



Cardinal  
Newman  
CATHOLIC SCHOOL

# 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!*

*Psalms 150:3, 6*

## Curriculum Intent

The Performing Arts Department is a vibrant and energetic department, which develops a creative and disciplined approach to the study of Drama, Theatre and Music through a combination of practical and written activities.

Study of Drama, and indeed the Arts, not only enriches knowledge and understanding of a variety of playwrights and theatre practitioners, but also develops the emotional intelligence of the students, producing well-rounded individuals. Students gain a knowledge and understanding of Drama as an Art form, yet also develop skills in leadership, communication, time management, organisation, creativity and self-discipline – all of which will assist students in a variety of career paths. Consequently, Drama is delivered to all students in Year 7 and 8, and as an Option in Year 9 and at Key Stage 4 and 5.

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

### Curriculum Overview: Drama and Performing Arts

	Year 7 Drama	Year 8 Drama	Year 9 Drama	Year 10 VCERT Perf Skills- Unit 1	Year 10 GCSE Drama	Year 11 VCERT Perf Skills- Unit 2
<b>HT1</b>	<b>An introduction to Drama</b> Adverts · Trust · Team Work · Still Image · Drama Rules	<b>Elements of Theatre History</b> · Greek theatre · Shakespeare · Marking the Moment Scripted Performance	<b>Pressures (Devised)</b> · Freeze Frames · Script · Responding to stimuli Improvised Performances. Written Progress review 1.	<b>Performance roles, responsibilities,</b> skills and qualities in the performance industry	<b>Intro to Course</b> · Drama Skills · Team Building <b>Introduce 'The Crucible'</b> Understanding the Play and Characters Practitioner Ref- Stanislavski	LO1: Understand and respond to a live performance production brief
<b>HT2</b>	<b>Pantomime</b> · Stimulus · Rehearsal Skills Improvised performance Assessed.	<b>Oliver Twist (Responding to Stimulus)</b> · Improvisation · Devised Performance Assessment.	<b>Blood Brothers (Script)</b> · Performing to an audience · Characterisation · Hot seating · Group and duo work Scripted Extracts to be Assessed. Written Progress review 2	<b>Performance Industry</b> -national organisations related to employment in the performing arts industry.	<b>Mock Component 2-</b> Devising text Intro Devising And Log Practitioner ref- Brecht Immigration Skills for devising Log	LO2: Understand planning, pre-production and promotion of live performance productions
<b>HT3</b>	<b>Anti-Bullying-</b> Abi's Story/Song Stimulus/Party scenarios · Creating and imagining · Characterisation · Forum Theatre · Response to stimulus · Non-verbal performance Improvised	<b>Brecht-The Threepenny Opera</b> · Continuation of Brecht · Abstract Performance	<b>Written Progress/MYE review 3 Hillsborough (Improvised)</b> · Anti-social behaviour · Hooliganism. · Responding to stimulus · Devised performance to be assessed	<b>Performers-</b> Investigate the promotion behind performers in the Industry.	<b>MYE: Mock Comp 2</b> Performance · Devising Logs: Theory and Practical · Return to The Crucible: Theory and Practical	LO3: Understand rehearsal and development of material as a performer for a live performance production

	Assessments Assessed.					
<b>HT4</b>		<b>Battle cries</b> · Confrontation · Whole class improvisation · Role Play · Duologue Devised Performance Assessment.	<b>Mother Courage and Her Children (Brecht)</b> · Stylised performance · Bridging GCSE skills Scripted Year 9 practical Assessment	<b>Production planning-</b> Roles and responsibilities Production practices.	<b>Component 1</b> prep 2 weeks of prep for 'Splendid' performance Prepare Question for section c of Comp 1 Week 4 Introduce Mock Comp 3	LO4: Understand how to present live performance productions to an audience
<b>HT5</b>	<b>Script Harry Potter.</b> Introduction to Practitioners Scripted performances Assessed. End of year 7 performance Exam.	<b>The Riots</b> · Proxemics · Subtext Thematic Performance. Social Theatre	<b>Game Over-</b> Devised · Computer safety Stimulus · Staging Set Improvised performances	<b>Rehearsal-</b> Exploring the rehearsal processes in performance.	<b>Continued Mock Comp 3</b> Text in Practice -The Crucible, Practitioner Reference- Stanislavski - Mock Practical Exam.	LO5: Understand how to review live performance productions Exam Preparation
<b>HT6</b>		<b>7 Ages of man</b> · Still Images · Responding to stimuli · TIE Devised Performance Assessment.	<b>The Crucible</b> (Devised) · Thematic exploration, · Persecution · Hysteria · Historical Context. Devised Performances.	<b>Planning of a Performance.</b> Performance in preparation Prepare for Unit 2 of Performance Skills.	<b>EOY Exam:</b> Comp 1 Full Paper Commence Comp 2: Devising Drama	

	<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>HT1</b>	Practical: Comp 2: Devising Watch: Oresteia Theory: Comp 1	<b>Component 1:</b> Drama and Theatre Section A Begin teaching selected set text, Antigone	<b>Component 2:</b> Creating Original Drama Devising practical work Practitioner focus.

<b>HT2</b>	Practical: Comp 2: Theory: Comp 2 Devising Log Comp 1/Mock Exam Devising	<b>Mock Component 2:</b> Creating Original Drama Devising Practical work Working Notebooks	<b>Component 2:</b> Creating Original Drama Practical performance exam. <b>Component 1:</b> Drama and Theatre Recap Section A – Antigone
<b>HT3</b>	Practical: Comp 3: Texts in Practice Theory: Comp 1	<b>Component 1:</b> Drama and Theatre Section C Live Theatre Review Written Exam	<b>Component 3:</b> Making Theatre Extract 1- (Group Ensemble/Duo) Extract 2-(Monologues)
<b>HT4</b>	Practical: Comp 3: Texts in Practice: EXAM Watch: Metamorphosis Theory: Comp 1	<b>Component 1:</b> Drama and Theatre Section B Second set text 'Metamorphosis' <b>Mock Component 3-</b> 1 st and 2 <sup>nd</sup> script Extracts	<b>Component 3:</b> Making Theatre Extract 3- (Group Ensemble) Practical Exam Performance.
<b>HT5</b>	Theory: Comp 1 17th May: COMP 1 EXAM	<b>Mock Component 3-</b> 3 <sup>rd</sup> Extract practical Mock Exam	<b>Component 1:</b> Written Exam Revision
<b>HT6</b>		<b>Component 1:</b> PPE Prep Written paper	

## Curriculum Overview: Music

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>HT1</b>	<b>Rhythm</b> Rhythmic notation and performance. Project on Rap music.	<b>World Music 1</b> African Rhythms, Gaelic Jig & Reel & Spanish Flamenco. Projects in these styles.	<b>Solo Instrument study</b> Chosen instrument or voice leading to a performance piece.	<b>Concerto Through Time</b> Baroque/Classical/Roman tic styles with the Concerto. (AoS 2)	<b>Music from Africa and South America</b> Features of the style and technical language. Composition project. (AoS 3)
<b>HT2</b>	<b>Melody</b> Staff notation and performance based on 'Love me Tender'. Project on melodic composition.	<b>World Music 2</b> Indian Raga & Tala, Latin Samba, Indonesian Gamelan, & Caribbean Calypso. Projects in these styles.	<b>Song writing</b> Construction techniques. Performing Songs Learn to use music software.	<b>Film Music</b> Analysing moods created using musical language. Composition project. (AoS 4)	<b>Pop Ballads</b> <b>1970's/1980's/1990's</b> Features of the style and ensemble performances (AoS 5)

<b>HT3</b>	<b>Musical Timbre</b> Instruments of the Orchestra & their families. Project on Peter & the Wolf.	<b>History of Music</b> Baroque, Classical & Romantic Periods. Projects in these styles.	<b>Advertising music</b> Studying advertisement soundtracks, creating musical moods to suit scenes.	<b>Solo Performance</b> Chosen piece and study of performing techniques. (AoS 1)	<b>Music from Eastern Mediterranean/Middle East</b> Features of the style and technical language. Composition project. (AoS 3)
<b>HT4</b>	<b>Pentatonic Scales</b> Ensemble performance & improvisation. Project on Pentatonic Composition.	<b>History of Music</b> The birth of the Blues & Jazz styles. Projects in these styles.	<b>Group Performance</b> Whole class set performances. Study leading to a chosen ensemble performance.	<b>Ensemble Performance</b> Chosen piece and study of ensemble technique. (AoS 1)	<b>Composition Coursework</b> Own Brief & Set Brief assignments
<b>HT5</b>	<b>Ostinato/Harmony</b> Primary chord triads accompanying melodies. Ensemble performances & composition.	<b>History of Pop Music</b> 1950's Rock 'n' Roll, Do-Wop & 1960's Motown, Britpop. Ensemble Performances.	<b>Theory in Practice</b> Time Signatures, chords, textures, melodic devices, cadences & structure.	<b>Indian Classical &amp; Bhangra Music</b> Features of the style and technical language. Composition project. (AoS 3)	<b>Listening Exam Preparation</b> Past Papers and practice questions.
<b>HT6</b>	<b>Musical Texture</b> Understanding graphic scores and using them in Performance and Composition	<b>History of Pop Music</b> 1970's Disco & 1980's Solo Artists. Ensemble Performances.	<b>History of Popular Music</b> 1990 – Present Pop Ballads and Solo Artists.	<b>Rock Anthems 1970's – 1980's</b> Features of the style and ensemble performances. (AoS 5)	<b>GCSE exams</b>

### Subject Specific Information

Insert documents on website from departmental area