

PERFORMING ARTS – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

Our purpose and objective in the Performing Arts faculty is to nurture passionate, imaginative and inquisitive individuals who see the world from an artistic perspective, enjoying and celebrating past and present art forms generated from an array of different cultures. The Performing Arts curriculum prepares students to become independent, respectful and creative individuals. A range of topics allow students to develop an understanding and appreciation of the arts formed in a contemporary society and throughout the world. These themes are explored through a range of different creative styles, practitioners and mediums. Furthermore, the Performing Arts curriculum promotes a sense of pride, encourages confidence, resilience and develops relationships.

In Key Stage 3 learners are given the opportunity to secure the foundation of Performing Arts education and implement skills that are important for life long lessons. Key Stages 4 and 5 aim to allow learners to develop a deeper understanding of the Performing Arts; its culture, background and influences. These Key Stages also serve to promote leadership and independence that will support them to further their learning. The curriculum also provides students with an accurate knowledge of how the Performing Arts industry operates in today's society. Additionally, the programme of study throughout the key stages places an emphasis on written expression and literacy, supporting students to write analytically about the Performing Arts, crafting critical responses and accurately employing subject related terminology.

As a faculty we pride ourselves on supporting students throughout their performing arts career. Our intervention programme stretches and nurtures students to further their progression in the subject area with access to 1:1 support with subject specialists. This intervention is inclusive to all students and allows individuals to flourish into accomplished artists.

Both subjects promote an overall appreciation of the arts both inside and outside of the classroom developing discipline, control and focus allowing them to grow into well rounded adults. Students are introduced to a range of opportunities to develop their expertise through extra-curricular activities including the school musical, Shakespeare for Schools Festival and concerts and events, celebrating the student's talents within the local community, allowing them to develop their professionalism within the Performing Arts sector.

MUSIC – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Skills Development		Composing
	Developing Repertoire		Theory

Key Stage 3	7	An introduction to Vocal Skills	An introduction to Musical Elements	An introduction to Rhythmic Notation	An introduction to Keyboard Skills	An Introduction to the Ukulele	An introduction to Ensemble Skills
	8	Developing Instrument Skills	Developing an Understanding of DAWs	Developing Musical Elements - Blues	Developing Musical Elements - Reggae	Developing Live Performance Skills	Developing Compositional Skills
	9	Applying Ensemble Techniques	Applying DAW Techniques	Applying Instrumental Techniques	Applying Compositional Techniques	Applying Musical Elements – Arranging and Producing	Applying Musical Elements – Arranging and Performing
	By the end of Key Stage 3, students should play confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. They will have developed a solid understanding of theory, improvisation and composition and have the tools to develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Learners will have developed skills that allow them to listen with increasing discrimination to a wide range of music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen. As well as developing themselves as musicians, students will also hone their transferable skills, such team work, leadership, communication, dependability, adaptability and resilience.						
Key Stage 4	10	Component 1	Component 1	Component 1 Assessment	Component 2	Component 2	Component 2
		Component 3	Component 3	Component 3	Component 3	Component 3	Component 3
	11	Component 2	Component 2 Assessment	Component 3	Component 3	Component 3 Assessment	REVISION
		Component 3	Component 3				
Music in Key Stage 4 allows learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have focused on responding to musical briefs using musical skills and techniques, proving their aptitude in the subject. Students will understand the processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance. They will also appreciate and develop strong attitudes that are considered most important in the music sector, including personal management skills and communication.							
Key Stage 5	12	U23: Music Performance Techniques	U23: Music Performance Techniques	U30: Pop Music in Practice	U30: Pop Music in Practice	U40: Working and developing as a musical ensemble	REVISION
	13	U25: Music Production Techniques	U25: Music Production Techniques	U7: Composing Music	U7: Composing Music	U39: The sound & Music Industry	REVISION
	By the end of Key Stage 5, students will have a broad and significant understanding of the music sector as a whole. They will recognise the roles within the industry and how important each area is in order for the sector to run. Students will have also gained valuable technical, interpretive and stylistic qualities musically. They will be able to incorporate these qualities into performance and compositional ideas to a high standard. Learners will be able to perform, with extreme confidence, to a large audience.						

DRAMA – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Skills Development		Theory
	Script Study		Devising

7	Introduction to Drama	The Twits	History of Comedy	Mischief Theatre	Bullying	Devising from a stimulus
8	Theatre Styles	Darkwood Manor	Theatre History	Homelessness	Dear Evan Hansen	Devising from a Stimulus
9	Teechers	A Monster Calls	Peer Pressure	<i>Everybody's Talking about Jamie</i>	Shakespeare	Devising from a Stimulus
	By the end of KS3 students should understand a range of theatrical styles and the background and history linked to them. Students will have developed a variety of techniques needed for both script work and devising to allow them to develop onto the KS4 curriculum. Students will develop social skills such as team work, communication, problem solving and creative thinking to allow them to develop as confident individuals. Students will have ample opportunities to reflect upon their work in both verbal and written form, in preparation for the reflective analysis needed at KS4.					
10 BTECH I2	Practical – Exploring the Performing Arts	Practical – Exploring the Performing Arts	Component 1 – Exploring the Performing Arts PSA	Component 1 – Exploring the Performing Arts PSA	Component 3 – Performing to a Brief Mock	Practical – Developing Skills and Techniques in the Performing Arts
	Theory – Analysing the Performing Arts	Theory – Analysing the Performing Arts				Reflection – Analysing the Performance
11 BTECH I2	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 3 – Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	
	By the end of KS4 students would have studied three theatrical practitioners and four dramatic texts. Alongside the text work students will develop an understanding of the Performing Arts industry and the job roles included. Devising also plays an important part in KS4 and students will have the opportunity to experiment with a range of dramatic devises to allow them develop their directing, playwriting and theatre making skills. KS4 lays the foundations for students wanting to continue Performing Arts at KS5.					
12	Unit 1 – Investigating Practitioners	Unit 1 – Investigating Practitioners	Unit 1 – Investigating Practitioners Unit 2 – Developing Skills for a Performance	Unit 2 – Developing Skills for a Performance	Unit 2 – Developing Skills for a Performance	Unit 19 – Acting Styles
13	Unit 19 – Acting Styles	Unit 19 – Acting Styles	Unit 3 – Performance Workshop	Unit 3 – Performance Workshop	Unit 3 – Performance Workshop	Revision
	By the end of KS5 students will have a thorough knowledge of six theatrical practitioners and their practices and influence on theatre. Students will have developed both their practical and theoretical knowledge of the Performing Arts industry and will present this through both practical and extended writing tasks. Students will have the opportunity to experiment in a range of theatrical styles and genres to allow them to develop themselves as performers.					

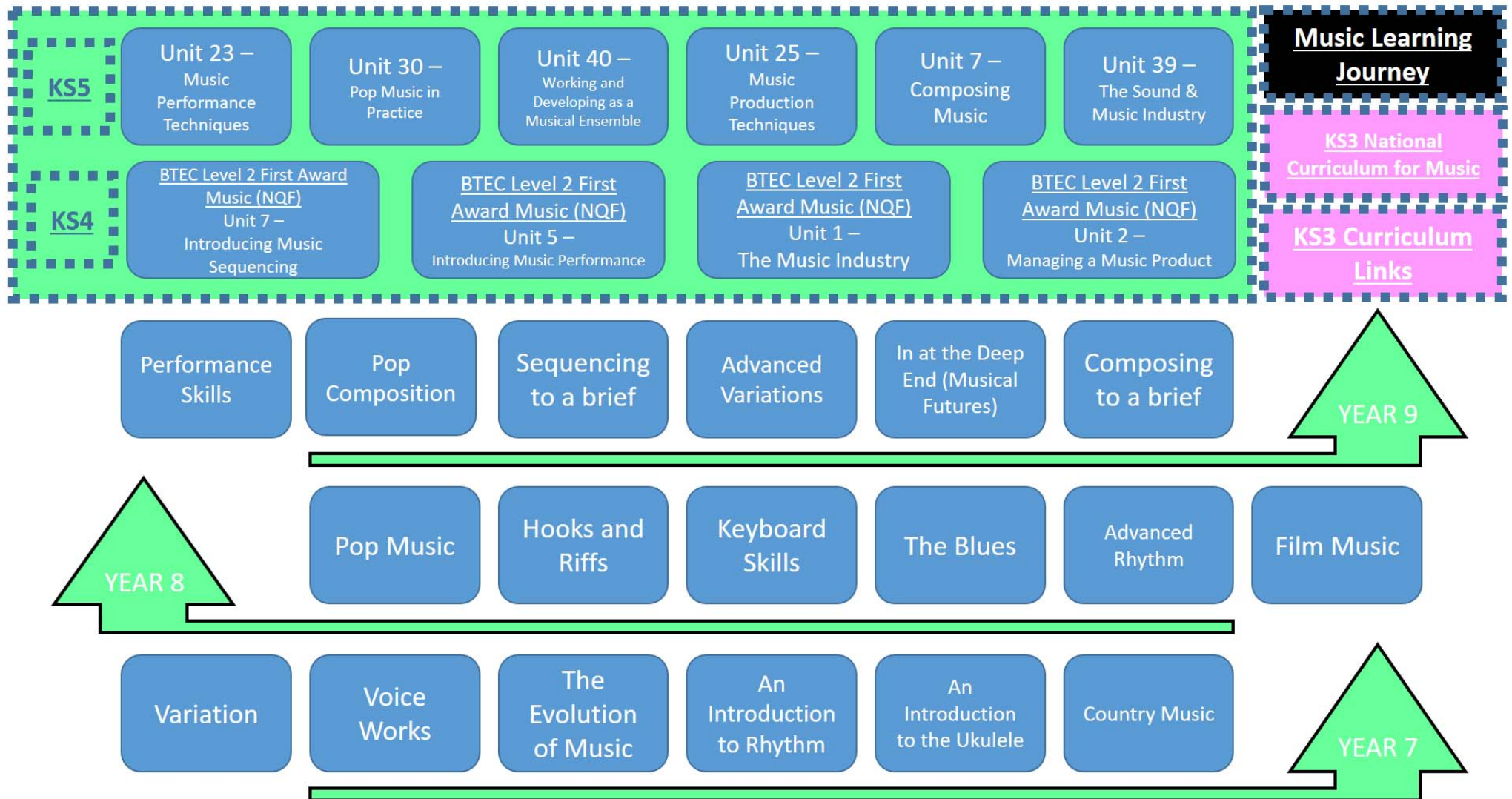
PERFORMING ARTS: WIDER CURRICULUM

KS3	KS4	KS5
<p>Year 9 Theatre trips in preparation for options</p> <p>School Musical</p> <p>Shakespeare for Schools Festival</p> <p>National Connections</p> <p>Broadway in Bourne</p> <p>Workshops with Tolethorpe</p> <p>Youth Theatre</p>	<p>Theatre visits linked to studied texts/practitioners/styles.</p> <p>School Musical</p> <p>Shakespeare for Schools Festival</p> <p>National Connections</p> <p>Broadway in Bourne</p> <p>Workshops with Tolethorpe</p> <p>Youth Theatre, Shakespeare for Schools and ex students who are working in the industry.</p>	<p>Theatre visits linked to studied texts/practitioners/styles.</p> <p>School Musical</p> <p>National Connections</p> <p>Broadway in Bourne</p> <p>Workshops with practitioners such as Trestle Theatre Company and Frantic Assembly.</p>
KS4/5 – Leading workshops with local primary schools.		

MUSIC: WIDER CURRICULUM

KS3	KS4	KS5
<p>Shakespeare for Schools workshop</p> <p>/ Celebration Day trip / Musical trip</p> <p>/ Live music performance/ Artist</p> <p>Music workshops / Christmas</p> <p>Lights switch on / Performance at the Butterfield Centre /</p> <p>Performance at Primary (Feeder) schools</p>	<p>Stamford College ‘Battle of the Bands’</p> <p>Theatre Trips</p> <p>Shakespeare for Schools workshop</p> <p>Christmas Lights Switch on</p>	<p>Performance workshops</p> <p>Theatre trips</p> <p>Primary school collaboration</p> <p>Backstage tours of venues</p> <p>Christmas Lights Switch on</p>
Oundle Festival / Shakespeare for Schools festival / BA Battle of the bands / Stamford College Battle of the Bands / Key Change Festival/ Concerts		
<p>KS3 Drama club</p> <p>Open door rehearsals</p>	<p>Studio sessions</p> <p>Drama Club</p> <p>Live Lounge</p>	<p>Drama Club</p>
Musical band & theatre rehearsals / Choir / Band workshops / Shakespeare for Schools / Musical / Christmas & Summer Concerts / End of Term Shows / Primary Previews Broadway in Bourne / Live Lounge Sessions/ Visiting professionals in the industry / Alumni in the industry visits / Arts Award / Peripatetic lessons		
<p>Discussion of current related news articles</p> <p>Lunch & after school intervention / Easter & May holiday revision sessions</p> <p><i>See separate Curriculum Intervention & SMSC Audits for contributions from Performing Arts too detailed to list here</i></p>		

MUSIC: SKILLS / KNOWLEDGE PROGRESSION BY THEMES



Year 7	Variation	Voice Works	The Evolution of Music	An Introduction to Rhythm	Ukulele	Country Music
	Music Theory/ Sight Reading Music Performance Skills/ Performing confidently Compositional skills The expressive use of inter-related dimensions (elements of music)	Vocal technique Warm up technique Appreciation of the history behind the voice Reading skills Understanding of Melody, Unison and Harmony	Music theory / sight reading. Listening and evaluating music from historic periods Performing music from historical periods	Rhythm and timing Performing as part of an ensemble Leading an ensemble	Rhythm and timing. Performing as part of an ensemble Leading an ensemble Developing skills on an individual instrument Developing an understanding of chord progression	Focus on a particular style of music and its key elements Rhythm and timing Performing as part of an ensemble Leading an ensemble Developing skills on an individual instrument Developing an understanding of chords and chord progression
Year 8	Film Music	Advanced Rhythm	Blues Music	Keyboard Skills	Hooks and Riffs	Pop Music
	Using a DAW Music Technology Composing Music to enhance visual scenario The expressive use of inter-related dimensions. Recording Techniques	Developed Rhythm and timing Leading an ensemble Composing rhythmic phrasing Time signatures Rudiments Polyrhythms	Historical context of Blues Music 12 Bar Blues Shuffle Rhythms Pentatonic Scales Soloing / Improvising Performing as part of an ensemble	Developing technical exercises on the keyboard Major and Minor Chords/Scales Hand positioning Music Theory Performing music from historical periods	The evolution of hooks and riffs in music Identify and describe hooks and riffs Performing a range of hooks and riffs Composing hooks and riffs in a range of styles Listening to a range of hooks and riffs	Music Theory Listening and evaluating music from 21st Century Identifying, describing, explaining and analysing pop music as a genre Rehearsing and performing pop music Composing Pop music
Year 9	Performance Skills	Pop Composition	Sequencing to a Brief	Advanced Variations	In at Deep End	Composing to a Brief
	Technical musical skill & Theory Rehearsal and performance ability and discipline Team Work, Confidence, Communication, Planning, Organisation, Leadership, Creativity Performing as part of an ensemble with guidance	Music Theory Composing music with guidance Composing music to a scenario Performing your own music to an audience Analysing your own composition	Develop an advanced understanding of DAWs. Equipment used in Music Technology Appreciation of sequencing techniques. Drum Machines Quantizing Inputting notes into a piano roll	Develop an understanding of variations through ensemble work Music Theory Sight Reading Performing confidently in front of an audience The expressive use of inter-related dimensions	Choosing music to suit a scenario Owning your own rehearsals Listening to a range of genres Analysing rehearsal technique Analysing performance technique	Composing music in a range of styles Music Theory Analysing compositional techniques Performing your own compositions to an audience

KS4	Music Sequencing		Music Performance		Music Industry		Managing a Music Product	
	The understanding of digital technology in the music industry. Using sequencing software to develop an understanding of techniques. Creating music using loops and software instruments. Editing music using quantisation and note editing. Use Music sequencing software to create music.		Technical musical skill & Theory. Rehearsal and performance ability and discipline. Team Work, Confidence, Communication, Planning, Organisation, Leadership, Creativity.		Musical Instrument & Recording techniques. Understanding of promotional concepts and creative ideas. Team Work, Confidence, Communication, Planning, Organisation.		Musical Instrument & Recording techniques. Understanding of promotional concepts and creative ideas. Team Work, Confidence, Communication, Planning, Organisation	
KS5	Composing Music	Music Performance	Music Production	Pop Music	Sound & Music Industry		Music Ensemble	
	Music Theory Music Performance Techniques Arranging Music Appreciation of styles of music	Technical musical skill & Theory. Rehearsal and performance ability and discipline. Team Work, Confidence, Communication, Planning, Organisation, Leadership, Creativity.	Technical musical skill & Theory. Recording and Mixing Audio tracks on DAWs. Music Production. Team Work, Confidence, Communication, Planning, Organisation, Leadership, Creativity.	Research skills and article writing. Composing as part of ensemble. Rehearsing as part of an ensemble.	Presenting research and article writing. A further in-depth appreciation and understanding of the music industry. Creating a business and presenting a business plan.		Research skills and article writing. Rehearsal and performance ability and discipline. Team Work, Confidence, Communication, Planning, Organisation, Leadership, Creativity.	

PERFORMING ARTS: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Year 7	Introduction to Drama	The Twits	The History of Comedy	Mischief Theatre	Bullying	Devising from a Stimulus
	Physical skills: Nonverbal communication Exaggeration Shape, size and weight Group work Teamwork and communication	Experiment with stereotypes and start embedding subtle habits, to block the space effectively for an audience. Understand the basic use of lighting, sound and costume to enhance a performance through the structure of script work, developing student's literacy skills.	Develop an understanding of theatre history & how to perform comedy. Workshops on how to present stock characters, vocal and movement skills, choreography of routines. Use of space and blocking the space, analysis of two styles of performance within the genre of comedy.	Devising an original piece of drama based on the practitioners Mischief Theatre. Encouraging students to use their creative thinking in a small ensemble. The focus is on creative skills & the importance of team work and acceptance within Drama.	Explore script study, performance poetry and characterisation techniques. Understand how drama can be an important element when showing issues in society. Social skills are also explored including communication, acceptance, discussion and empathy.	Introduction to the basic skills of the theatrical style, physical theatre. Work as a small ensemble to write and perform a piece of theatre based on a well-known fairy-tale, focussing on narrative and stock characters throughout the process.
Year 8	Theatre Styles	Page to Stage	Theatre History	Epic Theatre	Social Media	Devising from a stimulus
	Recap on prior learning gained in Year 7 and develop understanding of different styles including Chorus work, Physical Theatre and Theatre in Education.	Re-visit the skills developed in Year 7 and whilst also exploring skills linked to script work. Focus on staging, characterisation and the ability to analyse and take a script from the process of page to stage.	Explore different periods of theatre history and the type of theatre that was prominent at that time. Focus on both script and devising and include both the theory and performance skills included.	Develop theatrical techniques used in Epic Theatre to educate an audience on the subject matter. Develop their exploration and research skills when developing their final performance	Explore script study, and further develop how theatre can educate on social factors. Social skills are also explored including communication, acceptance, discussion and empathy.	The skills of devising are prominent allowing students to reflect on all of the skills that they have developed so far Develop understanding of performance space and how it can enhance a performance piece

Year 9	Teechers	A Monster Calls	Peer Pressure	Everybody's Talking about Jamie	Shakespeare	Devising Drama
	<p>Develop characterisation skills, focussing on multi role play and archetypes</p> <p>Experiment with techniques to aid them with learning lines and blocking and directing scenes</p>	<p>Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more abstract.</p> <p>Focus on working as an ensemble, whilst also exploring important social messages.</p>	<p>Work as a small theatre company, developing their devising skills to create a piece of Theatre in Education based on 'Andy's Story'</p> <p>Explore and experiment with a selection of skills used in Theatre in Education such as: Direct audience address, audience participation, chorus work and ensemble work, to develop their devised work further</p>	<p>Explore the style of Musical Theatre, through the use of a script study that discusses themes such as equality, diversity and acceptance.</p> <p>Focus on characterisation, working as an ensemble and how to stage a script effectively.</p>	<p>Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more contemporary.</p> <p>Develop an understanding of a range of Shakespearean texts, whilst also gaining an understanding of theatre history.</p>	<p>Develop theatrical techniques used in a Docudrama to educate an audience on the subject matter, these include:</p> <p>Narration, flashbacks, hot seating, characterisation and the use of media</p> <p>Exploration and research skills when developing their final performance to enable them to educate an audience on the subject matter</p>
KS4	Exploring Performing Arts		Developing Skills & Techniques		Exploring a Brief	
	<p>Acting styles and genres, characterisation, vocal awareness, analysis of text and genre, devising, the application of theatrical techniques and strategies, directing others</p>		<p>Development of performance/design and interpretative skill</p> <p>Develop skills and techniques during the rehearsal process</p> <p>Application of skills and techniques during rehearsals & in/for performance</p> <p>Review own development & application of skills and techniques in/for performance</p>		<p>Understand how to respond to a brief through discussion and practical exploration activities</p> <p>Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Vocal skills, physical skills, design skills and interpretative skills: showing time and place, presenting a character, creating humour or emotion</p>	
KS5	Performance		Investigating Practitioner		Acting Styles	
	<ul style="list-style-type: none"> Textual Analysis Performance Style Analysis Performance skills Vocal skills Technical skills Group Work 		<ul style="list-style-type: none"> Contextual research skills Independent Research skills Analytical skills Structuring an Essay Literacy skills 		<ul style="list-style-type: none"> Knowledge and analysis of 3 different acting techniques Performance skills Contextual research Textual Analysis Vocal skills Performance skills 	
					Performance Workshop	
					<ul style="list-style-type: none"> Devising skills Performance skills Vocal skills Analytical and Evaluative skills Literacy 	