



ASPIRE • BELIEVE • ACHIEVE



**Curriculum Overview: Year 7 Music and Performing Arts**

Year 7 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<b>Drama</b> Basic skills	Understand, recognise and use basic performance skills: freeze frame, still image, physical theatre, thoughts aloud, gesture and facial expressions.	<ul style="list-style-type: none"> <li>• Ability to work collaboratively in a group</li> <li>• Ability to understand and build upon basic performance skills</li> <li>• Motivation to develop performance skills and that of others</li> <li>• Honest and accurate reflection of work</li> </ul>	Digital Theatre <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a>  Sign In Where it says 'Email' type <b>BUA</b> Password is <b>bua123</b>  Tailored classroom resource pack  Homework activities on Doodle
<b>Music</b> <b>The Elements of music</b>	Understand, recognise and use the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.	<ul style="list-style-type: none"> <li>• Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing</li> <li>• Recognise the Elements of Music when listening to and appraising music from different times and different places</li> </ul>	Tailored classroom resource pack  Homework activities on Doodle  Music room/instruments to book out at breaks and lunches

## Curriculum Overview: Year 8 Music and Performing Arts

Year 8 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><b>Music</b> <b>The Elements of music</b></p>	<p>Understand, recognise and use the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.</p>	<ul style="list-style-type: none"> <li>• Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing</li> <li>• Recognise the Elements of Music when listening to and appraising music from different times and different places</li> </ul>	<p>Tailored classroom resource pack</p> <p>Homework activities on Doodle</p> <p>Music room/instruments to book out at breaks and lunches</p>
<p><b>Drama</b> <b>Devising from a stimulus</b> Understanding the process of devising and developing ways to build and create from a stimulus.</p> <p><b>Playwriting</b> Understanding how to structure a theatre play.</p> <p><b>Theatre Analysis</b> How to analyse &amp; evaluate performance and lighting design in a play</p>	<p><b>Knowledge –</b> Genre’s, style’s, character development, structure, theatre stage, light design &amp; performance</p> <p><b>Understanding -</b> Devising from a stimulus Playwriting Theatre Analysis</p> <p><b>Skills -</b> Devising, teamwork, performing , evaluating, analysing &amp; writing</p>	<ul style="list-style-type: none"> <li>• Ability to collaboratively devise in a group</li> <li>• Ability to understand structure, genre &amp; styles</li> <li>• Motivation to develop performance skills and that of others</li> <li>• Honest and accurate reflection of work</li> </ul>	<p>Digital Theatre <a href="https://www.digitaltheatreplus.com/education">https://www.digitaltheatreplus.com/education</a></p> <p>Sign In Where it says 'Email' type <b>BUA</b> Password is <b>bua123</b></p>

## Excellence Plans: KS4 Drama

Year 10 Autumn Term 1 & 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><b>Component 2</b> Performance from text 24 marks for each extract 48 marks in total</p> <p>20% of GCSE</p> <p><b>A02 Apply theatrical skills to realise artistic intentions in live performance</b></p> <p>You will collaborate in pairs or a small group to interpret a text. Then you will rehearse and refine two key extracts in preparation for a final performance. You will be assessed by an external visiting examiner.</p> <p>Write an accompanying 100-200 words for each extract explaining the intention of the performance.</p>	<p><b>You will gain knowledge of ...</b> Context of the entire play Characterisation and style Tone and Intonation Pause and Pitch Clarity and Pace Accent and Inflection Emphasis and Volume Diction and Nuance Facial expression and body language Gesture and Proxemics Stance and Stillness Movement and Spatial awareness Motives, aims and objectives Development and relationships Mood and atmosphere Staging and blocking</p> <p><b>You will understand how to ...</b></p> <ul style="list-style-type: none"> <li>• Research the play's social, cultural &amp; historical context.</li> <li>• Characterise the way you perform a role.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how vocal choices of articulation, pitch, pace, pause, tone, inflection and volume support the meaning of the text.</li> <li>✓ Develop control, variation and range of voice to support the meaning of the text.</li> <li>✓ Understand how physical decisions about pace, size, flow, weight, control and orientation support the meaning of the text.</li> <li>✓ Develop control, variation and range of spatial behaviour (proxemics), facial expression, gesture, gaze, posture, stillness, touch and bodily contact to support the meaning of the text.</li> <li>✓ Understand the role and its context within the performance.</li> <li>✓ Develop engaging characterisation with focus, confidence and commitment.</li> <li>✓ Cultivate a sense of rapport with your fellow performers.</li> </ul>	<p>Digital Theatre Plus Nationaltheatre.org.uk BBC Bitesize Doddle YouTube Local theatre performances National theatre performances</p>

	<ul style="list-style-type: none"><li>• Choose a suitable style, such as Expressionism, Naturalism, Minimalism.</li><li>• Control emotions, relationships, intentions &amp; subtext using your voice and physicality.</li><li>• Make your voice interesting &amp; engaging.</li><li>• Using voice and body to create character</li><li>• Deliver rhythm and speed to indicate intent to the audience.</li><li>• Explore the subtlety of nuance</li><li>• Block a scene</li><li>• Consider motives, aims and objectives of the character you are playing.</li></ul>	<ul style="list-style-type: none"><li>✓ Establish clear communication with the audience.</li><li>✓ Contribute fully to the realisation of the group's artistic intentions.</li><li>✓ Understand the style, genre and theatrical conventions.</li><li>✓ Refine your performance so that it is dynamic, impactful and energetic.</li></ul>	
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## Curriculum Overview: Year 9 drama

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><b>Component 1</b>  <b>Brecht &amp; Stanislavski</b>            Drama practitioners that helped to shape theatre &amp; concepts. Naturalism &amp; epic theatre</p> <p><b>Working with a stimulus</b>            How to use a stimulus &amp; research to come up with a concept for a drama performance</p> <p><b>Creating</b>            How to apply these theories into practice</p>	<p><b>Knowledge –</b>            Of a history of theatre</p> <p><b>Understanding -</b>            On creating a purpose &amp; intention for drama</p> <p><b>Skills -</b>            To apply a developed concept with a new mind set</p>	<ul style="list-style-type: none"> <li>• To do independent research on their chosen stimulus &amp; topic</li> <li>• Show leadership skills &amp; communicate ideas to the rest of their group</li> <li>• To be proactive &amp; self-motivated</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.vam.ac.uk/articles/the-story-of-theatre">https://www.vam.ac.uk/articles/the-story-of-theatre</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zjw3vk7">https://www.bbc.co.uk/bitesize/topics/zjw3vk7</a></li> </ul>
Year 9 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><b>Creating continued...</b>            To refine &amp; structure their final performance</p> <p><b>Portfolio</b>            To complete a portfolio based upon the devising</p>	<p><b>Knowledge –</b>            Artist work            Observational drawing</p> <p><b>Understanding-</b>            Texture            Mark making</p> <p><b>Skills –</b></p>	<ul style="list-style-type: none"> <li>• Well written notes during the process period</li> <li>• Correct revision with good understanding &amp; knowledge of performance skills</li> <li>• A detailed portfolio</li> </ul>	<p>A help sheet will be made available on how to write up the portfolio</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zkp4vk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zkp4vk7/revision/1</a></p>

process & how they applied it to create a performance	Shading Pencils Ink and Bleed		
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### Excellence Plans: KS4 Drama

Year 11 Autumn Term 1 & 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><b>Component 2</b> Performance from text 24 marks for each extract 48 marks in total</p> <p>20% of GCSE</p> <p><b>A02 Apply theatrical skills to realise artistic intentions in live performance</b></p> <p>You will collaborate in pairs or a small group to interpret a text. Then you will rehearse and refine two key extracts in preparation for a final performance. You will be assessed by an external visiting examiner.</p>	<p><b>You will gain knowledge of ...</b> Context of the entire play Characterisation and style Tone and Intonation Pause and Pitch Clarity and Pace Accent and Inflection Emphasis and Volume Diction and Nuance Facial expression and body language Gesture and Proxemics Stance and Stillness Movement and Spatial awareness Motives, aims and objectives Development and relationships Mood and atmosphere Staging and blocking</p> <p><b>You will understand how to ...</b></p> <ul style="list-style-type: none"> <li>Research the play's social, cultural &amp; historical context.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how vocal choices of articulation, pitch, pace, pause, tone, inflection and volume support the meaning of the text.</li> <li>✓ Develop control, variation and range of voice to support the meaning of the text.</li> <li>✓ Understand how physical decisions about pace, size, flow, weight, control and orientation support the meaning of the text.</li> <li>✓ Develop control, variation and range of spatial behaviour (proxemics), facial expression, gesture, gaze, posture, stillness, touch and bodily contact to support the meaning of the text.</li> <li>✓ Understand the role and its context within the performance.</li> </ul>	<p>Digital Theatre Plus Nationaltheatre.org.uk BBC Bitesize Doddle YouTube Local theatre performances National theatre performances</p>

<p>Write an accompanying 100-200 words for each extract explaining the intention of the performance.</p>	<ul style="list-style-type: none"> <li>• Characterise the way you perform a role.</li> <li>• Choose a suitable style, such as Expressionism, Naturalism, Minimalism.</li> <li>• Control emotions, relationships, intentions &amp; subtext using your voice and physicality.</li> <li>• Make your voice interesting &amp; engaging.</li> <li>• Using voice and body to create character</li> <li>• Deliver rhythm and speed to indicate intent to the audience.</li> <li>• Explore the subtlety of nuance</li> <li>• Block a scene</li> <li>• Consider motives, aims and objectives of the character you are playing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop engaging characterisation with focus, confidence and commitment.</li> <li>✓ Cultivate a sense of rapport with your fellow performers.</li> <li>✓ Establish clear communication with the audience.</li> <li>✓ Contribute fully to the realisation of the group's artistic intentions.</li> <li>✓ Understand the style, genre and theatrical conventions.</li> <li>✓ Refine your performance so that it is dynamic, impactful and energetic.</li> </ul>	
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**Curriculum Overview: BTEC performing Arts National Diploma**

Year 12 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?

<p>Unit 1: Investigate practitioners 90 GLH 60 marks</p> <p>Task set and marked by Pearson consisting of Part A and Part B.</p> <ul style="list-style-type: none"> <li>• Four weeks prior to the supervised assessment period, learners will be provided with Part A for a four week term time period in order to carry out investigation and critical analysis.</li> <li>• Part B will be completed in three hours on a date timetabled by Pearson.</li> </ul> <p><b>AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</b></p> <p><b>AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</b></p>	<p><b>You will gain knowledge of ...</b></p> <p>Practical skills and techniques in a range of performing arts disciplines</p> <p>Critical analysis skills and contextual understanding of practitioners work.</p> <p>Learners will gain a taste and an appreciation of performing arts, through knowledge and experience of the performance process.</p> <p>Students will also have the opportunity to develop a range of skills, techniques and personal attributes which will be valuable across all areas of future study and work.</p> <p>Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the <i>Investigating</i></p>	<ul style="list-style-type: none"> <li>✓ Development of all-round performance skills transferable skills such as</li> <li>✓ Self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.</li> <li>✓ Engaging with lessons using own critical thinking.</li> <li>✓ Making independent judgements.</li> <li>✓ Drawing conclusions.</li> <li>✓ Establishing links and comparisons to the work of other performing arts practitioners.</li> <li>✓ Exploring opportunities for further investigation.</li> </ul>	<p>Digital Theatre Plus Nationaltheatre.org.uk BBC Bitesize Doddle YouTube Local theatre performances National theatre performances</p>
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<p><b>AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire</b></p> <p><b>AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</b></p>	<p><i>Practitioners' Work</i> unit</p> <p><b>You will understand how to ...</b></p> <ul style="list-style-type: none"> <li>• develop extended writing tasks</li> <li>• Apply analytical skills</li> <li>• The process of creative development</li> <li>• Communication skills</li> <li>• Collaborative skills</li> <li>• Independence</li> <li>• Preparation for assessment methods used in degrees</li> </ul>		
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**Curriculum Overview: BTEC performing Arts National Diploma**

Year 13 Autumn Term			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Unit 1: Investigate practitioners 90 GLH 60 marks</p> <p>Task set and marked by Pearson consisting of Part A and Part B.</p> <ul style="list-style-type: none"> <li>• Four weeks prior to the supervised assessment period,</li> </ul>	<p><b>You will gain knowledge of ...</b></p> <p>Practical skills and techniques in a range of performing arts disciplines</p> <p>Critical analysis skills and contextual understanding of practitioners work.</p>	<ul style="list-style-type: none"> <li>✓ Development of all-round performance skills</li> <li>✓ Self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by</li> </ul>	<p>Digital Theatre Plus Nationaltheatre.org.uk BBC Bitesize Doddle YouTube Local theatre performances National theatre performances</p>

<p>learners will be provided with Part A for a four week term time period in order to carry out investigation and critical analysis.</p> <ul style="list-style-type: none"> <li>• Part B will be completed in three hours on a date timetabled by Pearson.</li> </ul> <p><b>AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</b></p> <p><b>AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</b></p> <p><b>AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire</b></p> <p><b>AO4 Be able to apply an effective investigation process to inform the understanding of the work of</b></p>	<p>Learners will gain a taste and an appreciation of performing arts, through knowledge and experience of the performance process.</p> <p>Students will also have the opportunity to develop a range of skills, techniques and personal attributes which will be valuable across all areas of future study and work.</p> <p>Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the <i>Investigating Practitioners' Work</i> unit</p> <p><b>You will understand how to ...</b></p> <ul style="list-style-type: none"> <li>• develop extended writing tasks</li> <li>• Apply analytical skills</li> <li>• The process of creative development</li> <li>• Communication skills</li> <li>• Collaborative skills</li> <li>• Independence</li> </ul>	<p>higher education and employers.</p> <ul style="list-style-type: none"> <li>✓ Engaging with lessons using own critical thinking.</li> <li>✓ Making independent judgements.</li> <li>✓ Drawing conclusions.</li> <li>✓ Establishing links and comparisons to the work of other performing arts practitioners.</li> <li>✓ Exploring opportunities for further investigation.</li> </ul>	
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<b>performing arts practitioners, communicating independent judgements</b>	• Preparation for assessment methods used in degrees		
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