



Performing Arts Curriculum Vision

Quality of Education: Manifesto

Curriculum Intent

The Performing Arts Curriculum aims to engage and inspire pupils to develop a love of the subjects and their talent and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with Music and Performing Arts, allowing them to create and to analyse with discrimination. The curriculum aims to give students a strong foothold at Key Stage 3 having studied basic theory and had the opportunity to apply practical skills in project based learning.

The Visual and Expressive Arts subjects are concerned with the development of many aspects of a child's personality: intellectual, physical, emotional, and aesthetic. Music and Performing Arts offer enjoyment and recreation; emotional satisfaction; and opportunities for individual and group activities; therefore, promoting creativity and expression.

Student involvement should be immediate and for everyone, it will allow students to acquire a repertoire of skills, develop insightfulness, understanding and quality of mind.

Curriculum Implementation

Key Stage 3 students have two 50 minute Performing Arts lesson a week delivered on a three subject carousel. GCSE groups have three lessons per week, consisting of one single lesson and a double. Year 7 and 8 students rotate every 6 weeks, where Year 9 will have 19 weeks of Music and Drama before rotating with the other half of the year group who are timetabled for the Creative subjects.

Interventions will be offered after school on a Tuesday evening. These will take on the form of rehearsal as well as revision as required.

Literacy – All tier 2 and 3 words are prominently displayed and as Edmodo is rolled out these lists will be available for students on line. Quizzes will be set up as a means to assess students understanding and knowledge of this vocabulary. In class, students are encouraged to 'Say it better' in all class discussions and verbal feedback sessions.

Music

At Key stage 3 the curriculum aims to build and expand on basic theory and contextualising it in practical projects. Students begin to identify key elements and terminology, using retrieval practice and spaced learning. The expectation is that they are able to categorise terminology correctly and use proper vocabulary when appraising and completing self-assessment. Students explore various common instruments in key stage 3, often in a rotation to allow opportunities on different instruments across multiple projects. They work individually to develop the motor skills and dexterity required for the instruments, but also in small ensembles, which helps build resilience, team work skills, communication and the ability to successfully play music with others.

By Key stage 4 students are expected to have a confident grasp of basic music theory and notation. They are also expected to be competent musicians in order to access the performance component, which is 30% of the exam. Students begin to refine their composition skills, arranging scores for various ensemble and different styles on music software. They learn principles of harmony, composing idiomatically and developing ideas. A vast amount of the knowledge for composition comes from listening and appraising an eclectic range of styles, which in turn contributes to exam preparation. The elements of music are explored in more depth and applied to specific set pieces. Terminology is contextualised in what the students are playing, composing and listening to. Students learn to dissect a piece of music and articulate the composers' intention.

Drama

In Drama KS3 is all practical work. Assessment and feedback is carried out on an ongoing basis with students using rehearsal as a tool for developing and improving their work. Students are encouraged to self-assess and peer assess verbally. Teacher assessment and feedback also play a prominent role in lessons. At the end of each unit student's complete an assessment grid and make a DIRT comment on the work they have produced during that unit. Edmodo is being piloted as a tool for this assessment and feedback to happen. This is work in progress.

At KS4 Drama is assessed based on the GCSE criteria. Year10 is structured to cover all theory and knowledge required for the Year11 Components. Again, Edmodo is being piloted for the submitting of work etc. Students are set a fortnightly written task, which all aim to teach the required written skills for the Year 11 portfolio and evaluation in Component 1 and for the Section A Set TEXT- DNA and Section B Response to Live Theatre via spacing and interleaving. Throughout the two year students will be revising and rehearsing the required skills.

The majority of lesson time in Year 11 is dedicated to the completion of the assessed units. The course is split 60% practical (some of this is a portfolio and evaluation based on the devised piece) and 40% written. Term 1 and 2 is mainly practical work. Students will be creating some written work for example scripts, mind maps etc. Towards the end of this time, they will also write and complete their 900-word portfolio and have a controlled assessment for a written evaluation. Later in the year students will sit a second mock written Paper, for which revision tasks will have been set in preparation. Component 2 is an external assessment and 100% practical work. Once coursework deadlines have passed, students will revise for their Component 3 written paper, again they are expected to answer practice questions.

Dance

At KS3 the dance curriculum is designed to teach pupils to identify, select and perform basic skills of action, space and dynamics. Pupils are introduced to professional dance pieces, from different genres and cultures, and can use influences from this in their choreography. They develop their physical and technical skills and learn how to work safely in the use of lifts and contact work.

Pupils are assessed on their ability to perform, showing a range of physical and expressive skills, and use peer, self and teacher feedback to aid their rehearsal process. Pupils keep a choreographic diary throughout to record progress and set targets in line with the KS3 criteria.

At KS4 pupils are currently studying GCSE dance AQA and are assessed against the set criteria: 60% Practical and 40% written exam.

Year 10 develops the students' ability to create dance, introducing them to motif development and choreographic processes. They will learn how to select movement material to communicate a choreographic intention. A mock exam for this component is carried out with set stimulus. Professional works are studied (3 in Year 10) exploring the critical appreciation of the choreographers choice of action, space, dynamics and relationships alongside costume, set and

lighting choices. This is done through a variety of practical and theoretical lessons. Pupils will also learn the 2 set phrases and have a clear understanding of the importance of technical, physical and expressive skills when performing these.

Year 11 Further develops previous years' teaching. The other 3 professional works are studied and pupils now create, rehearse and perform a duet/trio piece including lifts and contact work. Technique is perfected and performance skills are developed in preparation for practical assessments. Choreography component is carried out using set stimulus provided by AQA. Practical assessments are recorded and sent to moderation. Over the 2 years, students' homework is a variety of practical and theoretical work. Homework is set once a week and extra practical time is given on a lunchtime session. Assessment is completed regularly through peer, self and teacher feedback following the AQA criteria for the relevant components. Formal assessment is given at the end of each unit and pupils complete DIRT time in response to this.

Music

Year 7		Year 8			
Just Play 1	<ul style="list-style-type: none"> Keyboard skills Notes on the keyboard Rhythm Notes in a chord Chord progressions 	Just Play 3	<ul style="list-style-type: none"> Reading rhythms Riffs Improvisation Reading & Writing Rhythms Playing pop 		
BBC 10 Pieces	<ul style="list-style-type: none"> Exploring BBC 10 Pieces Playing by ear Introduction to notation Keyboard skills 	BBC 10 Pieces	<ul style="list-style-type: none"> Exploring BBC 10 Pieces Playing by ear Notes on the staff Concert preparation 		
Just Play 2	<ul style="list-style-type: none"> Notes in a chord Reading rhythms Keyboard skills Ukulele 	Song Writing	<ul style="list-style-type: none"> Musical building blocks Lyrics Reconstructing Pop Songs 		
Music Technology	<ul style="list-style-type: none"> Garageband Loops Sequencing Recording 	Music Technology	<ul style="list-style-type: none"> Sequencing & Step Inputting Composing for instruments Mixing Effects 		
Musical Futures Band Project	<ul style="list-style-type: none"> Band skills Various instrument workshops 	Musical Futures Band Project	<ul style="list-style-type: none"> Band skills Various instrument workshops 		
Year 9		Year 10		Year 11	
Ensemble Performance	<ul style="list-style-type: none"> Performing in an ensemble Instrument practise Concert preparation 	Eine Kleine – Minuet & Trio	<ul style="list-style-type: none"> Minuet & Trio analysis Listening exercises Exam questions 	Composition	<ul style="list-style-type: none"> GCSE Composition Set Brief Composition log
Music Theory	<ul style="list-style-type: none"> Key Signatures Notes on the staff Interval training 	Solo & Ensemble Performance	<ul style="list-style-type: none"> Instrument practise Band rehearsal Concert preparation 	Appraising	<ul style="list-style-type: none"> Exam preparation Past papers Mock exam Identifying Elements
Composing	<ul style="list-style-type: none"> Composing and notating a melody Arranging chords 	Composition	<ul style="list-style-type: none"> Creating a catchy melody Jazz chords Jazz progressions Writing riffs 	Performance	<ul style="list-style-type: none"> Solo and ensemble exam preparation and rehearsal
Solo & Ensemble Performance	<ul style="list-style-type: none"> Instrument rehearsal Band practise Concert preparation 	Rainbow – Since You've Been Gone	<ul style="list-style-type: none"> SYBG analysis Listening exercises Exam questions 		
Music Theory	<ul style="list-style-type: none"> Roman Numerals Chords and Keys Time Signatures Cadences 	Solo & Ensemble Performance	<ul style="list-style-type: none"> Instrument practise Band rehearsal Concert preparation 		
Composing	<ul style="list-style-type: none"> Arranging for ensembles Composing with cadences 	Composition	<ul style="list-style-type: none"> Developing ideas Creating contrast Composing for ensembles 		
Solo & Ensemble Performance	<ul style="list-style-type: none"> Instrument rehearsal Band practise Concert preparation 	Appraising	<ul style="list-style-type: none"> Music analysis Identifying elements Exam questions 		
Music Theory	<ul style="list-style-type: none"> Aural dictation Textures 	Solo & Ensemble	<ul style="list-style-type: none"> Instrument practise Band rehearsal 		

Composing	• Structure	Performance	• Concert preparation
	• Adding a melody • Harmony • Creating a structure	Composition	• Developing ideas • Harmony • Texture

Drama

Year 7	Year 8	Year 9
Unit 1 Serious Fun lesson – Basic Skills and Class room expectations	Unit 1 WWW Devising techniques	Theatre in Education- Bullying
Unit 2 It was terrifying Devising techniques	Unit 2- Jo Teacher in Role and Forum Theatre	Unit 2 –Gangs Devising techniques3
Unit 3- Pantomime	Unit 3- Silent Movies and Melodrama	Unit 3- Frantic Assembly and Trestle Masks
NB these are subject to change depending on rotations and time allocated to each year group.	NB these are subject to change depending on rotations and time allocated to each year group.	NB these are subject to change depending on rotations and time allocated to each year group.
GCSE Drama Eduqas Year 10		Yr 11 -Term 1 and 2 Component 1 devised – Assessed Coursework 40% of GCSE
Intro to GCSE term 1		
Term 1 and 2 Theory through practice and Students produce rehearse and perform a play. Performance skills– Sparkleshark Blocking and proxemics, Staging and theatre styles, Set design and Props, Lighting and sound, AO1 AO2 A Ao3 AO4		
Term 3 History of Theatre - Commedia Dell'Arte Commedia Masks, The Art of FARCE- Goldoni and Moliere, Trestle Masks		Term 3- 20% Component 2 scripted
Term 4 Practitioners C1 and C2 Stanislavski, Brecht and Artaud, Frantic Assembly		Term 4 and 5- 40% Revision DNA and Live Theatre response
Term 5 and 6 C3 Set Text DNA		
Term 5 – In RM 28 due to exams Responding to Live Theatre - paper 3 section B		

Live Theatre Stream 'One man two guvnors' National Theatre	
Term 6 Stimulus work Mock C1 Devised Theatre	

Metacognition (Learning Scientists)

Retrieval practice is frequently utilized in lessons to consolidate key terminology and vocabulary. This assists students in associating key words with specific elements of study, which in turn helps them accurately apply their knowledge to practical activities and appraising. Retrieval practice also lends itself to the students' ability to contextualize and articulate themselves better when answering higher mark and essay style questions. Students approach set works using spaced learning, structuring the development of their knowledge in carefully planned episodes to maximize stickability for the more challenging areas of study. All the way through KS3 groups to KS4, students are exposed to retrieval practice as part of Bell Work. This is then included in low stakes quizzes and formative testing and also in homework.

SMSC

Spiritual, moral, social and cultural development within Performing Arts is vast.

Spiritual development can be seen across the subjects through the study of musical pieces composed in certain periods or even in specific occasions. Dance explores the use of movement and dance for rituals and ceremonies baby different cultures. Drama asks students to stand in the shoes of another, see things through another's eyes and experience empathy.

Moral development within Performing Arts is especially highlighted in Drama, when again students explore the turmoil of a character, the decisions they make and the outcomes they have to live with. They explore what that person might be feeling that led them to make such choices.

Performing Arts lend themselves very well to social development due to the very nature of the subjects. Students must develop their team working skills through ensemble rehearsals and performances, which make up important assessments. Students understand the importance of contribution and self-preparation in order for the group to succeed. Through this they are encouraged to take part in important decisions, challenge their creativity and gain leadership skills.

Cultural development can be identified easily across the subjects for they are huge contributors to the culture of countries and communities. Students not only explore the role of music, dance and drama across the globe, but are also allowed the opportunity to contribute to the culture of their own school and community. They are given the opportunity to take part in concerts, productions, competitions and community events.

Cultural Capital

“The arts are essential to any complete national life. The State owes it to itself to sustain and encourage them.... ill fares the race which fails to salute the arts with the reverence and delight, which are they are due.” - Winston Churchill

Cultural capital is in abundance for Performing Arts. As mentioned before the students are given the opportunity to take part in concerts, school productions and community events. As well as this they are offered the chance to see professional musical productions, top class drama productions, talks with industry professionals who are from a similar background to themselves, and most of all the opportunity to be part of that culture. Having access to these experiences help students see past social gaps and instead realise potential and accessibility. In some cases they can even receive guidance from those whom they are inspired by.

Curriculum Impact

Homework is set twice during each rotation for Year 7 and 8 one will be a vocabulary task and the second a feedback and assessment task. Year 10 and 11 homework is closely linked with coursework completion and areas of study. Most homework is completed on Edmodo.

Literacy – All Tier 2 and 3 words are prominently displayed and as Edmodo is rolled out these lists will be available for students on line. In class, students are encouraged to ‘Say it better’ in all class discussions and verbal feedback sessions.

Low stakes quizzes are used as a means to assess students understanding and knowledge. These are used as formative assessment points and give a better indicator to the impact of teaching and gaps in student knowledge.