

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 Music	KS5 (Level 3) ▼	Further Education and training ▼	Careers
<p>During Years 7-9, Performing Arts lessons consist of a mix of dance and drama focused schemes of learning. Students receive two lessons per fortnight. The disciplines - Dance, Drama and Musical Theatre are allocated a term each.</p> <p>Year 7 - Aut 1 & 2: Dance 'Dancing Through The Decades'</p> <p>Knowledge: Understanding of different key dances through time. Knowing the recognisable features of each dance and the origins of each one.</p> <p>Skills: Timing, precision, creating formations, re-ordering/ fragmentation, cannon, unison</p> <p>Year 7 Drama – Spring 1: Introduction to Theatre – Greek Theatre</p> <p>Year 7 Drama - Spring 2: Silent Movies</p>	<p>Year 10 (BTEC) The first unit undertaken is Component 2. This takes place as a controlled assessment in response to a given theme. This affords students the opportunity to re-sit a unit in Year 11 if necessary.</p> <p>Comp 2 ' Developing Skills & Techniques in the Performing Arts'</p> <p>Knowledge: Understanding roles and responsibilities within the performing arts industry. Understanding what performance is, the different types of performances and why performance exists.</p> <p>Skills: Performing chosen discipline, using existing material. Evaluating and analysing the work of professionals.</p> <p>Year 11</p> <p>Comp 1 'Exploring the Performing Arts'</p>	<p>GCSE music is comprised of 3 components which all students study.</p> <p>Component 1 - Performing Years 10 & 11 Solo and ensemble performance</p> <p>Knowledge: Students will understand the techniques needed for their instrument/voice and be able to read the sheet music for their performance (as appropriate)</p> <p>Skills: Students will learn and prepare a solo and ensemble performance recording.</p> <p>Component 2 - Composition Year 10 Free composition: Soundtrack</p> <p>Year 11</p>	<p>Students complete all units over the two year course, where they study units depending on the year of entry, as teaching is done on a two year rotation. The following units are mandatory on a Musical Theatre pathway.</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>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 Dancer Vocalist Musician Teacher Education Officer Voice over artist Technical Theatre Crew Lighting Designer Sound Engineer Producer DJ Live Artist Choreographer Entertainment Agent</p>

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<p>Knowledge: The history of Silent Movies and key actors of that era. Understanding of slapstick , melodrama and stock characters.</p> <p>Skills: Facial expression, gesture, proxemics and spatial awareness, and the conventions of a style of performance: slapstick mime and melodrama.</p> <p>Year 7 Drama & Dance - Summer term: Matilda (characterisation and choreography) .</p> <p>Carried out over a full term.</p> <p>Drama Knowledge: Plot of 'Matilda' Background of Roald Dahl. Genre of Musical Theatre and its conventions. Understanding how to adapt to take on a character (facial expression/ body language/ voice).</p> <p>Drama 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. Choreographing 'Bruce' as a class, using the RSC 's methods.</p>	<p>Knowledge: Understanding of performance styles, working as a performer or designer in acting , dance or musical theatre. How roles and responsibilities of professionals and the processes used to create performance. How performers communicate ideas to an audience through stylistic features and qualities. Understanding of the production process.</p> <p>Skills: Performance skills - Physical / Vocal / interpretive skills. Being prepared, warming up & cooling down. Design skills.</p> <p>Comp 3 'Responding to a Brief'</p> <p>Students respond to a brief in a task carried out under supervised conditions. The window for this is May/June.</p> <p>Knowledge: Understand how to respond to a brief. Recognising target audiences, Refining performance skills in selected roles (i.e.) voice/singing - breathing technique, breath control, rib reserve, diction,</p>	<p>Set brief: Songwriting (or similar)</p> <p>Knowledge: Students will study compositional devices used and how these work together.</p> <p>Skills: Students will compose a free composition for a film clip and set brief composition in a song style (as appropriate to the brief set by the exam board)</p> <p>Component 3 - Appraising</p> <p>Knowledge: students will study the elements of music and how these are used in 8 set works.</p> <p>Skills: Students will be able to recognise and write critically about how composers use the elements of music in the set works studied.</p> <p>These are studied in the sequence of learning set out below:</p> <p>Year 10 - Autumn 1</p>	<p>Knowledge: How to put on an event in the role of an Arts Administrator. 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>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>Dance Knowledge: Introduction to a complete piece of choreography. Students are taught the skills to work as a group whilst utilising their own creativity to choreograph 'Bruce' as a class, using the RSC 's methods.</p> <p>Dance Skills: Unison, canon and levels are all combined with performance skills to recreate "Bruce!" from Matilda</p> <p>Year 8 - Autumn 1 & 2: Dance 'Street Dance</p> <p>Knowledge: An understanding of this vernacular style of dance. Knowing key characteristics and stylistic features.</p> <p>Skills: Performing Break Dance and Hip Hop</p> <p>Year 8 Drama – Spring 1: Development of Theatre (Elizabethan) Shakespeare focus.</p> <p>Knowledge: Understanding of Theatre in the Elizabethan era and</p>	<p>articulation, tongue placement, suitable warm ups. Refining production roles (i.e.) Director - blocking scenes, characterisation, organising rehearsal schedule, liaising with technical team members.</p> <p>Skills: Developing skills and techniques in response to a brief. Evaluating the development process and outcome in response to a brief.</p>	<p>Overview of set works</p> <p>Year 10 - Autumn 2 Structure in music</p> <p>Year 10 - Spring 1 Instrumentation</p> <p>Year 10 - Spring 2 Dynamics</p> <p>Year 10 - Summer 1 Tempo, rhythm and metre</p> <p>Year 10 - Summer 2 Texture</p> <p>Year 11 - Autumn 1 Melody</p> <p>Year 11 - Autumn 2 Tonality</p> <p>Year 11 - Spring 1 Harmony</p>	<p>Knowledge: History of acting/ theatre, styles and genres. Understanding the techniques and 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</p>		
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<p>key practitioners (Marlowe , Shakespeare). Understanding how a theatre would look (focus on The Globe).</p> <p>Skills: Performing Shakespeare. Introduction to Iambic Pentameter. Stage directions, Audience awareness. Vocal and physical skills.</p> <p>Year 8 Drama – Spring 2: Physical Theatre Focusing on practitioners Frantic Assembly and Gecko and their signature features.</p> <p>Knowledge: Knowing the background of the companies, how they rehearse and create material. Methodologies and stylistic features of their works.</p> <p>Skills: Frantic Assembly – Building Blocks, creating Chair Duets and Lifts.</p> <p>Year 8 Drama - Summer 1 Musical Theatre – Mary Poppins Focus. Acting Through Song, working with text.</p> <p>Knowledge: Key Features of Musical Theatre. Understanding the term Triple Threat. Synopsis of Mary Poppins. Storytelling through a song.</p>			<p>weaknesses. Annotating a score.</p> <p>Skills: Accurately singing as a soloist, as part of an ensemble, reading 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> <p>We currently offer pathways in Musical Theatre, Acting, Dance and Theatre Production. Students select pathway optional units in</p>		
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<p>Skills: Vocal skills – projection, diction, pitch. Stamina – singing and dancing at the same time.</p> <p>Year 8 Drama - Summer 2 '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/ West Side Story.</p> <p>Year 9 Autumn 1 & 2 'World Dance' Focus on Gumbo, African Dance and Bhangra.</p> <p>Knowledge: Understanding of the origins of each dance, differences and similarities between dances. An understanding of various cultures within performing arts.</p>			<p>consultation with their teacher, allowing a bespoke experience.</p>		
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<p>Skills: Polyrhythms, call & response, body percussion, timing, spatial awareness</p> <p>Year 9 - Spring 1 ‘Working with a script’ Students will focus on DNA by Dennis Kelly.</p> <p>Knowledge: Understanding of stage directions, blocking, stage configurations. Approaching a text in rehearsal.</p> <p>Skills: Use of voice, body language and facial expression, directing and taking direction, units and objectives, character motivation.</p> <p>Year 9 - Spring 2 Devising using a stimulus. Students are given a range of stimuli. They will research and develop their ideas and bring their performance to life.</p> <p>Knowledge: Understanding the devising process, researching and narrowing down ideas. How to workshop and rehearse devised work.</p> <p>Skills: Creating devised material. Collaborating and working as part of a small company/group. Negotiation.</p> <p>Year 9 - Drama - Summer 1</p>					
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<p>TIE/Verbatim - Paperbirds Techniques</p> <p>Knowledge: Understanding of T.I.E - what is its purpose? Why is it useful? Understanding how to collect Verbatim material.</p> <p>Skills: Selecting appropriate educational topics. Researching. Creating a narrative / script/ rehearsing and performing. Using the Paperbird technique to create meaningful performances.</p> <p>Year 9 - Summer 2 – Technical Theatre</p> <p>Knowledge: Understanding of the roles and responsibilities in the technical area of performance. Educating students on possible career pathways.</p> <p>Skills: Hands on experience in lighting / sound/ stage make up. Students will learn about cue sheets, Foley Sound, use of colour, SFX make up such as bruises, cuts, how to age an actor.</p>					
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Music KS3 (Level 1)					
<p>Year 7 - Autumn 1 'La la land: Rhythm and Jazz'</p> <p>Knowledge: Students will develop an understanding of rhythm values, what a beat is and basic Jazz techniques.</p> <p>Skills: Students will be able to compose and annotate basic rhythms and identify jazz features used.</p> <p>Year 7 - Autumn 2 'Music videos: Something like this/What makes you beautiful'</p> <p>Knowledge: RSL Book 1, Topics 1-3: Finger numbers, The Stave, Treble Clef, Note Values, reading notes C, D & E, Pitch, Dynamics.</p> <p>Skills: Students will be able to read and perform a song using notes C, D & E on the keyboard and singing.</p> <p>Year 7 - Spring 1 'Folk Music'</p> <p>Knowledge: Students will understand what folk music is and recognise musical features used in folk music.</p>					

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<p>Skills: Students will be able to perform and compose folk music using elements learnt.</p> <p>Year 7 - Spring 2 'When the saints: Songs using 5 notes'</p> <p>Knowledge: RSL Book 1, Topic 4: Time Signatures, Rests, reading notes F & G.</p> <p>Skills: Students will be able to read and perform a song using notes C-G on the keyboard and singing.</p> <p>Year 7 - Summer 1 'Matilda: The bass clef'</p> <p>Knowledge: RSL Book 1, Topic 5: left hand, Bass Clef, reading Bass Clef notes C-G.</p> <p>Skills: Students will be able to read and perform from Matilda the musical using Bass clef notes C-G on the keyboard and singing.</p> <p>Year 7 - Summer 2 Songs using 2 hands/thirds!</p> <p>Knowledge: RSL Book 1, Topic 6 & 7: The Grand Stave, playing 2 hands</p>					
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<p>together, 3/4 time, Dotted Notes, Thirds.</p> <p>Skills: Students will be able to read and perform a song using 2 hands together.</p> <p>Year 1:6 - Performance pieces</p> <p>Knowledge: RSL Book 1, Topic 10: performance pieces - Consolidation of prior learning.</p> <p>Skills: Students will be able to read and perform a song on the piano and singing, consolidating prior learning.</p> <p>Year 8 - Autumn 1 'Ukulele: Major and Minor chords and Shakespeare's music'</p> <p>Knowledge: Students will learn what major and minor chords are and the basics of playing the Ukulele.</p> <p>Skills: Students will be able to play basic major and minor chords on the ukulele and basic songs using these chords. They will also learn music linked to Shakespeare.</p> <p>Year 8 - Autumn 2 'John Lewis Christmas Advert: Soundtracks</p>					
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<p>Knowledge: Students will learn how soundtracks are constructed and used in film.</p> <p>Skills: Students will create the soundtrack to their own John Lewis Christmas advert.</p> <p>Year 8 - Spring 1 'Rock and Roll/60s music'</p> <p>Knowledge: Students will learn Rock and roll and music from the 60's and common features used in the music such as the '12 bar blues'.</p> <p>Skills: Students will be and to sing and play music from the 50s and 60s.</p> <p>Year 8 - Spring 2 '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: Pupils will continue to develop key performance and composition skills through features used in their context (ie. Ground Bass,</p>					
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<p>Improvisation, Theme and Variations, Programmatic Music).</p> <p>Year 8 - 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 building composition skills using these.</p> <p>Year 8 - Summer 2 'West Side Story: Instruments of the Orchestra'</p> <p>Knowledge: Students will gain an understanding of the different orchestral instruments, how they work and their functions particularly looking at the musical 'West Side Story'.</p> <p>Skills: Students will continue to develop their understanding and use of the elements of music through listening and appraising in this SOL.</p>					
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<p>Year 9 - Autumn 1 'Hamilton: Rap and Hip Hop'</p> <p>Knowledge: Students will gain an understanding of the history and context of Rap music and how it is constructed using the music from 'Hamilton' as a starting point.</p> <p>Skills: Students will be able to compose a Rap using key rapping techniques learnt.</p> <p>Year 9 - Autumn 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.</p> <p>Skills: How to write an extended answer in music.</p> <p>Year 9 - Spring 1 'Film Music'</p> <p>Knowledge: Students will understand techniques used in film music and study famous film scores</p>					
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<p>looking at techniques used by composers.</p> <p>Skills: Students will be able to use techniques identified to work on their own composition skills.</p> <p>Year 9 - Spring 2 'Jazz'</p> <p>Knowledge: Students will learn common features used in Jazz through listening and theory linked to the musical 'Chicago'.</p> <p>Skills: Students will be able to improvise and use basic Jazz techniques in their performances.</p> <p>Year 9 - Summer 1 'Eastern Music' (2024 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</p>					
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<p>scales). Students to continue building composition skills using these.</p> <p>Year 9 - Summer 2 'New Directions'</p> <p>Knowledge: Students will learn music from 1950s onwards such as minimalism, the features used and how music broke away from previous traditions.</p> <p>Skills: Students will be able to perform will learn to perform in a minimalist style as well as learning other techniques used by modernist composers.</p>					
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