><i>• roles and responsibilities</i></li> <li><i>• constituent features</i></li> <li><i>• practical workshops</i></li> </ul> | <p><i>Students will explore a professional musical practically and theoretically, recording their findings in a scrap book as well as producing a PowerPoint/programme/education pack.</i></p> <p><u><i>Subject specific skills</i></u></p> <p><i>Stylistic qualities</i></p> <p><i>Analysis of performance work</i></p> <p><i>Performance</i></p> <p><i>Reproduce repertoire</i></p>  | * |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <b>Research</b><br><b>Teamwork/collaboration</b> |  |
|--|--|--|--|--|

## Dance

### \*Learning Consolidation

In Dance we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment. Students are also given homework (rehearsal logs) throughout the component in which students must reflect on the overall progress and set short and long term targets. Practically, students will be developing the skills/techniques studied in Dance during key stage 3.

| <b>Unit Title</b>               | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---------------------------------|----------------|--|---|---|
| Skills development and baseline | 21             | <b>Students will produce dance performances demonstrating their understanding of dance styles.</b><br><b>Students will also demonstrate their understanding of their skills development in their rehearsal logs.</b> | <b>Students will understand the stylistic qualities of specific dance styles and what skills are needed to perform this genre.</b><br><b><u>Subject specific skills</u></b><br><b>Alignment</b><br><b>Accuracy</b><br><b>Balance</b><br><b>Coordination</b><br><b>Contraction</b><br><b>Dynamic range</b><br><b>Flexibility</b><br><b>Movement memory</b><br><b>Posture</b><br><b>Stamina</b><br><b>Spatial Awareness</b><br><b>Use of breath</b><br><b>Use of weight</b><br><b>Awareness of performance space</b><br><b>Awareness of audience</b><br><b>Interaction with other dancers</b><br><b>Focus</b> | *   |

|                  |    |  |   |   |
|------------------|----|--|---|---|
|                  |    |  | <b>Energy and commitment</b><br><b>Emphasis</b><br><b>Projection</b><br><b>Phrasing</b><br><b>Awareness of sound/music</b><br><b>Musicality</b><br><b>Facial expressions</b><br><b>Rhythm and timing</b>  |   |
| Component 2 mock | 24 | <i>Students will perform dance repertoire demonstrating developed skills and the correct style.</i><br><i>Students will also demonstrate their understanding of the style and their skills development in their rehearsal logs and evaluation.</i> | <i>Students will understand the stylistic qualities of a specific dance style and what skills are needed to perform this style.</i><br><u>Subject specific skills</u><br><b>Alignment</b><br><b>Accuracy</b><br><b>Balance</b><br><b>Coordination</b><br><b>Contraction</b><br><b>Dynamic range</b><br><b>Flexibility</b><br><b>Movement memory</b><br><b>Posture</b><br><b>Stamina</b><br><b>Spatial awareness</b><br><b>Suspension</b><br><b>Trust</b><br><b>Use of breath</b><br><b>Use of weight</b><br><b>Awareness of performance space</b><br><b>Awareness of audience</b><br><b>Interaction with other dancers</b><br><b>Focus</b><br><b>Energy and commitment</b><br><b>Emphasis</b><br><b>Projection</b><br><b>Phrasing</b> | * |

|             |    |  |  |   |
|-------------|----|--|--|---|
|             |    |  | <i>Use of space</i><br><i>Awareness of sound/music</i><br><i>Musicality</i><br><i>Facial expressions</i><br><i>Rhythm and timing</i><br><i>Reproduce choreography</i><br><i>Target setting and reflection</i><br><i>Research</i><br><i>Teamwork/collaboration</i><br><i>Evaluating</i>   |   |
| Component 2 | 42 | <i>Students will perform a dance from an existing piece of repertoire demonstrating developed skills and the correct style. Students will also demonstrate their understanding of the style and their skills development in their rehearsal logs and evaluation.</i> | <i>Students will understand the stylistic qualities of a specific dance genre and what skills are needed to perform this genre.</i><br><u><i>Subject specific skills</i></u><br><i>Alignment</i><br><i>Accuracy</i><br><i>Balance</i><br><i>Coordination</i><br><i>Contraction</i><br><i>Dynamic range</i><br><i>Flexibility</i><br><i>Movement memory</i><br><i>Posture</i><br><i>Stamina</i><br><i>Spatial awareness</i><br><i>Suspension</i><br><i>Trust</i><br><i>Use of breath</i><br><i>Use of weight</i><br><i>Awareness of performance space</i><br><i>Awareness of audience</i><br><i>Interaction with other dancers</i><br><i>Focus</i><br><i>Energy and commitment</i><br><i>Emphasis</i> | * |

|             |    |  |  |   |
|-------------|----|--|--|---|
|             |    |  | <b>Projection</b><br><b>Reproduce choreography</b><br><b>Target setting and reflection</b><br><b>Research</b><br><b>Teamwork/collaboration</b><br><b>Evaluating</b>  |   |
| Component 1 | 42 | <i>Students will produce a PowerPoint/programme/education pack on a set work demonstrating their understanding of-</i> <ul style="list-style-type: none"> <li>• <i>stylistic qualities</i></li> <li>• <i>creative process</i></li> <li>• <i>roles and responsibilities</i></li> <li>• <i>constituent features</i></li> <li>• <i>practical workshops</i></li> </ul> | <i>Students will explore a professional dance work practically and theoretically, recording their findings in a scrap book as well as producing a PowerPoint/programme/education pack.</i><br><u>Subject specific skills</u><br><i>Stylistic qualities</i><br><i>Analysis of performance work</i><br><i>Performance</i><br><i>Reproduce repertoire</i><br><i>Research</i><br><i>Teamwork/collaboration</i> | * |

| <b>Qualities</b>  |   |
|---|---|
| <i>During Year 10, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>  | <b>How the Year 10 Performing Arts curriculum contributes to developing this quality:</b>   |
| <i>Respect</i>  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments.</i>  |
| <i>Kindness</i>   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner in both written and verbal peer assessments.</i>  |
| <i>Tolerance</i>  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| <i>Resilience</i>   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books/folders. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |
| <i>Creativity</i>   | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively.</i>   |

|                   |  |
|-------------------|--|
| <i>Positivity</i> | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>  |
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>  |
| <i>Aspiration</i> | <i>For both components studied, we show pupils professional performances/works in order to inspire them and drive them to achieve their potential. Students learn the repertoire from these works, developing an understanding of working a professional performer. In component 1 students are taught the roles and responsibilities of professionals in varying aspects of the industry.</i> |
| <i>Empathy</i>    | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas.</i>   |

| <b>Skills</b>  |   |
|--|---|
| <i>During Year 10, pupils will have opportunities to develop the following wider skills:</i> |   |
| <b>Skill Area</b>  | <b>How the Year 10 Performing Arts curriculum contributes to developing this skill area:</b>  |
| <i>Literacy &amp; Numeracy</i>   | <i>Learning objectives and keywords are displayed at the start of all lessons. Written logs and evaluations are used to develop/embed literacy skills. Numeracy is used when teaching songs in Performing Arts, scripts when directing drama scenes and counts when teaching dance repertoire. Numeracy is assessed through observation of accurate rhythm/performance work. In component 1 students must record their understanding of the professional work through scrap books, PowerPoints, education packs or programmes. During component 2 students are expected to make notes throughout the lesson to enable them to write their rehearsal logs.</i> |
| <i>Communication</i>   | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. Communication is also developed when performing; component 2 culminates in a final performance, which is communicating to an audience.</i>   |
| <i>Problem Solving</i>   | <i>Year 10 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will my character react in this situation? This practice problem solving develops student's skills in reasoning and understanding. This will help develop important problem-solving skills necessary for future success.</i>  |
| <i>Leadership</i>  | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities. This is differentiated as appropriate to support and nurture evolving leaders as well as shape and guide more established ones.</i>   |
| <i>Collaboration</i>   | <i>Throughout Year 10 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. Over the course of the year they demonstrate their understanding that their contribution is necessary for the success of the group/performance pieces.</i>  |
| <i>Metacognition</i>   | <i>A variety of learning strategies are used throughout the Year 10 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to</i>  |

|  |   |
|--|---|
|  | <i>represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i>   |
| <i>Physical, Practical and Technical</i> | <i>In all components, the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i> |
| <i>Digital Literacy</i>                  | <i>Students are encouraged to use ICT to present their work for both components.</i>  |

| <b>Enrichment</b>  |                                |   |
|--|--------------------------------|---|
| <i>During Year 10, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |   |
| <b>Event, Visit or Trip</b>  | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>  |
| <i>School Show</i>   | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>  |
| <i>Music Showcase</i>  | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in Performing Arts.</i>   |
| <i>Dance Showcase</i>  | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons. Year 10 students often perform their classwork in the Dance Showcase to develop performance skills and confidence.</i> |
| <i>G13</i>   | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>  |
| <i>Harmony</i>   | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>   |
| <i>Careers trip</i>  | <i>Component 1</i>             | <i>Students have the opportunity to go to the Royal Opera House and take part in a Performing Arts careers day to develop their understanding of the different roles off stage in this industry. This feeds directly into Component 1 as students must understand the various job roles, skills and responsibilities for their coursework</i>                               |
| <i>Theatre trips</i>   | <i>Component 1 and 2</i>       | <i>Where possible we arrange trips for students to see professional works. Doing this enables students to see the works that they are studying which they can then write about in their coursework. This also helps their practical skills and helps them when reproducing the repertoire.</i>  |

## **Year 11 Performing Arts**



### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

## **Performing Arts**

### **\*Learning Consolidation**

In Performing Arts we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment. Students are also given homework throughout the component to further embed learning and prepare them for the written Activities in component 3. Practically, students will be developing the skills/techniques studied in Year 10.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>   | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|-------------------|----------------|--|--|---|
| Component 1       | 45             | <b>Students will produce a PowerPoint/programme/education pack on 2 set works demonstrating their understanding of-</b> <ul style="list-style-type: none"><li>• <i>stylistic qualities</i></li><li>• <i>creative process</i></li><li>• <i>roles and responsibilities</i></li><li>• <i>constituent features</i></li><li>• <i>practical workshops</i></li></ul> <b>Students will then produce a final report, comparing and contrasting all 3 set works studied.</b> | <b>Students will explore 2 professional musicals practically and theoretically, recording their findings in a scrap book as well as producing a PowerPoint/programme/education pack.</b><br><u><b>Subject specific skills</b></u><br><b>Stylistic qualities</b><br><b>Analysis of performance work</b><br><b>Performance</b><br><b>Reproduce repertoire</b><br><b>Research</b><br><b>Teamwork/collaboration</b><br><b>Evaluation</b> | *   |
| Component 3       | 45             | <b>In groups of 4-7, students will create a performance piece based upon a brief released by the examination board. They will also write 2 'Activity' logs based on their ideas, skills and the developmental</b>  | <b>Students will draw on previous skills and experience and take part in exploratory workshops to develop their ideas for the brief to demonstrate their understanding of the devising process.</b>  | *   |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <i>process as well as an evaluation, all of which is marked externally.</i> | <u>Subject specific skills</u><br>All physical and interpretive<br>Analysis of their own work<br>Performance<br>Research<br>Teamwork/collaboration<br>Evaluation<br>Selecting, rejecting and justifying ideas |  |
|--|--|---|---|--|

## Dance

### \*Learning Consolidation

In Dance we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment. Students are also given homework throughout the component to further embed learning and prepare them for the written Activities in component 3. Practically, students will be developing the skills/techniques studied in Year 10.

| <b>Unit Title</b> | <b>Periods</b> | <b>Learning Challenge</b>  | <b>Learning Journey</b>   | <b>Learning Consolidation</b>  |
|-------------------|----------------|--|---|--|
|                   |                | <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>  | <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
| Component 1       | 45             | <b>Students will produce a PowerPoint/programme/education pack on 2 set works demonstrating their understanding of-</b> <ul style="list-style-type: none"> <li>• <i>stylistic qualities</i></li> <li>• <i>creative process</i></li> <li>• <i>roles and responsibilities</i></li> <li>• <i>constituent features</i></li> <li>• <i>practical workshops</i></li> </ul> <b>Students will then produce a final report, explaining the interrelationships between processes, skills and approaches used by practitioners and</b> | <b>Students will explore 3 professional dance works practically and theoretically, recording their findings in a scrap book as well as producing a PowerPoint/programme/education pack.</b> <u>Subject specific skills</u><br><i>Stylistic qualities</i><br><i>Analysis of performance work</i><br><i>Performance</i><br><i>Reproduce repertoire</i><br><i>Research</i><br><i>Teamwork/collaboration</i><br><i>Evaluation</i> | *  |

|             |    |  |   |   |
|-------------|----|--|---|---|
|             |    | <i>comparing and contrasting all 3 set works studied.</i>  |   |   |
| Component 3 | 45 | <i>In groups of 4-7, students will create a performance piece based upon a brief released by the examination board. They will also write 2 'Activity' logs based on their ideas, skills and the developmental process as well as an evaluation, all of which is marked externally.</i> | <i>Students will draw on previous skills and experience and take part in exploratory workshops to develop their ideas for the brief to demonstrate their understanding of the devising process.</i><br><u>Subject specific skills</u><br><i>All physical and interpretive<br/>Analysis of their own work<br/>Performance<br/>Research<br/>Teamwork/collaboration<br/>Evaluation<br/>Selecting, rejecting and justifying ideas</i> | * |

| <b>Qualities</b>  |   |
|---|---|
| <i>During Year 11, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>  | <b>How the Year 11 Performing Arts curriculum contributes to developing this quality:</b>   |
| <i>Respect</i>  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments.</i>  |
| <i>Kindness</i>   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner in both written and verbal peer assessments.</i>  |
| <i>Tolerance</i>  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| <i>Resilience</i>   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books/folders. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |
| <i>Creativity</i>   | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. Component 3 culminates in a final performance that students create themselves.</i>  |
| <i>Positivity</i>   | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |

|                   |   |
|-------------------|---|
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>   |
| <i>Aspiration</i> | <i>For both components studied, we show pupils professional performances/works in order to inspire them and drive them to achieve their potential. In component 1 students are taught the roles and responsibilities of professionals in varying aspects of the industry.</i> |
| <i>Empathy</i>    | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas.</i>  |

| <b>Skills</b>  |   |
|--|---|
| <i>During Year 11, pupils will have opportunities to develop the following wider skills:</i> |   |
| <b>Skill Area</b>  | <b>How the Year 11 Performing Arts curriculum contributes to developing this skill area:</b>  |
| <i>Literacy &amp; Numeracy</i>   | <i>Learning objectives and keywords are displayed at the start of all lessons. Written work and evaluations are used to develop/embed literacy skills. Numeracy is used when teaching songs in Performing Arts, scripts when directing drama scenes and counts when teaching dance repertoire. Numeracy is assessed through observation of accurate rhythm/performance work. In component 1 students must record their understanding of the professional work through scrap books, PowerPoints, education packs or programmes. Component 3 consists of 3 written external assessments.</i>                        |
| <i>Communication</i>   | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. Communication is also developed when performing; component 3 culminates in a final performance, which is communicating to an audience.</i>   |
| <i>Problem Solving</i>   | <i>Year 11 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will my character react in this situation? This practice problem solving develops student's skills in reasoning and understanding. This will help develop important problem-solving skills necessary for future success.</i>  |
| <i>Leadership</i>  | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities. This is differentiated as appropriate to support and nurture evolving leaders as well as shape and guide more established ones.</i>   |
| <i>Collaboration</i>   | <i>Throughout Year 11 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. When studying component 3 they demonstrate their understanding that their contribution is necessary for the success of the group/performance pieces and reflect on this process.</i>  |
| <i>Metacognition</i>   | <i>A variety of learning strategies are used throughout the Year 11 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i> |

|  |   |
|--|---|
| <i>Physical, Practical and Technical</i> | <i>In all components, the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i> |
| <i>Digital Literacy</i>                  | <i>Students are encouraged to use ICT to present their work for both components.</i>  |

| <b>Enrichment</b>  |                                |   |
|--|--------------------------------|---|
| <i>During Year 11, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |   |
| <b>Event, Visit or Trip</b>  | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>  |
| <i>School Show</i>   | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>  |
| <i>Music Showcase</i>  | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in Performing Arts.</i>   |
| <i>Dance Showcase</i>  | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons. Year 11 students often perform their component 3 in the Dance Showcase to develop performance skills and confidence.</i> |
| <i>G13</i>   | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>  |
| <i>Harmony</i>   | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>   |
| <i>Careers trip</i>  | <i>Component 1</i>             | <i>Students have the opportunity to go to the Royal Opera House and take part in a Performing Arts careers day to develop their understanding of the different roles off stage in this industry. This feeds directly into Component 1 as students must understand the various job roles, skills and responsibilities for their coursework</i>                                 |
| <i>Theatre trips</i>   | <i>Component 1 and 2</i>       | <i>Where possible we arrange trips for students to see professional works. Doing this enables students to see the works that they are studying which they can then write about in their coursework. This also helps their practical skills and helps them when reproducing the repertoire.</i>  |

## Year 12 Performing Arts

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 12, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

## Performing Arts

### \*Learning Consolidation

In Performing Arts we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment/exam. Students are also given homework throughout the course to further embed learning and prepare them for the written examination in unit 2. Practically, students will be developing the skills/techniques studied in key stage 4.

| <b>Unit Title</b>                               | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>            | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>  | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---|----------------|---|--|---|
| Unit 2<br>Proposal for a<br>Commissioning Brief | <b>80</b>      | <b>Students will choose 1 of 3 scenarios from the examination board and produce a written proposal responding to this.</b>  | <b>Students will understand Community Arts and explore the process of creating work and managing an event.</b><br><b><u>Subject specific skills</u></b><br><b>Research</b><br><b>Responding to a brief</b><br><b>Creativity</b><br><b>Health and safety requirements</b><br><b>Legality</b><br><b>Managing a budget</b><br><b>Funding</b><br><b>Contracts</b><br><b>Time management</b><br><b>Promotion/marketing</b><br><b>Social community and cohesion</b><br><b>Evaluation</b> | *   |
| Unit 4<br>Combined Arts                         | <b>80</b>      | <b>Students will create a final 'reimagined' performance based on an original works and using a minimum of 2 art forms.</b> | <b>Students will draw on previous skills and experience, watch live works and take part in exploratory workshops in a variety of art forms.</b>  | *   |

|                                 |    |  |  |  |
|---------------------------------|----|--|--|--|
|                                 |    | <p><i>They will write a report comparing and contrasting historical and contemporary combined artists.</i></p> <p><i>Students will create a portfolio to evidence their practical exploration and rehearsal process and evaluate their final piece.</i></p>      | <p><u>Subject specific skills</u></p> <p><i>All physical and interpretive</i></p> <p><i>Analysis of work</i></p> <p><i>Performance</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Evaluation</i></p> <p><i>Selecting, rejecting and justifying ideas</i></p>  |  |
| Unit 8<br>Performing Repertoire | 40 | <p><i>Students will write a report demonstrating their understanding of the key defining features of a particular genre/style.</i></p> <p><i>They will perform a set piece of repertoire and then create their own 'reimagined' version for an audience.</i></p> | <p><i>Students will draw on previous skills and experience, watch live works, learn specific repertoire and take part in exploratory workshops in that style.</i></p> <p><i>They will then create, rehearse and perform their final piece.</i></p> <p><u>Subject specific skills</u></p> <p><i>All physical and interpretive</i></p> <p><i>Analysis of work</i></p> <p><i>Performance</i></p> <p><i>Research</i></p> <p><i>Teamwork/collaboration</i></p> <p><i>Evaluation</i></p> <p><i>Selecting, rejecting and justifying ideas</i></p> |  |

| <b>Qualities</b>  |   |
|---|---|
| <i>During Year 12, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>  | <b>How the Year 12 Performing Arts curriculum contributes to developing this quality:</b>   |
| <i>Respect</i>  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments.</i>  |
| <i>Kindness</i>   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner in both written and verbal peer assessments.</i>  |
| <i>Tolerance</i>  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| <i>Resilience</i>   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books/folders. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in</i> |

|                   |   |
|-------------------|---|
|                   | <i>parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i>  |
| <i>Creativity</i> | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. Units 4 and 8 culminate in a final performance that students create themselves.</i> |
| <i>Positivity</i> | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>   |
| <i>Aspiration</i> | <i>For both unit 4 and 8, we show pupils professional performances/works in order to inspire them and drive them to achieve their potential.</i>  |
| <i>Empathy</i>    | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas.</i>  |

| <b>Skills</b>  |  |
|--|--|
| <i>During Year 12, pupils will have opportunities to develop the following wider skills:</i> |  |
| <b>Skill Area</b>  | <b>How the Year 12 Performing Arts curriculum contributes to developing this skill area:</b>   |
| <i>Literacy &amp; Numeracy</i>   | <i>Written work and evaluations are used to develop/embed literacy skills. Unit 2 culminates in a final 1500-word proposal. Numeracy is used when teaching songs in Performing Arts, scripts when directing drama scenes and counts when teaching dance repertoire. Numeracy is assessed through observation of accurate rhythm/performance work. In unit 2 students must create a budget for their proposal as well as understanding working contracts.</i> |
| <i>Communication</i>   | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. Communication is also developed when performing; units 4 and 8 culminate in a final performance, which is communicating to an audience.</i>   |
| <i>Problem Solving</i>   | <i>Year 12 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular emotion through dance? How will I show different art forms? This practice problem solving develops student's skills in reasoning and understanding. Students must also overcome problems when writing their proposal in unit 2, whether it be time management, financial or legal and reflect on this in their report.</i>  |
| <i>Leadership</i>  | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities.</i>  |
| <i>Collaboration</i>   | <i>Throughout Year 12 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal. When studying unit 4 they demonstrate their understanding that their contribution is necessary for the success of the group/performance pieces and reflect on this process.</i>  |
| <i>Metacognition</i>   | <i>A variety of learning strategies are used throughout the Year 12 curriculum to aid and support metacognition. Examples of these would be drawing pictures or diagrams to help students remember choreography/movement, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to</i>   |



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|  | <i>represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i>   |
| <i>Physical, Practical and Technical</i> | <i>In all components, the teacher models the technique, and works with the class to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments. Most of the units are physical, developing a wide range of physical skills such as extension, stillness, coordination and balance.</i> |
| <i>Digital Literacy</i>                  | <i>Students are encouraged to use ICT to present their work for all units.</i>  |

| <b>Enrichment</b>  |                                |   |
|--|--------------------------------|---|
| <i>During Year 12, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |                                |   |
| <b>Event, Visit or Trip</b>  | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>  |
| <i>School Show</i>   | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>  |
| <i>Music Showcase</i>  | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in Performing Arts.</i>   |
| <i>Dance Showcase</i>  | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons. Year 12 students often perform their unit 4 work in the Dance Showcase to develop performance skills and confidence.</i> |
| <i>G13</i>   | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>  |
| <i>Harmony</i>   | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>   |
| <i>Careers trip</i>  | <i>All</i>                     | <i>Students have the opportunity to go to the Royal Opera House and take part in a Performing Arts careers day to develop their understanding of the different roles off stage in this industry. This feeds directly into the course as students must understand the various job roles, skills and responsibilities for their coursework</i>                                  |
| <i>Theatre trips</i>   | <i>All</i>                     | <i>Where possible we arrange trips for students to see professional works. Doing this enables students to see the works that they are studying which they can then write about in their coursework. This also helps their practical skills and helps them when reproducing the repertoire.</i>  |

## **Year 13 Performing Arts**

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 12, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

## **Performing Arts**

### **\*Learning Consolidation**

In Performing Arts we do not assess discrete episodes of knowledge-based learning. Instead, we continually assess and develop the skills for final performance/assessment/exam. Students are also given homework throughout the course to further embed learning and prepare them for the written examination in units 1 and 3. Practically, students will be developing the skills/techniques studied in key stage 4 and Year 12.

| <b>Unit Title</b>                                       | <b>Periods</b> | <b>Learning Challenge</b><br><i>What will pupils produce at the end of a unit to demonstrate their learning?</i>  | <b>Learning Journey</b><br><i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>   | <b>Learning Consolidation</b><br><i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|---|----------------|---|---|---|
| Unit 3<br>Influential performance practice              | 80             | <b>Students will write a report and produce 2 solos, responding to a statement released from the examination board.</b>                                       | <b>Students will research and explore a variety of practitioners before choosing 1 of them for their final examination.</b><br><u>Subject specific skills</u><br><b>Research</b><br><b>Responding to a brief</b><br><b>Creativity</b><br><b>Understanding of historical context of performance material</b><br><b>Time management</b><br><b>Monologue/solo delivery and development</b><br><b>Adapting performance material</b><br><b>Stamina</b> | *   |
| Unit 1<br>Prepare to work in the Performing Arts sector | 90             | <b>Students will prepare a portfolio of evidence, present a pitch and an audition piece in response to pre-released materials from the examination board.</b> | <b>This is a synoptic unit and students will draw on previous skills and experience previously learnt throughout the course.</b><br><u>Subject specific skills</u><br><b>All physical and interpretive</b>  | *   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p><i>The creative and performing arts as a profession</i></p> <p><i>Contract and freelance work</i></p> <p><i>Organisations, jobs and roles within the industry</i></p> <p><i>Evaluation</i></p> <p><i>Performance</i></p> <p><i>Entry into work and training</i></p> <p><i>Sustaining a freelance career</i></p> <p><i>Research</i></p> <p><i>Selecting, rejecting and justifying ideas</i></p> |  |
|--|--|--|---|--|

| <b>Qualities</b>  |   |
|---|---|
| <i>During Year 13, pupils will have opportunities to develop the following BUILD qualities:</i> |   |
| <b>BUILD Quality</b>  | <b>How the Year 13 Performing Arts curriculum contributes to developing this quality:</b>   |
| <i>Respect</i>  | <i>This quality is developed in all units; respect is shown when performing/sharing work, groups discussions and peer assessments.</i>  |
| <i>Kindness</i>   | <i>When giving feedback students are given the scaffold of WWW and EBI in order to give constructive criticism in a kind manner in both written and verbal peer assessments.</i>  |
| <i>Tolerance</i>  | <i>Many of the Performing Arts lessons begin or end with discussions, where students may offer their opinion. Students are encouraged to accept behaviour and beliefs that are different to their own throughout these discussions.</i>   |
| <i>Resilience</i>   | <i>Students are constantly given verbal staff feedback, as well as written teacher and peer feedback in their books/folders. This develops students' resilience as they are encouraged to work on the feedback to improve. The goal is the improvement of skills and evaluation which is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final performance pieces.</i> |
| <i>Creativity</i>   | <i>All of the units of study promote and develop creativity; students create/develop work to perform. Students are taught skills and techniques, giving them the tools needed to express themselves creatively. Both units 3 and 1 culminate in solo performances which the students must create/develop independently.</i>   |
| <i>Positivity</i>   | <i>Students experience success and then positive outcomes, leading to increased positivity moving forwards.</i>   |
| <i>Integrity</i>  | <i>We have high expectations in all lessons, demonstrated in our routines for learning.</i>   |
| <i>Aspiration</i>   | <i>For both unit 1 and 3, we show pupils previous Distinction examination work in order to inspire them and drive them to achieve their potential. Unit 1 is heavily based upon career options/progression. Staff work closely with students to</i>   |

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|                | <i>support them in their next stage of training/employment, always guiding them to make the best possible choices and open their mindset to the endless possibilities they have.</i> |
| <i>Empathy</i> | <i>In some lessons students are expected to work in their groups independently, working together to create a piece of work using all of their ideas.</i>                             |

| <b>Skills</b>  |  |
|--|--|
| <i>During Year 13, pupils will have opportunities to develop the following wider skills:</i> |  |
| <b>Skill Area</b>  | <b>How the Year 13 Performing Arts curriculum contributes to developing this skill area:</b>   |
| <i>Literacy &amp; Numeracy</i>   | <i>Written work and evaluations are used to develop/embed literacy skills. Both the units delivered in Year 13 culminate in written examinations. Numeracy is used when teaching songs in Performing Arts, scripts when directing drama scenes and counts when teaching dance repertoire. Numeracy is assessed through observation of accurate rhythm/performance work. In unit 1 students must understand working contracts and budgeting.</i>  |
| <i>Communication</i>   | <i>Communication is developed through use of group work in all units. Class discussions are had to develop understanding of how to communicate well in all different ways. As well as performing students also have to present a spoken 'pitch' to the camera for their final examination.</i>   |
| <i>Problem Solving</i>   | <i>Year 13 pupils will often be given challenges throughout their Performing Arts lessons, such as how do I portray a particular practitioner? How will I budget for this event? This practice problem solving develops student's skills in reasoning and understanding. Students must also overcome problems when writing their report and pitch in unit 1, whether it be time management, financial or economic and reflect on this in their report/presentation.</i>  |
| <i>Leadership</i>  | <i>Students are regularly expected to lead within lessons; in small groups or sometimes whole class activities.</i>  |
| <i>Collaboration</i>   | <i>Throughout Year 13 students practise working together, sharing responsibility, and compromising with others to accomplish a common goal.</i>  |
| <i>Metacognition</i>   | <i>A variety of learning strategies are used throughout the Year 13 curriculum to aid and support metacognition. Examples of these would be note swapping, discussions with peers on what they are learning/have learnt, enabling multiple opportunities to check understanding; as they discuss how to represent the content with one another, they clarify understanding. Each of the effective learning strategies makes it easier to see how students can utilise the Performing Arts to help them be more confident independent learners.</i> |
| <i>Physical, Practical and Technical</i>   | <i>In all practical components, the teacher models the technique, and works with pupils to develop it. Students are given time to develop/improve the technique, which once mastered, is used in assessments.</i>  |
| <i>Digital Literacy</i>  | <i>Students are encouraged to use ICT to present their work for all units.</i>   |

| <b>Enrichment</b>  |  |
|--|--|
| <i>During Year 13, the following events, visits, and trips will enrich the Performing Arts curriculum:</i> |  |

| <b>Event, Visit or Trip</b> | <b>Linked unit(s) of study</b> | <b>How the event, visit or trip enriches the curriculum:</b>   |
|-----------------------------|--------------------------------|--|
| <i>School Show</i>          | <i>All</i>                     | <i>The school show is inclusive and develops all of the Build qualities and skills listed above.</i>   |
| <i>Music Showcase</i>       | <i>All</i>                     | <i>All students who play an instrument perform in this Showcase and develops students physical, interpretive and performance skills, which are used in Performing Arts.</i>  |
| <i>Dance Showcase</i>       | <i>All</i>                     | <i>Students who take part in extra-curricular activities have the opportunity to perform in the Showcase, increasing confidence and developing their skills. This confidence and improved skill set are then shown in Dance/Performing Arts lessons. Year 1s students may perform their solo work to develop performance skills and as preparation for their final examinations.</i> |
| <i>G13</i>                  | <i>All</i>                     | <i>Students who are part of G13 (Gifted and Talented Dance Company) take part extra technique classes and workshops, improving their physical skills and confidence which is transferrable to their curriculum lessons. G13 perform regularly throughout the year.</i>   |
| <i>Harmony</i>              | <i>All</i>                     | <i>Students who are part of Harmony (Gifted and Talented Choir) take part in singing lessons and rehearsals, improving their vocal and performance skills and confidence which is transferrable to their curriculum lessons. Harmony perform regularly throughout the year.</i>  |
| <i>Careers trip</i>         | <i>All</i>                     | <i>Students have the opportunity to go to the Royal Opera House and take part in a Performing Arts careers day to develop their understanding of the different roles off stage in this industry. This feeds directly into unit 1 as students must understand the various job roles, careers paths and financial constraints for their examination.</i>                               |
| <i>Theatre trips</i>        | <i>All</i>                     | <i>Where possible we arrange trips for students to see professional works. Doing this enables students to see the works that they are studying which they can then write about in their coursework. This also helps their practical skills and helps them when reproducing the repertoire and creating their own work.</i>   |