

Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.

KS3 (Level 1)	KS4 Performing Arts (Level 1/ 2)	KS4 GCSE DRAMA	KS5 (Level 3)	Further Education and training	Careers
<p>During Yrs7 & 8 Dance and drama rotate on a half termly basis which equates to each subject receiving one hour a fortnight.</p> <p>As the students move into Yr 9 Dance and Drama combine into 1 "Performing Arts" lesson and the students receive one lesson a fortnight</p> <p>Year 7 Drama - Basic Skills</p> <p>Knowledge: Team building, Still Images, Thought-Tracking, Actor as Object.</p> <p>Skills: Cooperation, collaboration, creativity, facial expression, levels, body language. Working to a deadline.</p> <p>Year 7 Drama - Silent Movies</p> <p>Knowledge: The history of Silent Movies and key actors of that era. Understanding of melodrama and stock characters.</p> <p>Skills: Facial expression, gesture, proxemics and spatial awareness,</p>	<p>Year 10 (Eduqas)</p> <p>Knowledge: Working to a brief performing existing material. Researching repertoire. Understanding roles and responsibilities within the performing arts industry.</p> <p>Skills: Performing chosen discipline, using existing material.</p> <p>Year 11 (AQA Tech Award)</p> <p>Knowledge: Knowing key terminology, writing a theatre review, understanding how to market a production, recognising target audiences, identifying suitable venues, knowledge of types of staging and the pros and cons of each. Refining performance skills in selected roles (i.e.) voice/singing - breathing technique, breath control, rib reserve, diction, articulation, tongue placement, suitable warm ups.</p>	<p>Year 10 (OCR 1-9)</p> <p>Knowledge: Learning about 'Blood Brothers the Musical' The context / themes / playwright's intention. Key scenes and character analysis. Understanding of devising process from research and exploring a stimulus.</p> <p>Skills: Working as part of a group to devise a performance. Utilising conventions and techniques. Evaluating own work.</p> <p>Year 11 (OCR 1-9)</p> <p>Knowledge: Understanding of key script (Chalk Farm) for Presenting and Performing texts. Clear understanding of own artistic intentions and terminology. Continue studying 'Blood Brothers'</p>	<p>Students complete all units over the two year course, where they study units depends on the year of entry, as teaching is done on a two year rotation.</p> <p>Year 12 & 13</p> <p>Unit 1 - Prepare to work in the PA Sector.</p> <p>Knowledge: How to sustain a career in the PA industry, self promotion, marketing, contracts</p> <p>Skills: Prepare an audition piece in chosen discipline, interview to camera. Write a letter of application for a fictitious job.</p> <p>Unit 2: Proposal for a Commissioning Brief.</p> <p>Knowledge: How to put on an event in the role of an Arts Administrator.</p>	<p>Degree in Drama Degree in Dance Degree in Music Degree in Acting (Drama School) Degree in Musical Theatre Degree in Stage craft Degree in Performing Arts</p> <p>Drama School (Diploma courses in various disciplines)</p>	<p>Actor</p> <p>Dancer</p> <p>Vocalist</p> <p>Musician</p> <p>Teacher</p> <p>Education Officer</p> <p>Voice over artist</p> <p>Technical Theatre Crew</p> <p>Lighting Designer</p> <p>Sound Engineer</p> <p>Producer</p> <p>DJ</p> <p>Live Artist</p> <p>Choreographer</p> <p>Entertainment Agent</p>

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<p>and the conventions of a style of performance: slapstick mime and melodrama.</p> <p>Year 7 Drama - Matilda - Musical Theatre</p> <p>Knowledge: Plot of 'Matilda' Background of Roald Dahl. Genre of Musical Theatre and its conventions.</p> <p>Skills: Characterisation, working with a script, using props, using multiple disciplines at once. Voice, diction, articulation, accent, projection, body language, being old/young/opposite gender.</p> <p>Year 8 Drama - Physical Theatre</p> <p>Knowledge: The features of physical theatre. Well known Physical theatre companies such as Frantic Assembly and Gecko.</p> <p>Skills: Using different levels of tension, applying physical theatre/ stylised/ abstract movements to a performance.</p> <p>Year 8 Drama - Frank Miller</p>	<p>Refining production roles (i.e.) Director - blocking scenes, characterisation, organising rehearsal schedule, liaising with technical team members.</p> <p>Skills: Analysing live theatre, proxemics, character relationships, answering exam questions using correct terminology, responding to practitioner workshops, designing set, lighting & sound. Writing cue sheets.</p>	<p>Skills: Performing a monologue and duologue, considering blocking and delivery.</p> <p>Articulating answers for a written exam and writing a live theatre review, using correct terminology.</p>	<p>Knowledge of venues and performance spaces, risk assessments, health and safety, contingency planning, scheduling, budgeting.</p> <p>Skills: Articulating an exciting pitch. Attention to detail surrounding staging an event. Creating a risk assessment. Managing a budget, being creative with acts for an event, creating a suitable schedule and timeline.</p> <p>Unit 3 - Influential Performance Practice.</p> <p>Knowledge: Understanding of various practitioners.</p> <p>Skills: Responding to statement both practically and in a written statement.</p> <p>Unit 9 - Acting Technique Internal Unit studied for duration of course.</p> <p>Knowledge: History of acting/ theatre, styles and genres. Understanding the techniques and</p>	<p>Set Designer</p> <p>Costume Designer</p> <p>Presenter</p> <p>Children's Entertainer</p> <p>Theatre Manager</p> <p>Front of House Staff</p> <p>Cruise ship performer</p>
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<p>Knowledge: Understanding the technique 'Teacher in Role' Drama terminology such as 'hot seating' and 'back story'</p> <p>Skills: Improvising without blocking, creating a devised piece from a collaboratively made story. Using proxemics, empathy, hot seating to develop a back story. Performing with an accent.</p> <p>Year 8 Drama - Stage Combat</p> <p>Knowledge: What is a Knap and how to create a knap? Health and safety, use of stage for most effective fight scenes.</p> <p>Skills: How to create different strikes and knaps, timing of strikes, facial expressions, reactions, performing using Shakespeare.</p> <p>Year 9 Drama - Practitioners</p> <p>Knowledge: Understanding of key practitioners and their methodologies and techniques (including Stanislavski, Berkoff, /Brecht, Paper Birds</p>			<p>methodologies of various practitioners.</p> <p>Skills: Applying techniques and methodologies to own work. Performing in a variety of styles from Naturalism to Absurd.</p> <p>Unit 13 - Dance Technique</p> <p>Knowledge: History of dance -various genres. Understanding socio political context.</p> <p>Skills: Techniques in contrasting dance styles (ballet & tap).</p> <p>Unit 26 - Singing Technique</p> <p>Knowledge: Understanding how the voice works, how to warm up safely and effectively, how to care for the voice. Understanding of own strengths and weaknesses. Annotating a score.</p> <p>Skills: Accurately singing as a soloist, as part of an ensemble, reading</p>		
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<p>Skills: Using methodologies and techniques of key practitioners within performance tasks</p> <p>Year 9 Drama - Production Skills/Technical Theatre</p> <p>Knowledge: Understanding of production roles and responsibilities. Knowing different lights, use of colour, lighting and SFX cue sheets, Set design, types of plans and how to construct a model box, stage make up and costume design.</p> <p>Skills: Creating a model box, writing up a lighting and SFX cue sheet. Make up design including special fx.</p> <p>Year 9 Drama - PA collaboration 'Hamilton'</p> <p>Knowledge: How the three disciplines fit together in MT</p> <p>Skills: Acting through song, blocking a scene</p>			<p>information on sheet music, warm up effectively.</p> <p>Unit 32 - Arts Administration</p> <p>Knowledge: Understanding of various protocols in the position of an arts administrator - types of contracts, health and safety, risk assessments, contingency planning, overcoming obstacles, promotion and marketing, funding in various sectors, logistics, unions.</p> <p>Skills: Articulating answers in a written paper, on all areas listed above, clearly and in detail.</p>		
During Yrs7, 8 and 9 students have Music for one hour a week throughout each year.					

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DANCE KS3 (Level 1)		KS4 GCSE Dance	KS5 (Level 3) Dance	Further Education and training	Careers
<p>Year 7 Dance Autumn - Time Capsule</p> <p>Knowledge: Learning different dance styles - Hip Hop, Disco and Charleston. Subject specific terminology ie Syncopation</p> <p>Skills: Keeping time, correct steps and movements, picking up a routine, correct posture.</p> <p>Yr 7 Dance Spring - Buggy Malone</p> <p>Knowledge: Focusing on the performance skills required to present a piece of Musical Theatre choreography.</p> <p>Skills: Relationships with other dancers, characterisation through facial expression and body language as well as choreographic opportunities through adding their own movements.</p>		<p>Yr 10 AQA GCSE Dance</p> <p>Component 1: Performance and choreography</p> <p>Component 2: Dance appreciation</p> <p>Knowledge: Students are introduced to the "Set Studies" Two short sequences of contemporary-based movement which they are required to perform. They will also be shown and create notes on the "Anthology" which is a series of 6 professional works which they will be required to write about in their component 2 written exam. Choreography will be introduced</p>		<p>If students choose to leave after GCSE there are various A-Level and equivalent course offered by local schools and colleges. City College Norwich specifically offers both full time Dance and Musical Theatre options</p> <p>Post A-Level students may pursue: Degree in Dance Degree in Musical Theatre Degree in Performing Arts Performing Arts School (Diploma courses in various disciplines) Apprenticeships with professional dance companies</p>	<p>Dancer</p> <p>Choreographer</p> <p>Teacher</p> <p>Education Officer</p> <p>Dance animateur</p> <p>Entertainment Agent</p> <p>Set Designer</p> <p>Costume Designer</p> <p>Presenter</p> <p>Children's Entertainer</p> <p>Front of House Staff</p> <p>Cruise ship performer</p>

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<p>Yr 7 Dance Summer - Matilda</p> <p>Knowledge: Introduction to a complete piece of choreography. Students are taught the skills to work as a group whilst utilising their own creativity.</p> <p>Skills: Unison, canon and levels are all combined with performance skills to recreate "Bruce!" from Matilda</p> <p>Year 8 Dance Autumn - Tutting</p> <p>Knowledge: Background and origins of 'Tutting' - a subgenre of Hip Hop</p> <p>Skills: Intricate hand and arm movements, time keeping, adapting and extending a routine, adding full body/leg movements.</p> <p>Year 8 Dance Spring - Hairspray</p> <p>Knowledge: Students will continue the work started on Musical Theatre with Bugsy Malone in Yr 7 by learning a more complex, technical piece of dance. However, the piece still requires the performance skills introduced in Yr 7</p>		<p>Skills: Multiple new skills will be introduced, both practically and through academic context. Students will be taught to answer extended questions using the knowledge they have gained about both professional works and their own experiences performing. Contemporary Dance will be the practical focus and a range of varied new skills will be introduced.</p> <p>Yr 11 AQA GCSE Dance</p> <p>Component 1: Performance and choreography</p> <p>Component 2: Dance appreciation</p>			Arts administration
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<p>Skills: As well as the usual timing aspect, students will learn 1960s specific movements and will combine these with their previous work on canon and syncopation</p> <p>Year 8 Dance Summer - Contemporary</p> <p>Knowledge: Students will learn a piece of choreography based on Release Technique which is an athletic, floor-based, fluid style that requires a sense of “release” to encapsulate</p> <p>Skills: Release to the floor, weight transfer, breathing techniques</p> <p>Year 9 Dance Autumn - Practitioners</p> <p>Knowledge: Students will take part in a series of workshops designed to introduce them to different dance practitioners</p> <p>Skills: Multiple new technical terminology and steps as well as background context of the practitioner</p> <p>Year 9 Dance Spring - Hip Hop</p>		<p>Students continue work on their Set Studies and will complete these early in the year so that they are able to focus on their solo and group choreographic tasks.</p> <p>Work will also continue on the Dance Anthology in preparation for their final exam.</p>			
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<p>Knowledge: Building in the work introduced in Breakdancing in Yr 7 the students are taught a piece of Hip Hop choreography that requires style-specific performance</p> <p>Skills: Syncopation, timing, style-specific movements and performance qualities</p> <p>Year 9 Dance Summer - Choreography</p> <p>Knowledge: Using the musical Hamilton as a base the students will be required to understand sequences of movement in a contemporary Hip Hop style.</p> <p>Skills: Manipulation of a sequence to personalise it. Learning an initial routine and utilising techniques such as fragmentation, retrograde, repetition and addition to devise something new.</p>					
Music KS3 (Level 1)					
Year 7 Music Autumn 1 - The elements of music					

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<p>Knowledge: Students will learn basic elements of Pitch, Tempo, Dynamics, Rhythm/Duration, Texture, Timbre/Sonority, Articulation & Silence through listening and appraising.</p> <p>Skills: Students will learn and perform a song to develop core skills.</p> <p>Year 7 Music Autumn 2 - Rhythm</p> <p>Knowledge: Students will build on the 4th element of music 'rhythm' gaining an understanding of different rhythms and how they are notated.</p> <p>Skills: Being able to write and compose rhythms, perform rhythms with others.</p> <p>Year 7 Music Spring 1 - Instruments of the orchestra</p> <p>Knowledge: Students will gain an understanding of the different orchestral instruments, how they work and their functions.</p> <p>Skills: Students will continue to develop their understanding and use of the elements of music</p>					
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<p>through listening and appraising in this SOL.</p> <p>Year 7 Music Spring 2 - Reading music & Keyboard skills</p> <p>Knowledge: Students will learn the notes of the treble clef and C major scale on the keyboard. This will build students prior knowledge of rhythm notations and understanding of the element pitch.</p> <p>Skills: Writing a piece in AABA form using all notes of the keyboard, and performing in correct time. Students will also perform Fur Elise accurately with correcting pitch and timing.</p> <p>Year 7 Music Summer 1: Eastern Music</p> <p>Knowledge: Students will continue to develop their listening and appraising skills/Elements of music through learning about Traditional Chinese Music, Indonesian Gamelan and Hindustani (North Indian) Classical music.</p> <p>Skills: Build on knowledge learnt on scales through use of Pentatonic scales and Indian ragas (8 note scales). Students to continue</p>					
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<p>building composition skills using these.</p> <p>Year 7 Music Summer 2 - We can sing</p> <p>Knowledge: Students to build on basic singing techniques started through the year learning good breathing, posture, articulation and projection. Students will also learn the benefits of singing.</p> <p>Skills: Students will perform with others and be given the chance to perform a solo working on skills such as singing in harmony, cannon and following a conductor.</p> <p>Year 8 Music Autumn 1 - Western Classical Music</p> <p>Knowledge: Pupils will develop an understanding of the wider picture of Western Classical Music and build a framework to place pupils' understanding of previous and future listening music within.</p> <p>Skills: Pupil will continue to develop key performance and composition skills through features used in their context (ie. Ground Bass, Improvisation, Theme and Variations, Programmatic Music).</p>					
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<p>Year 8 Music Autumn 2 - Ukulele</p> <p>Knowledge: Pupils will build understanding on organisation of pitch and instruments, learning the five chords of C, F, G D Major and Am.</p> <p>Skills: Students will learn to play chords on the ukulele and how to progress between each chord. They will perform all of the three assessment songs individually or with a partner keeping a steady tempo.</p> <p>Year 8 Music Spring 1 - The Blues</p> <p>Knowledge: Pupils will continue to develop their understanding of chords, timelines and cultures of music learning about blues music and the 12 bar blues.</p> <p>Skills: Pupils will be able to perform and improvise over a 12 bar blues structure.</p> <p>Year 8 Music Spring 2 - Pop Music</p> <p>Knowledge: Pupils will continue to develop their understanding of structure, timelines and cultures of</p>					
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<p>music learning how popular music exists; hooks and riffs and structure of pop songs.</p> <p>Skills: Be able to perform a melody and bass riff together with a partner.</p> <p>Year 8 Music Summer 1: Eastern Music (2022 only)</p> <p>Knowledge: Students will continue to develop their listening and appraising skills/Elements of music through learning about Traditional Chinese Music, Indonesian Gamelan and Hindustani (North Indian) Classical music.</p> <p>Skills: Build on knowledge learnt on scales through use of Pentatonic scales and Indian ragas (8 note scales). Students to continue building composition skills using these.</p> <p>Year 8 Music Summer 2 - We can sing (2)</p> <p>Knowledge: Students to build on basic singing techniques learnt in year 7, continuing to build an understanding of what is good breathing, posture, articulation and projection. Students will also learn the benefits of singing with others.</p>					
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<p>Skills: Students will perform with others and be given the chance to perform a solo working on skills such as singing in harmony, cannon and following a conductor.</p> <p>Year 9 Music Autumn 1 - Western Classical Music (2022 only)</p> <p>Knowledge: Pupils will develop an understanding of the wider picture of Western Classical Music and build a framework to place pupils' understanding of previous and future listening music within.</p> <p>Skills: Pupils will continue to develop key performance and composition skills through features used in their context (ie. Ground Bass, Improvisation, Theme and Variations, Programmatic Music).</p> <p>Year 9 Music Autumn 2 - Developing chords</p> <p>Knowledge: Pupils will tie together prior knowledge on Chords learning what a triad is and how to construct major and minor chords and chord sequences. Pupils will also build an understanding of different chord styles and inversions.</p>					
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<p>Skills: Pupils will be able to play major & minor chords, inversions, chord styles and compose and perform a chord sequence.</p> <p>Year 9 Music Spring 1 - Songwriting</p> <p>Knowledge: Pupils will understand what makes a good song and understand lyrics, conjunct/disjunct movement and drum beats.</p> <p>Skills: Students will take previous knowledge of chords and pop music to compose a chord sequence and melody, adding lyrics, hooks, riffs and a drum beat.</p> <p>Year 9 Music Spring 2 - Writing about music</p> <p>Knowledge: Students will expand their knowledge of classical music, and musical elements (particularly texture and tonality) looking at Benjamin Britten's sea pictures and learning how to write about music using the elements. This will directly feed into KS4 options.</p> <p>Skills: How to write an extended answer in music.</p>					
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<p>Year 9 Music Summer 1 - Musical Theatre</p> <p>Knowledge: Understand different types of musicals and how musical elements are used in musical theatre.</p> <p>Skills: Pupils will choose to either write an extended answer on musical theatre, perform an own choice of musical theatre song or compose an own musical theatre song, all building on previous skills learnt.</p> <p>Year 9 Music Summer 2 - PA collaboration 'Hamilton'</p> <p>Knowledge: How the three disciplines fit together in MT</p> <p>Skills: Acting through song, blocking a scene</p>					
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