

## PERFORMING ARTS

Programme of Study: 2023-2024

Discovery - KS3:

### Curriculum intent:

Our KS3 Performing Arts curriculum has been designed to evoke excitement in the three art forms that we offer: Dance, Drama and Music. In our department we recognise the importance that the creative arts have in the life of pupils and this knowledge has guided us to form a comprehensive and exciting approach to developing all pupils' creativity building on their strengths and interests.

By the end of year 9, we look to spark an interest and passion for Performing Arts where the students are confident performers and communicators amongst their peers and our community. Through our carefully crafted Programme of Study we look to develop their ability to be highly motivated, work independently and encompass our 'give it a go' attitude. Our KS3 curriculum has been designed to feed into our KS4 expectations and encourage the love of learning and growth mindset all performers need.

### Curriculum map

Year 7	Terms 1-2 (Sept - Dec)		Terms 3 - 4 (Jan - April)		Terms 5 - 6 (May-Jul)	
Music	Tuning In	Year 7 learn to perform piano music from the classical period. Students learn to read basic staff and rhythm notation.	Every picture tells a story	Students use all of their piano knowledge learnt in Tuning in to compose music to a given stimulus. We introduce the importance of the musical elements and how these can affect how music is interpreted.	Battle of the bands	Students work as an ensemble to learn, rehearse and perform pop music.
Dance	The Evolution of Dance	This unit introduces students to a range of genres and styles of dance. Students will explore various existing	Music to my Eyes	This unit allows students to access a range of choreography from the starting point of any given music stimuli.	All in this Together	Students learn repertoire and develop their own choreography from a piece of professional dance, they are assessed

		repertoire and develop skills necessary to learn and refine choreography.				on their technical and performance skills in a final performance.
<b>Drama</b>	<b>Bootcamp</b>	Students learn the fundamental skills of drama through discussion, professional repertoire resources and classroom based practical tasks. They focus on physical and vocal skills and how this can be developed to build and perform a range of characters.	<b>Page to Stage</b>	Students learn how to interact with scripts and how to put them in a performance context. The end result of this is a script based performance.	<b>Storytelling</b>	Students develop their knowledge of how to write their own work ready for performance using a variety of stimuli.
<b>Assessment</b>	In all Performing Arts classes, students have a mid-point assessment 3-4 weeks into the scheme of study and then an end of unit assessment where they are given a percentage based on their topic success criteria.					

Year 8	Terms 1-2 (Sept - Dec)		Terms 3 - 4 (Jan - April)		Terms 5 - 6 (May-Jul)	
<b>Music</b>	<b>Film Music</b>	Students learn 4 pieces of film music They work as an ensemble to rehearse, plan and perform.	<b>Songwriting</b>	Students work as a class to compose a piece of music using the 4 chord trick. They will look at lyric writing and how to compose a bass line to a backing beat.	<b>Musical Futures</b>	This unit allows students to further develop their performance skills to gain an understanding of how music fits together.
<b>Dance</b>	<b>The Evolution of Dance Part Two</b>	Students will cover a broad range of styles and genres. They will be taught key choreography from each of the eras.	<b>Pick A Prop</b>	Students complete three workshops - each exploring and choreographing dance sequences with a prop (hat, stick, scarf). In the final lessons, students develop group skills and combine choreographic elements to create a piece of work showing off effective use of props within dance. Students develop rehearsal and performance skills.	<b>All in this Together</b>	Students combine their skills learnt in the last two units through a performance of a musical theatre piece. They learn teacher choreography and then are allocated a section to choreograph their own parts using the dance skills. They work in groups and again develop rehearsal and performance skills. This is a development and "stage 2" of the final unit in year 7.
<b>Drama</b>	<b>Verbatim/ Docu Drama</b>	Building on skills taught in year 7, students will look at verbatim theatre and explore the story of Craig and Bentley. This will gradually build up to writing a monologue to demonstrate physical and vocal skills.	<b>Comedy</b>	Students will learn a variety of different styles of comedy and use these skills in a comedic slapstick performance.	<b>Physical Theatre</b>	Physical Theatre - Exploring abstract methods of performance using our bodies as well as our voices. This will require 'out of the box' thinking to find solutions to different ways of producing content.

						Improvisation - Students will learn skills that lead to good improv technique. This unit will allow a lot of freedom in how the class express themselves and will teach them quick thinking skills combined with self-discipline.
<b>Assessment</b>	In all Performing Arts classes, students have a mid-point assessment 3-4 weeks into the scheme of study and then an end of unit assessment where they are given a percentage based on their topic success criteria.					

Year 9	Music - Musical Futures Part 1 and 2	Performing Arts - Exploring Practitioners
<i>Students learn how to:</i>	<p>Part 1: We look into learning how to read different forms of notation and use a variety of instruments to create an interpretation of a given piece of music.</p> <p>Part 2: Bringing Music Technology into the classroom ensures all students are engaged. Student will learn how to use a variety of functions including loops, fading as well as EQ to create a production piece to be proud of.</p>	<p>Students learn how to improvise and create a group performance focusing on the skills required within component 3 of the BTEC course.</p> <p>Students will take part in a number of workshops including a focused practitioner study.</p>
<i>Assessment</i>	<p>Students rotate through a carousel of Music, Dance and Drama spending at least one full term on each of the art forms. Assessment is termly, with a mid-point assessment every half term and an end of term assessment where they are given a percentage based on their topic success criteria.</p>	

**Cross curricular linking:**

English - Script and lyric writing

PE - Healthy performer through warm - ups

Maths - Rhythm notation and counting dance sequences

History - Music from Renaissance, Classical and Baroque and the evolution of Theatre

**Discovery Curriculum enhancement:**

Each year group has an allocated day where they can come into the department to take part in music and drama clubs or just enjoy accessing specific instruments. These sessions will be led and supervised by staff. More details on how these sessions will run will be shared with students through their tutors and information posted on the school's social media.



## Destiny - KS4: Music, PA

### Exam board and Specification details:

Music - Year 10 and 11 - BTEC Tech Award in Music.

PA - BTEC Tech Award in Performing Arts (students choose dance OR drama)

### Assessment objectives:

In Performing Arts, students develop knowledge and explore repertoire of practitioners. They discover the creative intention and purpose of a variety of pieces and then complete a comparison exercise, analysing how practitioners have used particular performing arts specific techniques.

In Year 10 Music we explore 5 influential genres/ styles of music before practically exploring them. Our research, findings and performance are collated for the examiner to show our understanding of the development of music across the decades. At the end of Year 10 we start our Component 2. This Unit focuses on the students becoming better musicians on their chosen instruments, creating technical exercise routines that allow them to make progress to showcase in front of an audience at the start of year 11. Year 11 ends with an ensemble performance of a brief given to us by the examining board.

### Curriculum map: Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Component 1 with practical exploration				Component 2	
<i>Students learn how to: PA</i>	Research and explore 5 styles of music with a final reference of 4 being submitted to the examiner. Performance and production within these styles are essential to show deeper understanding of the key features studied.				Students participate in practical workshops exploring a range of styles. Focusing on the development of skills and replicating existing repertoire.	
<i>Assessment</i>	4 style research PP 3 x 30 - 60 seconds performance 3 x 30 - 60 seconds of production work using Soundtrap.  These are regularly marked and assessed on practical work needed to be used as evidence.				Peer and teacher assessments at milestone rehearsals. Ongoing assessment of written logbooks. Practical work video recorded during milestone rehearsals and mock performance.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Students participate in practical workshops exploring a range of styles. Focusing on the development of skills and replicating existing repertoire.		<b>Component 3</b>			
<i>Students learn how to:</i>	Peer and teacher assessments at milestone rehearsals. Ongoing assessment of written logbooks. Practical work video recorded during milestone rehearsals and mock performance.		Students create a 7-15 minute workshop performance, based on a set theme and brief given by the exam board. Work in groups of 3-7 and develop ideas alongside keeping written logs.			
<i>Assessment</i>	Students participate in practical workshops exploring a range of styles. Focusing on the development of skills and replicating existing repertoire.		<b>Externally assessed</b> with 4 activities A1 - Ideas Log (written) A2 - Skills Log (written) A3 - Workshop Performance A4 - Evaluation Log (written)			

#### Curriculum map: PA

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<b>Component 1 with practical exploration</b>				<b>Component 2</b>	
<i>Students learn how to: PA</i>	Research and explore the performing arts industry with reference to a minimum of 3 pieces of professional repertoire. Studies into practitioners and links made between creative intentions and outcomes of pieces.				Students participate in practical workshops exploring a range of repertoire. Focus on development of skills and replicating rep work.	
<i>Assessment</i>	5 powerpoints compiled to create one research log. 1 - initial research 2 - rep 1 3 - rep 2 4 - rep 3 5 - compare and contrast These are regularly marked and assessed - no practical work needed to be used as evidence.				Peer and teacher assessments at milestone rehearsals. Ongoing assessment of written logbooks. Practical work video recorded during milestone rehearsals and mock performance.	



Year 11	Component 2	Mock Component 3	Component 3		
<i>Students learn how to: PA</i>	Continued work on learning and performance of chosen repertoire pieces. Lots of peer/self assessment and reflection.	Students devise/choreograph a 5 minute performance based on a theme (previous years exam). Work in groups.	Students devise/choreograph a 7-15 minute workshop performance, based on set theme and brief given by exam board. Work in groups of 3-7 and develop ideas alongside keeping written logs.		
<i>Assessment</i>	Video recording of one piece of repertoire. Could be solo or group. Written logbook of practice reflections also required.	Record of process logs and recording of performance.	<b>Externally assessed</b> with 4 activities A1 - Ideas Log (written) A2 - Skills Log (written) A3 - Workshop Performance A4 - Evaluation Log (written)		

Destiny curriculum enhancement (please reference topics that include trips, events or links to other subjects):

Students are encouraged to book the rehearsal spaces in the department they are allocated in their lesson, and rehearse at breaks/lunch.

**Written intervention/masterclasses held after school**

**Bookable rehearsal spaces for extra practical intervention.**

**Students invited to perform solo/ensemble work at PA showcase.**