



Head of Faculty: Miss Haynes

Faculty Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne

Performing Arts Curriculum Overview for KS3 2022 2023

Key Stage Three Year 7 / Year 8						
Year Group	Sept-Oct	Nov-Dec	Jan-Feb	Feb – March	April-May	Jun-Jul
7 Dance	<i>Industrial revolution</i> Introduction unit to Basic Body Actions Choreography Part A bronze Arts Award	Comic Strips Introduction to Expressive skills Performance	Uprising Introduction to space Choreography Part D Bronze Arts Award (leadership)	Gangs/West Side Story Implementing skills in another dance style Jazz / introduction to dancer relationships Choreography and performance	Dance Around the world Exploring cultural dance Performance	Pirates Culmination of year 7 skills Choreography and performance
Knowledge Performance	To gain knowledge and understanding of a variety of styles: Contemporary stylistic qualities Basic body actions To build knowledge of key physical skills to develop individual dance technique.	To gain knowledge of the expressive skills required to perform dances through themed topic. To build knowledge of key physical skills to develop individual dance technique.	To gain knowledge of a practitioners stylistic qualities in contemporary dance. Israeli choreographer stylistic qualities	To gain knowledge of a practitioners stylistic qualities in jazz dance. To gain knowledge and understanding of a variety of styles Jazz Dance stylistic qualities Links to Romeo and	To gain knowledge and understanding of a variety of styles: African Dance stylistic qualities Bollywood Dance stylistic qualities To develop knowledge of key physical skills to develop individual dance technique in	To build knowledge of key physical skills to develop individual dance techniques. To extend knowledge of the expressive skills required to perform contemporary dance.

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				<p>Juliet</p> <p>To build knowledge of key physical skills to develop individual dance technique.</p> <p>To gain knowledge of the expressive skills required to perform jazz dance.</p>	<p>other cultural styles.</p> <p>To gain knowledge of the expressive skills required to perform African dance and Bollywood dance.</p>	
Choreography	To gain choreographic knowledge of what a motif and basic dance structure including transitions.	To gain choreographic knowledge of dynamics (focus on speed)	<p>To develop choreographic knowledge of dynamics (focus on weight)</p> <p>To gain choreographic knowledge of space.</p> <p>To gain choreographic knowledge of the choreographic device motif development (space).</p>	<p>To gain choreographic knowledge of dance relationships understanding how to apply these.</p> <p>To gain knowledge of auditory stimuli.</p>	To build knowledge of dancer to dancer relationships and dancer to self.	To consolidate ASDR knowledge gained throughout year 7 in the contemporary dance style.

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<p>Appreciation</p>	<p>To gain knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI.</p>	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment Target setting WWW EBI.</p>	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI.</p> <p>To build analysis skills through guided viewing tasks and apply knowledge to own work.</p>	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI.</p> <p>To build analysis skills through guided viewing tasks and apply knowledge to own work.</p>	<p>To gain knowledge of performance spaces.</p> <p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI.</p>	<p>To extend knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI.</p>
<p>Skills</p>	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina <p>Choreography skills</p> <ul style="list-style-type: none"> • Understanding of the term motif 	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina • Dynamics • Facial expression • Focus • projection 	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina <p>Choreography skills</p> <ul style="list-style-type: none"> • Understanding the term motif 	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina • Focus • Spatial awareness • Timing 	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina • Dynamic Range • Emphasis • Facial expressions 	<p>Performance skills</p> <ul style="list-style-type: none"> • Alignment • Accuracy of actions • Balance • Co ordination • Control • Extension • Flexibility • Isolation • Movement memory • Posture • Strength • Stamina • Dynamic Range • Emphasis • Facial expressions • Focus • Musicality • Projection • Spatial awareness

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	<ul style="list-style-type: none"> • Use of BBA actions • Transitions • Unison 	<p>Choreography skills</p> <ul style="list-style-type: none"> • Understanding of the term motif • Use of BBA actions • Transitions • Unison 	<ul style="list-style-type: none"> • Motif development using space and components: - Size - Level - Direction - Pathway <p>Arts Award:</p> <ul style="list-style-type: none"> • Leadership • Teamwork • Communication • Confidence • Problem solving • Time management 	<ul style="list-style-type: none"> • style <p>Choreography skills</p> <ul style="list-style-type: none"> • Action reaction • Creating own motif. 	<ul style="list-style-type: none"> • Focus • Musicality • Projection • Spatial awareness • Timing • Replication of specific Dance styles <p>Choreography skills</p> <ul style="list-style-type: none"> • Transitions • Choreographing for theatre in the round 	<ul style="list-style-type: none"> • Timing • Replication of Dance stylistic features • <p>Choreography skills</p> <ul style="list-style-type: none"> • Understand the term motif • Clear performance of six basic body actions • Contact work • Motif development formations • Action / Reaction • Unison • Canon / accumulation • Transitions
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Concepts

- Explore a range of expressive themes to communicate different meanings and intention.
- To be confident performers.
- To know how to perform in a diverse range of dance styles.
- Analyse different dance styles.
- Know how to interpret and respond to a range of stimuli.
- Use their understanding of choreographic structures and devices to create and communicate dance intentions.
- Evaluate and reflect on their own and others work, adapting, refining and target setting.
- Discuss different aspects of their own and others work, explaining how they can improve creativity and applying outcomes to improve performance outcomes.
- Work effectively with others

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- Demonstrate leadership skills

The Curriculum aims to achieve creativity, confidence, choreography and performance skills. This is delivered through a variety of styles of performance from contemporary, Jazz and dance from around the world.

- Dance learning is CYCLICAL – the same skills are reapplied in more complex ways over time at KS3.

Arts Award follows the criteria for the trinity College Bronze Arts Award whilst simultaneously expanding upon key skills in dance and drama in preparation for the BTEC / RSL Dance/GCSE drama specifications.

8 Dance	Secret Agents Responding to a stimuli – props / Idea (Ideational / tactile) Arts Award Part A Choreography	Swansong Use of prop to communicate a narrative. Motif development actions Performance	Dangerous sports Motif development ASR. Use of kinaesthetic stimuli. Arts Award Part D (leadership) Choreography	Carman Use of a moving prop and performance skills Choreography and performance	Lord of The Flies Process of choreography / Motif development ASDR Choreography	Graffiti Art / Street Dance Exploring the street dance style Performance
Knowledge Performance	To extend knowledge of the expressive skills required to perform dances through themed topic. To develop knowledge of key physical skills to develop individual dance technique.	To build knowledge of ways to use different props in dance. To gain knowledge how to sophisticatedly communicate a theme using a prop. To gain choreographic knowledge of the choreographic device	To build knowledge of key physical skills to develop individual dance technique.	To extend knowledge of the expressive skills required to perform dances with characterisation. To build knowledge of key physical skills to develop individual dance technique Matthew Bourne	To build knowledge of the expressive skills required to perform dances with characterisation. Matthew Bourne British Choreographer	To gain knowledge and understanding of a variety of styles: Street Dance / Hip Hop stylistic qualities To build knowledge of key physical skills to develop individual dance technique in the street dance style - accuracy of actions.

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		<p>motif development (actions).</p> <p>Christopher Bruce: British Choreographer</p>		<p>British Choreographer</p>		<p>To build knowledge of the expressive skills required to perform street dance style.</p> <p>Kenrick H20 Sandy British Choreographer</p>
Choreography	<p>To gain knowledge of ideational / tactile and visual stimuli.</p> <p>To gain knowledge of how to use a prop in dance.</p>	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI</p> <p>To develop analysis skills through guided viewing tasks and apply knowledge to own work.</p> <p>To develop understanding of effective contribution of costume and use of music.</p>	<p>To extend knowledge of choreographic skills – motif development Space / Actions</p> <p>To gain choreographic knowledge of the choreographic device climax / highlights / counterpoint.</p> <p>To gain knowledge of how to use kinaesthetic stimuli.</p> <p>To gain choreographic knowledge of dynamics (focus on speed)</p> <p>To extend choreographic knowledge of dynamics (focus on weight and speed)</p>	<p>To extend knowledge of ways to use different props in dance over, under and around.</p> <p>To build knowledge of canon and accumulation.</p> <p>To develop use of climax and dance structure.</p>	<p>To gain knowledge of different choreographers choreographic approaches -e.g top and tail, whisper and shout.</p> <p>To expand knowledge of motif development ASDR to choreographic intention.</p> <p>To develop physical theatre contact work skills</p> <p>To expand use of dance relationships to communicate choreographic intention. e.g lead and follow / action reaction/ mirroring.</p>	<p>To extend knowledge of motif development ASDR in the street dance style and use of intention.</p> <p>To build knowledge of use of contact work within the street dance style and graffiti intention.</p> <p>To build choreographic knowledge of dynamics (focus on speed) in the street dance style.</p>

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			<p>Arts Award:</p> <ul style="list-style-type: none"> • Leadership • Teamwork • Communication • Confidence • Problem solving • Time management 		To develop use of dance structure AB ABA.	
Appreciation	To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI</p> <p>To develop analysis skills through guided viewing tasks and apply knowledge to own work.</p> <p>To develop understanding of effective contribution of use of music</p>	To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI	<p>To build knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI</p> <p>To develop analysis skills through guided viewing tasks and apply knowledge to own work.</p> <p>To develop understanding of effective contribution of staging.</p>	To build knowledge of f evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI	<p>To develop knowledge of evaluation skills to their own and others works work. Peer / self-assessment. Target setting WWW EBI</p> <p>To develop analysis skills through guided viewing tasks and apply knowledge to own work in another dance style.</p> <p>To develop understanding of effective contribution of lighting.</p>

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<p>Skills</p>	<p>Performance skills</p> <ul style="list-style-type: none"> • Posture • Strength • Extension <p>• Spatial awareness</p> <p>• Focus (for working with prop)</p> <p>Choreography skills</p> <ul style="list-style-type: none"> • Use of prop • Using a stimulus to create movement. 	<p>Performance skills</p> <ul style="list-style-type: none"> - Strength - Movement memory - Control - Projection - Facial expressions <p>- Choreography skills</p> <ul style="list-style-type: none"> - Use of prop - Contact - Motif development actions 	<p>Performance Skills</p> <ul style="list-style-type: none"> • Stamina • Flexibility • Emphasis • Timing • Dynamic range <p>Choreography skills</p> <ul style="list-style-type: none"> • Motif Development space • Motif development / Action • Contact work • Climax • Highlight • Counterpoint 	<p>Performance skills</p> <ul style="list-style-type: none"> • Control • Co ordination • Spatial awareness • Facial expressions • Musicality <p>Choreography skills</p> <ul style="list-style-type: none"> • Choreographic Devices e.g Canon / climax • Use of prop 	<p>Performance skills</p> <ul style="list-style-type: none"> • Balance • Facial expressions • Extension • Alignment <p>Choreography skills</p> <ul style="list-style-type: none"> • Action / Reaction • Mirroring • Lead and follow • Contact 	<p>Performance skills</p> <ul style="list-style-type: none"> • Stamina • Co ordination • Isolation • Alignment • Accuracy of actions • Timing • Musicality • Projection <p>Choreography skills</p> <ul style="list-style-type: none"> • Motif development ASDR • Dynamics • Contact work
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Concepts

- Explore a range of expressive themes to communicate different meanings and intention.
- To be confident performers.
- To know how to perform in a diverse range of dance styles.
- Analyse different dance styles and styles within contemporary dance.
- Know how to interpret and respond to a range of stimuli.
- Know how to use and respond to a range of props.
- Use their understanding of choreographic structures and devices to create and communicate dance intentions.
- Evaluate and reflect on their own and others work, adapting, refining and target setting.
- Analyse the contribution of other components make to a dance production e.g. set, lighting, costume.
- Discuss different aspects of their own and others work, explaining how they can improve creativity and applying outcomes to improve performance outcomes.
- Work effectively with others.

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The Curriculum aims to achieve creativity, confidence, choreography and performance skills.
This is delivered through a variety of styles of performance from contemporary, Jazz and dance from around the world.

- Dance learning is CYCLICAL – the same skills are reapplied in more complex ways over time at KS3.

7 Drama	School to Stage Introduction to essential Drama performance skills	Heroes and villains Building on knowledge of style and genre, understanding status developing characterisation.	Silent Movie Building on physical skills and understanding style	Blood Brothers Developing characterisation and knowledge of style	A Midsummers Night's Dream To portray character relationships and aid understanding of Shakespeare (Link to English topic)	Storytelling Understanding Part B Arts Award: Review writing
Knowledge	<ul style="list-style-type: none"> - To gain knowledge of soft skills and understand their importance in Drama - To gain knowledge of basic performance skills and their purposes. - To understand what 'audience awareness' is and why it is important. - To gain knowledge and understanding of character emotions and how these are portrayed in Drama 	<ul style="list-style-type: none"> - To understand the difference between style and genre -To understand the conventions of the Melodramatic style. - To extend knowledge of characterisation - To extend and develop knowledge of vocal and physical skills - To understand what status is and how to show varying levels of status in Drama 	<ul style="list-style-type: none"> - To develop understanding of style and genre - To understand Mime as a theatre style and identify its conventions. -To understand conventions of the comedy genre. - To understand what specificity is and why it's an important skill in Drama. - To extend knowledge of physical skills 	<ul style="list-style-type: none"> - To understand how to read and analyse a script - To gain knowledge of Musical Theatre as a style of performance. - To gain knowledge of contrasting characters. - To extend knowledge of genre - To extend knowledge of characterisation. - To gain knowledge 	<ul style="list-style-type: none"> - To strengthen understanding of Shakespeare's plays (working alongside English department) - To develop understanding of script analysis - To gain knowledge of Shakespearian language in Drama -To gain knowledge of tools that can be used to demonstrate character relationships. - To gain knowledge of how performance skills 	<ul style="list-style-type: none"> - To understand the concept of storytelling - To understand what 'devising' means in a Drama context - To extend knowledge of vocal skills and physical skills - To gain understanding of what Drama conventions/ techniques are and how these are used to make Drama more effective - To gain knowledge of what a stimulus is and how it can be used to create Drama

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	<ul style="list-style-type: none"> - To understand 'Thoughts aloud' and its purpose - To understand improvisation & rehearsal processes to create and develop Drama. - To extend knowledge of Drama key words and technical terminology - To understand the concept of Characterisation 	<ul style="list-style-type: none"> - To gain knowledge of exaggeration in Drama and why this is important - To understand how to identify and evaluate how Style of theatre is shown. - To extend knowledge of Drama key words and technical terminology 	<ul style="list-style-type: none"> - To gain knowledge of performance structure (chronological, flashback, etc.) - To gain knowledge in successfully Identifying and evaluating key physical skills - To extend knowledge of Drama key words and technical terminology 	<ul style="list-style-type: none"> of character relationships. - To strengthen knowledge of English literature plays and playwrights - To extend knowledge of Drama key words and technical terminology 	<ul style="list-style-type: none"> can communicate meaning to the audience. -To gain knowledge of common Drama conventions used in Shakespearian plays (I.e. asides, monologues/ soliloquies, poetic language, etc.) - To extend knowledge of Drama key words and technical terminology 	<ul style="list-style-type: none"> - To understand how we evaluate creative choices - To extend knowledge of Drama key words and technical terminology
Skills	<p>Awareness and control of:</p> <p>Soft skills: Focus & Teamwork</p> <p>Physical skills: Body Language, Facial Expressions, Gesture, Use of space</p> <p>Vocal skills: Tone of voice, Projection & Clarity</p> <p>Drama conventions: Thoughts aloud</p> <p>Academic Skills: Self-analysis, target setting</p>	<p>Awareness and control of:</p> <p>Soft skills: Communication, Focus & Teamwork</p> <p>Physical skills: Levels, Body Language, Facial Expressions, Gesture, Use of space</p> <p>Drama conventions: Still image</p> <p>Other key skills: Exaggeration</p> <p>Academic Skills: Peer-analysis, Self-analysis, target setting</p>	<p>Awareness and control of:</p> <p>Soft skills: Confidence, Focus, Teamwork, Communication</p> <p>Physical skills: Physical Contact, Body Language, Facial Expressions, Gesture, Use of space</p> <p>Vocal skills: Pause & Pace, Tone of voice, Projection & Clarity</p> <p>Drama conventions: Narration, still image</p> <p>Other key skills:</p>	<p>Awareness and control of:</p> <p>Soft skills: Confidence, Focus, Teamwork, Communication</p> <p>Physical skills: Levels, Body Language, Facial Expressions, Gesture</p> <p>Vocal skills: Pitch, Pause, Pace, Tone of voice, Projection & Clarity</p> <p>Drama conventions: Narration, still image</p> <p>Other key skills:</p>	<p>Awareness and control of:</p> <p>Soft skills: Resilience, Confidence, Focus, Teamwork, Communication</p> <p>Physical skills: Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture, Use of space</p> <p>Vocal skills: Intonation (emphasis) Pitch, Pause, Pace, Tone of voice, Projection & Clarity</p> <p>Drama conventions: Still image</p> <p>Academic skills: Justifying creative decisions, script analysis, Peer-analysis, Self-analysis, target setting</p>	<p>Awareness and control of:</p> <p>Soft skills: Resilience, Confidence, Focus, Teamwork, Communication</p> <p>Physical skills: Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture, Use of space</p> <p>Vocal skills: Intonation (emphasis) Pitch, Pause, Pace, Tone of voice, Projection & Clarity</p> <p>Drama conventions: Still image</p> <p>Academic skills: Justifying creative decisions, script analysis, Peer-analysis, Self-analysis, target setting</p>

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			Exaggeration Academic Skills: Peer-analysis, Self-analysis, target setting	Exaggeration Academics skills: Peer-analysis, Self-analysis, target setting	Drama conventions: Narration, still image Other key skills: Exaggeration Academics skills: Script analysis, Writing as a performer, Peer-analysis, Self-analysis, target setting	
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Concepts

- To become confident performers.
- To understand how to work cohesively as part of a team.
- To understand different methods of devising Drama. (i.e improvised, planned, from a stimulus, etc.)
- To understand how to use characterisation- Taking a character (either from script or imagination) and using performance skills to show a clear character.
- To know how to perform a variety of theatre styles. (i.e mime, melodrama, etc.)
- Know how to use different drama conventions (form) to communicate meaning to the audience.
- Evaluate and reflect on their own and others work, adapting, refining and target setting.
- Discuss different aspects of their own work, explaining what creative choices were made and how.

The Drama curriculum aims to achieve confidence, creativity and an understanding of Performance skills. This is delivered through a variety of topics, that explore different styles of Theatre, Drama conventions, explorative strategies and vocal and physical skills.

- Drama learning is CYCLICAL – the same skills are reapplied in more complex ways over time at KS3.

8 Drama	Detectives Exploration of Drama strategies and conventions	Horror Exploration of genre and creating tension	Romeo & Juliet To aid understanding of Shakespeare, to	Lord of the flies Developing knowledge of Drama	Noughts and Crosses	Stage to Screen Developing vocal and physical skills and devised work
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			understand the role of the director	conventions and explorative strategies	Developing skills in script-work, exploring intention	
Knowledge	<ul style="list-style-type: none"> - To extend knowledge of characterisation - To gain knowledge of Drama conventions: Flashback, Narration, Cross cutting. -To gain knowledge of explorative strategies: Hot seating, Whole class Drama, Teacher in role, Improvisation - To gain knowledge of problem solving in Drama. - To extend knowledge of genre - To extends understanding of structure - To extend knowledge of devising Drama from a stimulus - To extend knowledge of vocal and physical 	<ul style="list-style-type: none"> - To gain knowledge of what tension is and how it is important in Drama - To gain knowledge of Climax and anti-climax in Drama structure. - To gain knowledge of skills that build tension - To gain knowledge of Drama conventions: Soundscape, Dramatic Irony - To gain knowledge of devising Drama with intention. - To extend knowledge of physical skills and exaggeration. - To extend knowledge of written evaluation in Drama. - To extend knowledge of 	<ul style="list-style-type: none"> - To strengthen knowledge/understanding of Shakespeare's plays (working alongside English department) - To develop knowledge of script analysis. (understanding atmosphere, analysing stage directions, character relationships, etc.) - To extends knowledge of genre - To gain knowledge of the Director's role in theatre. - To gain knowledge of design elements and why these are important to Drama. - To gain knowledge of stage combat 	<ul style="list-style-type: none"> - To extend knowledge of Drama conventions: Narration, Thoughts aloud, Still image, Slow motion, use of Mime - To extend knowledge of explorative strategies: Whole class Drama, Teacher in role, whole class still image, spontaneous improvisation. - To support knowledge of English literature - To support knowledge of English History - To gain knowledge of how to write from the perspective of a character. - To extend 	<ul style="list-style-type: none"> - To develop understanding of script-work - To gain knowledge of Naturalism and Stanislavski's system - To gain knowledge of Drama and political genres - To understand what intentions are in terms of Drama - To understand how a playwright achieves intentions through text - To develop understanding of techniques that show character relationships - To extend knowledge of character work - To extend knowledge of performance skills to show character 	<ul style="list-style-type: none"> - To gain knowledge of different theatre conventions: Direct address, Cliff hanger - To gain knowledge of creating performance with intention - To extend knowledge on devising with a stimulus - To extend knowledge of performance skills - To extend knowledge of genre. - To extend knowledge of Drama key words and technical terminology

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	<p>skills</p> <ul style="list-style-type: none"> - To gain knowledge of analysing and evaluating use of Drama conventions - To extend knowledge of Drama key words and technical terminology 	<p>Drama key words and technical terminology</p>	<ul style="list-style-type: none"> - To extend knowledge of Drama key words and technical terminology 	<p>knowledge of performance skills to show character emotion.</p> <ul style="list-style-type: none"> - To extend knowledge of Drama key words and technical terminology 	<p>objectives and motivation.</p> <ul style="list-style-type: none"> - To extend knowledge of Drama key words and technical terminology 	
Skills	<p>Awareness and control of: Soft skills: Problem solving, Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: Flashback, Narration, Cross-cutting Explorative strategies: Whole class Drama, Teacher in role, Improvisation</p>	<p>Awareness and control of: Soft skills: Resilience, Confidence, Focus, Teamwork, Communication Physical skills: stillness, stance Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: Dramatic Irony, Soundscape, Narration, Still image Academic skills: Responding to stimulus, Peer-analysis, Self-analysis, target setting</p>	<p>Awareness and control of: Soft skills: Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stillness, stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: soliloquy, asides Academic skills: Writing as a director/designer, Justifying creative decisions, script and</p>	<p>Awareness and control of: Soft skills: Problem solving, Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stillness, stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: Slow motion, use of Mime, Narration, Thoughts aloud, still image</p>	<p>Awareness and control of: Soft skills: Problem solving, Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stillness, stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: Marking the moment, Narration, Thoughts aloud, still image Explorative strategies: Hot seating, Conscience corridor</p>	<p>Awareness and control of: Soft skills: Problem solving, Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stillness, stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: Cliff hanger, direct address, cross-cutting, narration Academic skills: Responding to stimulus, Peer-analysis, Self-analysis, target setting</p>

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	Academic skills: Character analysis, Peer-analysis, Self- analysis, target setting		character analysis, Peer-analysis, Self- analysis, target setting Technical design skills: Lighting design, costume design, set design, sound design	Explorative strategies: Whole class still image, spontaneous improvisation, Whole class Drama, Teacher in role Academic skills: Responding to stimulus, Peer- analysis, Self-analysis, target setting	Academic skills: Character and script analysis, Peer-analysis, Self-analysis, target setting	
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Concepts

- To become confident performers.
- To understand how to work cohesively as part of a team.
- To understand different methods of devising Drama. (i.e improvised, planned, from a stimulus, etc.)
- To be able to create Drama with intention.
- To understand how to use characterisation- Taking a character (either from script or imagination) and using performance skills to show a clear character.
- To be able to show clear character relationships.
- To understand how structure is used when creating Drama.
- To know how to perform a variety of theatre styles and genres. (i.e Musical Theatre, Horror, soap etc.)
- Know how to use different drama conventions (form) to communicate meaning to the audience.
- Evaluate and reflect on their own and others work, adapting, refining and target setting.
- Discuss different aspects of their own work, explaining what creative choices were made and how.

The Drama curriculum aims to achieve confidence, creativity and an understanding of Performance skills. This is delivered through a variety of topics, that explore different styles of Theatre, Drama conventions, explorative strategies and vocal and physical skills.

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- Drama learning is CYCLICAL – the same skills are reapplied in more complex ways over time at KS3.

7 Music	Singing Skills Singing and Performing on an instrument Part C Arts Award: Arts inspiration	Jazz and Blues Accessing different Musical traditions	Orchestra Gaining insights into ensembles and instrument families	Body Percussion Understanding relationships between Dynamics and Rhythms	Notation Reading and writing musical symbols	Garageband Composing and Improvising
Knowledge	<p>Keywords- Elements of Music</p> <p>To Identify and describe different TEMPO through listening to a range of styles.</p> <p>Using the voice as an instrument.</p> <p>To Identify and describe effects of DYNAMICS found in a range of pieces.</p> <p>To Identify and describe RHYTHM- found across a range of music.</p>	<p>TEMPO-Identify and describe different TEMPO through listening to a range of styles.</p> <p>To Identify a range of sounds and Instruments</p> <p>To know musical style in cultural and Historical context</p> <p>To understand Western and non-Western Musical traditions</p> <p>Reading and Singing Lyrics</p>	<p>To categorize and IDENTIFY the four main families of Orchestral instruments.</p> <p>To gain knowledge of TIMBRE and PITCH of different Instruments and Families</p> <p>To understand how to read musical symbols from a score</p> <p>To see examples of an Orchestra in action and discuss employment opportunities for musicians</p>	<p>To understand basic Rhythms and how to use the Body to perform</p> <p>To make the link between the body and the production of sound.</p> <p>To watch and evaluate their own performance in relation to others.</p>	<p>To gain insight to requirements and meaning of musical symbol and why we read Music from a page</p> <p>To recognize and label NOTATION accurately.</p> <p>Identify and list different staff symbols.</p> <p>To understand meaning of Note values and how they have a different length</p>	<p>To know how to log in and manage a software app</p> <p>To compose and perform music using ICT</p> <p>To develop knowledge of Instrument families in a practical setting.</p>

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	To make links between their classroom examples and their own music knowledge					
Skills	<p>Soft Skills:</p> <p>Concentration , responsibility, presentation skills.</p> <p>Perform using Tempo as a guide and use to find place in a piece.</p> <p>Apply use of DYNAMICS to performances and as a tool for composing.</p> <p>Technical skills:</p> <p>To Sing and play a range of pieces and recognize PITCH ranges when composing and performing.</p>	<p>Soft Skills:</p> <p>Communication, discussion and group outcomes.</p> <p>Technical skills:</p> <p>To apply Tempo and perform successfully to Click track</p> <p>To read note names and interpret a musical Chart</p> <p>Performance skills and gaining confidence through practice</p> <p>Singing lyrics of a song in a particular style</p>	<p>Soft Skills:</p> <p>Communication Team work</p> <p>Growth mindset approach to problem-solving: practice and improve from mistakes</p> <p>Technical Skills:</p> <p>Ensemble performance skills</p> <p>To follow a music chart accurately</p> <p>To perform on a musical instrument with expression and accuracy</p>	<p>Soft Skills: Confidence and Resilience for solo performing.</p> <p>Communication skills</p> <p>Technical Skills:</p> <p>Perform RHYTHMS ranging in length and complexity.</p> <p>Listening skills- concentration and making improvements</p> <p>Physical Skills:</p> <p>Co-ordination</p> <p>Balance</p>	<p>Soft Skills:</p> <p>Concentration , responsibility, presentation skills.</p> <p>Technical Skills:</p> <p>Read and perform Music from a page using a small range of note values.</p> <p>PITCH- Identify and describe Major key pitches and some Minor.</p> <p>Notate PARTS of or whole MELODIES accurately on a staff. Perform MELODIES by reading NOTATION.</p>	<p>Soft Skills: Concentration, independent learning, appropriate use of ICT</p> <p>Technical Skills:</p> <p>:To apply Composing skills using a piano keyboard to input notes and chords.</p> <p>To Improvise on keyboard</p> <p>To perform using an adjustable click track</p> <p>To use a software to record and make improvements to their own music.</p>
<p>Students work as individuals and within groups with focussed rehearsal and preparation time leading to class performances. Concentration and listening skills are developed as well as self- confidence and the ability to interpret written instructions and symbols. Group work relies extensively on communication and team skills in</p>						

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order to produce a successful creative outcome developing greater interpretation skills. Both group and solo improvisation work engages students in 'flow' where a set of musical parameters are laid out that allow for free expression and exploration of 'right brain' activity. Memorization and applying of notation symbols require concentration skills and 'left brain' activity and creativity. All feedback and peer review encourage principles of 'Growth Mindset' where 'failure' can be seen as a step to future success through effort and practice.

National curriculum

- *Access to Different musical **traditions and the stylistic features of JAZZ and Blues, Western Classical tradition, EDM, Brazilian Samba, Film Soundtracks.***
- *Improvisation as a means of expression and as a technique for composing.*
- *Use of symbols to produce and organise music effectively*
- *To gain theoretical understanding of the inter-related dimensions of music through Keywords in practice and through examples.*

<p>8 Music</p>	<p>Body percussion II Understanding relationships between Dynamics and Rhythms</p> <p>Part C Arts Award: Arts inspiration</p>	<p>Pentatonic Scale Identify and compose using the Pentatonic scale</p>	<p>Texture and Timbre Knowledge and Understanding of Timbre and Texture in musical context</p>	<p>Ensemble Keyboard Skills Performing on an instrument</p>	<p>Notation II Reading and writing musical symbols Composing using symbols</p>	<p>Ensemble Singing Develop skills as a performer</p>
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<p>Knowledge</p>	<p>To understand basic Rhythms and how to use the body to perform</p> <p>To make and develop the link between body and sounds using Dynamics and Tempo.</p> <p>To watch and evaluate their own performance in relation to others with increasing awareness.</p> <p>To understand relation between individual part the ensemble performance.</p> <p>To Identify and describe different TEMPO through listening to a range of styles.</p> <p>To Identify and describe effects of DYNAMICS</p>	<p>Identify and describe the PENTATONIC scale.</p> <p>Perform the 5 notes of this scale accurately</p> <p>To know musical styles in cultural and Historical context of this scale</p> <p>To understand Western and non- Western Musical traditions.</p> <p>To apply PENTATONIC to performance and composing</p>	<p>To Categorize and identify TEXTURE through examples.</p> <p>To gain knowledge of TIMBRE and PITCH of different Instruments and Families and world instruments.</p> <p>To develop knowledge of TIMBRE through listening examples</p> <p>To see examples of an Orchestra in action and discuss the examples of different Texture and Timbre in context.</p>	<p>Keywords- Elements of Music</p> <p>To confidently Identify and describe different TEMPO through listening to a range of styles.</p> <p>To Identify and describe in some detail effects of DYNAMICS found in a range of pieces.</p> <p>To Identify and describe a range of RHYTHMS found across a range of music.</p> <p>To know how to manage own progress and ask for feedback from teacher and peers</p> <p>Using the voice as an instrument</p>	<p>To gain insight into requirements and meaning of musical symbol.</p> <p>To recognize and label NOTATION accurately.</p> <p>To Identify and list different staff symbols used in music.</p> <p>To understand meaning of a range of note values and how they have a different length</p>	<p>To apply techniques to warm up and sing patterns</p> <p>To gain experience of singing in an ensemble</p> <p>To gain access to choral repertoire</p> <p>To gain confident Knowledge of different pitches and scale patterns</p>
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	<p>found in a range of pieces.</p> <p>To Identify and describe RHYTHM- found across a range of music.</p> <p>To make increasingly diverse links between classroom examples and their own music knowledge</p>					
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<p>Skills</p>	<p>Soft Skills:</p> <p>Perform using a range of Tempo as a guide and use to find place in a piece.</p> <p>Apply extensive use of DYNAMICS to performances and as a tool for composing.</p> <p>Technical skills:</p> <p>To Sing and play a range of pieces and recognize PITCH ranges when composing and performing.</p> <p>Soft Skills:</p> <p>Confidence and Resilience for solo performing. Communication skills</p> <p>Technical skills</p>	<p>Soft Skills</p> <p>Listening skills</p> <p>Technical skills:</p> <p>To apply Tempo and perform successfully to Click track</p> <p>To read note names and interpret a musical Chart</p> <p>Performance skills and gaining confidence through practice</p> <p>Physical Skills:</p> <p>Co-ordination and fine motor skills for keyboard</p>	<p>Soft Skills:</p> <p>Communication, discussion and paired outcomes.</p> <p>Technical skills</p> <p>To IDENTIFY different instruments through their TIMBRE</p> <p>To IDENTIFY different Textures through exmples</p> <p>To COMPOSE using different Timbres and Textures.</p> <p>Physical Skills:</p> <p>Co-ordination and fine motor skills for keyboard</p> <p>To perform on a musical instrument with increasing expression and accuracy</p>	<p>Soft Skills:</p> <p>Perform using a range of Tempo as a guide and use to find place in a piece.</p> <p>Apply extensive use of DYNAMICS to performances and as a tool for composing.</p> <p>Technical skills:</p> <p>To Sing and play a range of pieces and recognize PITCH ranges when composing and performing.</p>	<p>Soft Skills:</p> <p>Concentration, responsibility, presentation skills.</p> <p>Technical skills:</p> <p>Read and perform Music from a page using a wider range of note values</p> <p>PITCH- Identify and describe Major key pitches and some Minor.</p> <p>Notate PARTS of or whole MELODIES accurately on a stave. Perform MELODIES by reading NOTATION.</p> <p>Evaluate their own and others' work through sight and sound</p>	<p>Soft Skills:</p> <p>Concentration, focus and listneing skills</p> <p>Technical skills:</p> <p>To apply performance skills using</p> <p>Accurately sing pitches and listen to others</p> <p>To adjust pitch using visual instruction and ear</p> <p>To sing with accurate PITCH and TEMPO and follow the STRUCTURE of a song.</p>
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	<p>Perform RHYTHMS ranging in length and complexity.</p> <p>Listening skills- concentration and making improvements from modelling and verbal feedback</p> <p>Physical Skills:</p> <p>Co-ordination</p> <p>Balance</p> <p>Make physical adjustments in relation to feedback</p>					
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Concepts

- Gain theoretical understanding of the inter-related dimensions of music through Keywords in practice and through a range of different styles of music examples.
- Access to Different musical traditions and the stylistic features of JAZZ and Blues, Western Classical tradition, EDM, Brazilian Samba, Film Soundtracks.
- Improvisation as a means of expression and as a technique for composing.
- To be able to use of symbols to produce and organise music effectively

Literacy Overview

- Literacy in performing arts supports the student reflective and evaluate development.

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- Through knowledge and use of subject specific vocabulary, script reading, differentiated writing frames, tier 2 vocabulary objectives and displays, questioning.
- Music keywords- linked to Music concepts
- Musical Notation language and terms and expressive terminology
- Reflective and descriptive language for listening activities
- Exploration of Romeo and Juliet/ Midsummer night's dream supports KS3 literacy/ understanding of Shakespeare

Numeracy

- Timing
- Angles
- Shape - design - 2D 3D Images
- Time signatures
- Music note values and patterns of the major and minor scale

ICT

- Use of apple Mac garage band software
- Microsoft Office 365 used for presentations and written elements.
- Use of digital recording equipment and playback

Being work ready

- Workshops with leading practitioners
- Community links - West Sussex Music / Dance schools
- Theatre and concert trips
- Performances in the community and wide community of Crawley
- BTEC Vocational context briefs
- Encouraging leadership and teamworking skills
- Other soft skills such as confidence, resilience, etc. which are all transferable to the workplace

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High challenge leading to social mobility

- Straight to a challenge / extension tasks

The human over the subject

- Pride in performances in class
- Participation in whole school performances (musical) / celebrations / assemblies / iBACC graduation
- Personalised projects (music)
- SMSC in performing arts: e.g. Varied themes
- Taking pride in self presentation in practical work - correct kit etc
- Resilience and sustained focus – time and effort when rehearsing work.

What is the Impact?

Dance

Students work both individually and in groups to perform taught motifs and own choreography and develop dance skills in various dance styles. The difference the curriculum is making to the students learning is that it is allowing the students to engage physically with different social, cultural, moral and historical dance. It allows a platform for students to develop confidence and creatively. Developing leadership and teamwork skills to achieve a common goal. They develop confidence in themselves and performance skills to take them forward in the next stage of their life whether that be dance or transferable skills. DEP tracking of progress and SOW planning combines performance choreography and analysis skills.

Drama

Students work in groups and pairs to create scenes of Drama and develop use of Drama conventions, styles of theatre and vocal and physical skills. By exploring different topics and stories, the Drama curriculum allows students to engage with a variety of cultural, social, historical and ethical themes. Through performance-based work, Drama allows students to develop independent focus, resilience, confidence and creativity, while strengthening teamworking skills such as listening, contribution, accountability and communication when taking part in group work. Theory-based work encourages pupils to be reflective and analytical thinkers who can justify their creative decisions and evaluate their work and the work of others. The subject allows students to develop key performance skills for Drama, personal confidence and creativity, teamworking skills, which are valuable to their next step in education relating to Drama or carrying transferable skills to other subjects.

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Music

Students work as individuals with focussed rehearsal and preparation time leading to class performance. Concentration and listening skills are developed as well as self- confidence and the ability to interpret written instructions and symbols. Group work relies extensively on communication and team skills in order to produce a successful creative outcome as music as the previously mentioned solo music interpretation skills. Both group and solo improvisation work engages students in 'flow' where a set of musical parameters are laid out but allow for free expression and exploration of 'right brain' activity. Memorization of notation and symbols require concentration skills and 'left brain' activity. All feedback and peer review encourage principles of 'Open Mindset' where failure to complete a task is seen as a step to future success through effort and practice.

Arts Award

The performing arts curriculum aims to achieve, creativity, communication and leadership, resulting in a Level 1 certificate in the arts (Arts Award: Bronze). The curriculum is delivered in a way that allows students to actively explore and experience different art forms, whilst consolidating knowledge and skills learnt in dance and drama to prepare students for KS4.

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