



# Performing Arts

## Curriculum Area: Performing Arts

*Whatever your hand finds to do, do with your might.  
Ecclesiastes 9:10*

*Praise him with trumpet sound; praise him with lute and harp! Let everything that breathes praise the Lord!  
Psalm 150:3, 6*

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## Curriculum Intent

In Performing Arts, we want all students to **learn** to access the arts, be it Drama, Production Arts- Design or Music, as a performer, creator or observer. We hope to instil the **love** needed to complete a creative process from idea to performance and have the **faith** to follow that process in a collaborative and independent way, to achieve their maximum potential as a performing artist.

### Top Areas of Strength

1. Curriculum is engaging, current, relevant, and varied.
2. Creative learning that links to the wider world and life skills.
3. A collaborative approach across the performing arts subject areas.
4. Extracurricular opportunities to enrich and promote.
5. Performance opportunities embedded within on-going assessment.

Through Music, we aim:

- To create an environment that encourages enthusiasm, a desire for learning music, developing our God given talents and achieving success which is for life.
- To provide a musical education for all pupils, irrespective of their gender, race, social class, culture or any special need.
- To enable pupils to use music as a medium for building confidence, expression and a sense of fulfilment in their wider experiences.
- To develop personal and social skills, through persistence in practicing and group co-operation in ensembles
- To foster a sense of responsibility, self-respect and respect for others, leading to a positive contribution to Society.
- To encourage creativity and self-expression in music, with potential for transferrable skills in building on ideas.
- To experience musical styles from many cultures from around the world, embracing the diversity and respecting the differences.
- To use the mediums of Listening and appraising, along with performing and composing to learn how music is relevant to every culture and influences each age.

The Performing Arts are delivered to all students in Year 7 and Year 8 once a week. During year 9 students are on a carousel in Performing Arts, spending a term in Music, Drama and Production Arts- Design. For the term in Production Arts students will explore the world of backstage learning about lighting, sounds, set, costume, the elements that bring theatre to life on stage.

#### Curriculum Overview: Drama and Performing Arts

	Year 7 Drama	Year 8 Drama	Year 9 Drama	Year 9 Production Arts
<b>Term 1</b>	<b>An introduction to Drama</b> Still image/ Group work/ Vocal skills/ Physical skills/ Mime	<b>Melodrama</b> Silent Movie/ Exaggeration/ Stock characters/ Mime/ Story telling	<b>Pressures (Devised)</b> Creating/ Devising/ Collaboration/ Acting Skills/ Responding to a stimulus/ Creative thinking  <b>Practitioners (Scripted)</b> Stanislavski- <u>DNA</u> by Dennis Kelly Brecht- <u>Blood Brothers</u> by Will Russell Berkoff- <u>Metamorphosis</u> by Steven Berkoff	<b>An introduction to Production Arts- Design</b> Lighting/ Costume/ Set/ Props/ Make-up/ Sound  <b>Design Project</b> Live production/ marketing/ promotion/ Design skills
<b>Term 2</b>	<b>Pantomime- Scripted</b> Stock characters/ Plot/ Song/ Dance/ Acting skills/ Direct Address/ Audience	<b>Arson About- Scripted</b> Characters/ Plot/ Themes/ Act skills/ Learning lines	XXXXXX	XXXXXX

	participation/ Learning lines			
<b>Term 3</b>	<b>Harry Potter- Devised</b> Imagination/ Devising/ Characterisation/ Vocal skills/ Physical skills/ Group work/ Collaboration	<b>7 Ages of Man- Devised</b> Imagination/Devising/ Characterisation/ Vocal skills/ Physical skills/ Group work/ Collaboration	XXXXXX	XXXXXX

	<b>Year 10 GCSE Drama</b>	<b>Year 11 VCERT Performance Skills</b>	<b>Year 11 GCSE Drama</b>	<b>Year 12 A Level Drama and Theatre</b>	<b>Year 13 A Level Drama and Theatre</b>
<b>Half term 1</b>	<b>Intro to Course</b> · Drama Skills · Team Building <b>Introduce set text ‘The Crucible’ or ‘Blood Brothers’</b> Understanding the play, themes, characters, social, historical and cultural context	<b>Unit 1- Working in the performance industry.</b> Roles and responsibility within the performance industry of performers-actors/ dancers/ singers/ musicians	<b>Component 2</b> Exam Practical performances and devising log coursework: Section 1- Response to a stimulus Section 2- Development and collaboration Section 3-Analysis and evaluation	Introduction to course and different practitioners/ styles of theatre  <b>Mock Component 2:</b> Creating Original Drama- devising work and working notebook.  <b>Live theatre experience 1</b>	<b>Component 2:</b> Creating Original Drama Devising practical work Practitioner focus and working notebook.  <b>Live theatre experience 3</b>
<b>Half term 2</b>	<b>Introduce set text ‘The Crucible’ or ‘Blood Brothers’</b> Understanding the play, themes, characters, social, historical and cultural context	<b>Unit 1- Working in the performance industry.</b> Roles and responsibility within the performance industry of performers-actors/ dancers/ singers/ musicians <b>Exam November</b>	<b>Component 1 exam</b> Section 1- Theatre roles and responsibilities Section 2-Set text Section 3- Live Evaluation- preparation for Mock PP1	<b>Mock Component 2:</b> <b>Creating Original Drama-</b> devising work and working notebook.  <b>Component 1- Drama and Theatre</b> Section A- <u>Antigone</u>	<b>Component 2:</b> Creating Original Drama Practical performance exam and working notebook.  <b>Component 1: Drama and Theatre-</b> Section A/

		<b>Unit 2- Planning and performing</b> Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	<b>Live theatre experience 2</b>	<b>Component 1- Drama and Theatre</b> Section C- Live evaluation question	Section B/ Section C preparation for Mock PP1
<b>Half term 3</b>	<b>Mock of Component 2</b> Rehearsing and developing ideas linked to stimulus and practitioner. Devising log coursework: Section 1- Response to a stimulus Section 2- Development and collaboration Section 3-Analysis and evaluation	<b>Unit 2- Planning and performing</b> Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	<b>Component 3: Texts in Practice</b> Monologue/ Duologue or group x2 extracts Characterisation/ vocal skills/ physical skills/ staging/ space/ atmosphere/ genre	<b>Mock Component 3:</b> Making Theatre-scripted Extract 1- (Monologues) Extract 2-(Duologues) Extract 3- (Group/ ensemble)  <b>Component 1- Drama and Theatre</b> Section B- <b><u>'Metamorphosis'</u></b>  <b>Live theatre experience 2</b>	<b>Component 3:</b> Making Theatre Extract 1- (Monologues) Extract 2-(Duologues) Extract 3- (Group/ ensemble)
<b>Half term 4</b>	<b>Component 2 Exam</b> Rehearsing and developing ideas linked to stimulus and practitioner	<b>Unit 2- Planning and performing</b> Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	<b>Component 3: Texts in Practice</b> Monologue/ Duologue or group x2 extracts Characterisation/ vocal skills/ physical skills/ staging/ space/ atmosphere/ genre  <b>Live theatre experience 3</b>	<b>Component 1: Drama and Theatre</b> Section C- Live Evaluation	<b>Component 3:</b> Making Theatre Extract 1- (Monologues) Extract 2-(Duologues) Extract 3- (Group/ ensemble)  <b>Live theatre experience 4</b>

<b>Half term 5</b>	<b>Component 2 Exam</b> Practical performances and devising log coursework: Section 1- Response to a stimulus Section 2- Development and collaboration Section 3-Analysis and evaluation  <b>Live theatre experience 1</b>	<b>Unit 2- Planning and performing</b> Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	<b>Component 1 exam</b> Section 1- Theatre roles and responsibilities Section 2-Set text Section 3- Live Evaluation	Community based project/working with different theatre companies and practitioners.	<b>Component 1: Drama and Theatre</b> Section A/ Section B/ Section C- Written Exam Revision
<b>Half term 6</b>	<b>Component 2 Exam</b> Practical performances and devising log coursework: Section 1- Response to a stimulus  Section 2- Development and collaboration Section 3-Analysis and evaluation	XXXXXX	XXXXXX	Community based project/working with different theatre companies and practitioners	XXXXXXX

## Curriculum Overview: Music

	Year 7	Year 8	Year 9	Year 10	Year 11
Half Term 1	<b>Hip-Hop Rhythms</b> Notation and performance of Hip-Hop Drum patterns. Project composing Hip-Hop music and performing in an ensemble.	<b>Rhythms of the World 1</b> African Rhythms & Drumming workshop. Spanish Flamenco Composition. Indian Raga & Tala Composition. Projects in these styles.	<b>Hip-Hop Song Writing</b> Construction techniques. Structure of a song, chords patterns, building basslines, Riffs and melody construction. Performing songs and creating own.	<b>Concerto Through Time</b> Study of Baroque/Classical/Romantic styles and their use in the Concerto form. (AoS 2)	<b>Music from Africa and South America</b> Features of the African singing and drumming style and technical language. Features of the Samba singing and drumming style and technical language. Composition project. (AoS 3)
Half Term 2	<b>Keyboard skills</b> Song performance and writing. Treble notation and scales as building blocks. Project on melodic composition.	<b>Rhythms of the World 2</b> Indonesian Gamelan ensemble performance & Latin Samba drumming workshop. Projects in these styles.	<b>Music for the Screen</b> Creating moods in music. Composing for TV Advertising and scenes from suspense films. Performance of film title tracks.	<b>Film Music</b> Analysing moods created in film using musical language. Classical music in film and bespoke film music. Composition project. (AoS 4)	<b>Pop Ballads 1970's/1980's/1990's</b> Features of the style listening using technical language. Composing using music technology and ensemble performances (AoS 5)
Half Term 3	<b>Instrumental Character</b> Introduction to the four sections of the Orchestra. Using 'The Young Person's Guide to the Orchestra. Project on Fanfares.	<b>Story of Pop Music 1</b> The birth of the Blues Blues chord structure. Blues Basslines. Blues riffs. Blues melodic lines. Ensemble performances.	N/A	<b>Solo Artists/Solo Performance</b> Study of musical styles of Solo pop artists 1990-present. (AoS 5) Chosen solo performance piece and study of performing techniques. (AoS 1)	<b>Music from Eastern Mediterranean/Middle East</b> Features of the style. Instruments of the region and technical language associated. Composition project. (AoS 3)
Half Term 4	<b>Chord sequences in Pop Music</b>	<b>Story of Pop Music 2</b> Dance Music Arranging, performing. Synthesized	N/A	<b>Rock 'n' Roll/Ensemble Performance</b>	<b>Composition Coursework</b>

	Song accompaniments and the 4-chord trick. Performances of chord sequences and composition building.	music. Rhythmic ostinatos. Pop riffs. Melodic hooks.		Study of musical styles of artists from 1950's-1960's. (AoS5) Chosen ensemble performance piece and study of ensemble technique. (AoS 1)	Own Brief & Set Brief Composing assignments using 'GarageBand' Music Technology.
<b>Half Term 5</b>	<b>All about the bass</b> Bass notation and repeated patterns. Project on traditional Ground Bass & modern Bass riffs.	<b>Film Music 1</b> Performances of film themes creating contrasting moods. Using musical techniques to compose music to match the mood of the scene.	N/A	<b>Indian Classical &amp; Bhangra Music</b> Stylistic features and technical language. Traditional Instruments and singing styles. Use of technology in modern Indian music. Composition project. (AoS 3)	<b>Listening Exam Preparation</b> Past Papers and timed practice questions. Refining listening and analytical skills using technical musical language.
<b>Half Term 6</b>	<b>Descriptive Music</b> Understanding creating moods in music without pictures. Programme music study of 'Danse Macabre' & '1812 Overture'. Composing using these programmes.	<b>Film Music 2</b> Creating film soundtracks using Leitmotif to represent different moods. Use of minimalism & dissonance to create suspense and tension.	N/A	<b>Rock Anthems 1970's – 1980's</b> Study of musical styles of artists from the period. Musical features using technical language and ensemble performances. (AoS 5)	<b>Study leave</b> leading to GCSE Music listening examination. (J536(05))

#### Subject Specific Information

Insert documents on website from departmental area;

[AQA | Drama | GCSE | Drama](#)

[AQA | Drama | A-level | Drama and Theatre](#)

[Theatre & Performance · V&A \(vam.ac.uk\)](#)

[Welcome to the National Theatre | National Theatre](#)

[V Certs – Technical Education | NCFE | NCFE](#)

[GCSE Drama - AQA - BBC Bitesize](#)

[GCSE - Music \(9-1\) - J536 - OCR](#)