

## **PERFORMING ARTS CURRICULUM MAP**

### **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.

<b>Year 7</b>	<b>Terms 1-2 (Sept - Dec)</b>	
<b>Music</b>	<b>Tuning In</b>	Year 7 learn to perform piano music from the classical period. Students learn to read basic staff and rhythm notation.
<b>Dance</b>	<b>The Evolution of Dance</b>	This unit introduces students to a range of genres and styles of dance from different eras. Students will explore various existing repertoire and develop skills necessary to learn and refine choreography.
<b>Drama</b>	<b>Introduction to Drama</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>Year 7</b>	<b>Term 3-4 (Jan - April)</b>	
<b>Music</b>	<b>Every picture tells a story</b>	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.

<b>Dance</b>	<b>Around the world</b>	This Year 7 dance unit explores global dance styles, introducing students to cultural traditions through movement. Each lesson focuses on a different style, encouraging students to learn basic steps, understand the cultural context, and collaborate in small groups to create short performances. The unit promotes cultural appreciation, creativity, and physical coordination while building students' confidence in expressing themselves through dance.
<b>Drama</b>	<b>Melodrama</b>	This drama unit introduces students to the exaggerated and expressive style of melodrama, focusing on clear character types such as heroes, villains, and the maiden. Through practical workshops, students develop physicality, vocal expression, and scripted performance techniques to portray heightened emotions and dramatic conflict. The unit culminates in group performances where students apply their skills in a short, stylised melodramatic scene.

		<b>Year 7</b>	<b>Terms 5 - 6 (May-Jul)</b>
<b>Music</b>	<b>Battle of the bands</b>	Students work as an ensemble to learn, rehearse and perform pop music.	
<b>Dance</b>	<b>5 Soldiers</b>	This unit is based on <i>5 Soldiers</i> by Rosie Kay, exploring how the body is used as an instrument of movement, strength, and storytelling in a military context. Students will learn and create movement sequences that reflect themes of discipline, teamwork, conflict, and resilience, inspired by the physicality and emotion in the work. The unit encourages critical thinking and creativity, culminating in a group performance that interprets the experiences of soldiers through contemporary dance.	
<b>Drama</b>	<b>Matilda</b>	This unit is inspired by the musical <i>Matilda</i> , allowing students to explore characterisation, storytelling, and ensemble work through key scenes. Students will engage in script work and movement to bring the characters to life, focusing on themes like resilience, creativity, and justice. The unit concludes with group performances that showcase students' understanding of musical theatre techniques and their ability to work collaboratively.	

<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.
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<b>Year 8</b>		<b>Terms 1-2 (Sept - Dec)</b>
<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>Dance</b>	<b>Thriller</b>	Thriller focuses on developing students' understanding of key choreographic devices such as motif development, canon, unison, and formation. Students will learn iconic movement phrases from <i>Thriller</i> and use them as a stimulus to create their own group dances, experimenting with structure and dynamics.
<b>Drama</b>	<b>Stage Directions</b>	This unit is based on Willy Russell's <i>Our Day Out</i> and introduces students to script work with a focus on interpreting and applying stage directions. Through exploring key scenes, students develop skills in characterisation, movement, and voice while learning how stage directions influence performance choices. The unit encourages empathy, ensemble work, and an understanding of social themes, culminating in group performances that reflect both creative interpretation and accurate use of stage directions.

<b>Year 8</b>		<b>Terms 3-4 (Jan- April)</b>
<b>Music</b>	<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>Dance</b>	<b>Swan Song</b>	Swan Song is a dance by Christopher Bruce and this unit introduces students to the use of contact work in performance. Students explore themes of power, control, and resistance through partner and group tasks that develop trust, weight-sharing, and safe execution of contact techniques.
<b>Drama</b>	<b>Oliver</b>	Pupils will explore characterisation, ensemble performance, and storytelling through key scenes. Students will develop their acting and vocal skills while learning to interpret characters such as Oliver, Fagin, and Nancy within the social and historical context of Victorian London.

<b>Year 8</b>			<b>Terms 5-6 (May-July)</b>
<b>Music</b>	<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>Mad Hatters Tea Party</b>	This is a dance by Zonation and introduces students to hip hop theatre and expressive storytelling through movement. Students explore eccentric characters, rhythm, and musicality while learning how to use dynamics, levels, and formations to create engaging group choreography.	
<b>Drama</b>	<b>Physical Theatre and using a stimulus</b>	This unit focuses on physical theatre and uses a visual or written stimulus—such as a photograph, poem, or piece of music—to inspire devised performance work. Students explore how to communicate meaning, emotion, and narrative through movement, gesture, and ensemble techniques rather than relying on dialogue.	T

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<b>Year 9</b>	<b>Terms 1-2 (Sept-Dec)</b>	
<b>Music</b>	<b>Musical Futures</b>	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.
<b>Performing Arts- Drama</b>	<b>DNA</b>	The play <i>DNA</i> is by Dennis Kelly. This unit focuses on themes of peer pressure, morality, and group dynamics. Students analyze character motivations and plot development through script work, improvisation, and role-play activities that deepen their understanding of tension and conflict.

<b>Year 9</b>	<b>Terms 3-4 (Jan-April)</b>	
<b>Music</b>	<b>Musical Futures-2</b>	Bringing Music Technology into the classroom ensures all students are engaged. Students 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.
<b>Performing Arts- Dance</b>	<b>Musical Theatre</b>	This unit explores key musical theatre numbers, focusing on integrating technique, performance quality, and storytelling through movement. Students learn choreography from iconic songs, developing skills in timing, expression, and style while understanding how dance enhances narrative and character.

<b>Year 9</b>	<b>Terms 5-6 (May-July)</b>	
<b>Music</b>		
<b>Performing Arts</b>	<b>Production</b>	This unit guides students through the process of creating their own original production, from concept development to final performance. Students collaborate to write, design, rehearse, and stage their work, developing skills in acting, directing, choreography, and technical theatre.

## 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		<b>Component 1 with practical exploration</b>			<b>Component 2</b>	
<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:</i> PA	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>	A series of powerpoints compiled to create a research log.  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 with 4 activities</b> A1 - Ideas Log (written) A2 - Skills Log (written) A3 - Workshop Performance A4 - Evaluation Log (written)		