



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!
Psalm 150:3, 6*

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
Term 1	An introduction to Drama Still image/ Group work/ Vocal skills/ Physical skills/ Mime	Melodrama Silent Movie/ Exaggeration/ Stock characters/ Mime/ Story telling	Practitioners Exploring key styles of theatre and element of drama through exploration of practitioners- Stanislavski/ Brecht/ Berkoff/ Paper Birds/ Frantic Assembly
Term 2	Pantomime- Scripted Stock characters/ Plot/ Song/ Dance/ Acting skills/ Direct Address/ Audience participation/ Learning lines	Arson About- Scripted Characters/ Plot/ Themes/ Act skills/ Learning lines	Help- Scripted
Term 3	Harry Potter- Devised Imagination/ Devising/ Characterisation/ Vocal skills/ Physical skills/ Group work/ Collaboration	Issues- Devised Imagination/Devising/ Characterisation/ Vocal skills/ Physical skills/ Group work/ Collaboration	Pressures (Devised) Creating/ Devising/ Collaboration/ Acting Skills/ Responding to a stimulus/ Creative thinking-Stimulus material is- <i>Craig & Bentley/ Honeytrap/ Hillsborough/ Pressure by Queen</i>

	Year 10 GCSE Drama	Year 11 VCERT Performance Skills	Year 11 GCSE Drama	Year 12 A Level Drama and Theatre	Year 13 A Level Drama and Theatre
Half term 1	Intro to Course · Drama Skills · Team Building Introduce set text ‘The Crucible’ or ‘Blood Brothers’ Understanding the play, themes, characters, social, historical and cultural context	Unit 1- Working in the performance industry. Roles and responsibility within the performance industry of performers-actors/ dancers/ singers/ musicians	Component 2 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 Mock Component 2: Creating Original Drama-devising work and working notebook. Live theatre experience 1	Component 2: Creating Original Drama Devising practical work Practitioner focus and working notebook. Live theatre experience 3
Half term 2	Introduce set text ‘The Crucible’ or ‘Blood Brothers’ Understanding the play, themes, characters, social, historical and cultural context	Unit 1- Working in the performance industry. Roles and responsibility within the performance industry of performers-actors/ dancers/ singers/ musicians Exam November Unit 2- Planning and performing Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	Component 1 exam Section 1- Theatre roles and responsibilities Section 2-Set text Section 3- Live Evaluation- preparation for Mock PP1 Live theatre experience 2	Mock Component 2: Creating Original Drama- devising work and working notebook. Component 1- Drama and Theatre Section A- <u>Antigone</u> Component 1- Drama and Theatre Section C- Live evaluation question	Component 2: Creating Original Drama Practical performance exam and working notebook. Component 1: Drama and Theatre- Section A/ Section B/ Section C preparation for Mock PP1
Half term 3	Mock of Component 2 Rehearsing and developing ideas linked	Unit 2- Planning and performing	Component 3: Texts in Practice Monologue/ Duologue or group x2 extracts	Mock Component 3: Making Theatre-scripted Extract 1- (Monologues) Extract 2-(Duologues)	Component 3: Making Theatre Extract 1- (Monologues) Extract 2-(Duologues)

	to stimulus and practitioner. Devising log coursework: Section 1- Response to a stimulus Section 2- Development and collaboration Section 3-Analysis and evaluation	Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	Characterisation/ vocal skills/ physical skills/ staging/ space/ atmosphere/ genre	Extract 3- (Group/ ensemble) Component 1- Drama and Theatre Section B- <u>'Metamorphosis'</u> Live theatre experience 2	Extract 3- (Group/ ensemble)
Half term 4	Component 2 Exam Rehearsing and developing ideas linked to stimulus and practitioner	Unit 2- Planning and performing Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	Component 3: Texts in Practice Monologue/ Duologue or group x2 extracts Characterisation/ vocal skills/ physical skills/ staging/ space/ atmosphere/ genre Live theatre experience 3	Component 1: Drama and Theatre Section C- Live Evaluation	Component 3: Making Theatre Extract 1- (Monologues) Extract 2-(Duologues) Extract 3- (Group/ ensemble) Live theatre experience 4
Half term 5	Component 2 Exam Practical performances and devising log coursework: Section 1- Response to a stimulus Section 2- Development and collaboration Section 3-Analysis and evaluation	Unit 2- Planning and performing Exam brief/ acting/ theatre roles/ design roles/ marketing roles.	Component 1 exam Section 1- Theatre roles and responsibilities Section 2-Set text Section 3- Live Evaluation	Community based project/working with different theatre companies and practitioners.	Component 1: Drama and Theatre Section A/ Section B/ Section C- Written Exam Revision

	Live theatre experience 1				
Half term 6	Component 2 Exam 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

KS3 Music	Year 7	Year 8	Year 9
8-week carousel running alongside music-based electives and extra-curricular activities.	Elements of Music: duration, pitch, dynamics, standard notation and keyboard skills, composition	Rhythms of the World: djembe and West African drumming, exploring other world music traditions, rhythm, whole class performance	Pop and Rock: ukulele skills, creating chords, analysing song structures, small group performance

Eduqas GCSE Music	Year 10	Year 11
Half Term 1	Establishing mastery of music theory: sonority/instrumentation for composition, circle of 5ths, standard notation using treble, bass and alto clefs, melodic and harmonic intervals. Begin aural training (i.e. notating rhythm, pitch and intervals by ear).	Composition coursework and performance exam preparation: students compose in response to own briefs, applying musical theory knowledge acquired in Year 10. Interleaved with continuous review of elements of music and aural training. Opportunities for group performance and feedback.
Half Term 2	Developing appraisal skills: applying elements of music to offer technical and expressive appraisals of music from across the areas of study (Western Classical Tradition, Music for Ensemble, Film Music, Pop/Rock).	Composition coursework and performance exam preparation: students compose in response to Eduqas set briefs, applying musical theory knowledge acquired in Year 10. Interleaved with continuous review of elements of music and aural training. Opportunities for group performance and feedback.
Half Term 3	AOS1: Eduqas set piece 1, Western Classical Tradition: detailed study of 'Badinerie' by J.S. Bach; musical features and devices typical of Baroque, Classical and Romantic music.	Appraisal exam preparation (set pieces): revising set pieces ('Badinerie' by J.S. Bach and 'Africa' by Toto) and continuing aural training. Weekly exam questions. Own brief and set brief composition feedback and finalisation.
Half Term 4	AOS2: Music for Ensemble: musical features and devices typical of chamber and choral music, blues and jazz ensembles.	Appraisal exam preparation: more frequent exam questions, focusing on timing and exam technique. Aural training using examples from across the 4 areas of study.
Half Term 5	AOS4: Eduqas set piece 2, Pop & Rock: detailed study of 'Africa' by Toto, musical features and devices pop and rock music.	Appraisal exam preparation: more frequent exam questions, focusing on timing and exam technique. Aural training using examples from across the 4 areas of study.
Half Term 6	AOS3: Film Music: musical features and devices typical of film music; applying music theory to craft music with intention.	XXXXXX

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](#)