

## Performing Arts

### Intent

**The overall curriculum intent for KS3 is to develop a love for the Performing Arts as a whole; to experience a wide variety of practical workshops and skills to develop confidence and creativity.**

Year 7: Develop core skills through practical exploration of Performing Arts, identify and use different dance styles, basic dance actions and drama skills.

Year 8: Deepening understanding and awareness of Drama skills and techniques. Raising cultural awareness and capitol through the exploration of different performance works and team working skills.

Year 9: Preparing for BTEC Tech Award in Performing Arts by layering of further knowledge, concept and skills, explore more complex repertoire. Develop a clear understanding of processes when creating own work, along with confidence when developing informed decision making and independent thinking.

### Implementation

Themed based projects:

**Explore:** Students will be introduced to a range of performance styles and works through starter activities and discussions, they will processes used to create performance work practically. This is designed to develop a whole-rounded view of Performing Arts.

**Develop:** Students will participate in a variety of Dance, Drama and Musical theatre workshops to develop their confidence in physical and vocal skills, by learning enjoyable set repertoire which they will be able to perform. Students will implement their learning from component 1 into practical work.

**Create:** Students will create work using success criteria related to the particular project they are studying, this could be adding their own dance routine or devising their own section to the play, directing and staging their work for an audience.

#### Assessment-

**Formative:** Verbal teacher or peer feedback each lesson, questioning, monitoring of work content

**Summative:** Students will perform their work for assessment at key points, indicating their predicted grades toward the BTEC when data is reported.

### Impact

Students gain knowledge and an appreciation of the Performing Arts with an increased awareness of cultural contribution.  
Practical experience of a wide variety of Dance, Drama and Musical theatre skills and techniques with an enjoyment of learning.

There is a broadened experience and increased awareness of the skills, processes and techniques used when creating performance work. There is ongoing skill development through the process of practice and review.

Increased peer interaction, social skills and empowerment when working as part of a team.

Confidence is developed, evident in students performing their work in the lessons, work is well presented and there is a sense of pride and ownership over the creative aspect of this.

Students can show appreciation of peers' work and are effective in communicating their thoughts and opinions.

### Key Knowledge and Skills Cross Curricular

Explore, develop, create

Dance: Actions, Dynamics, choreography, canon, unison, formation, levels  
 Drama: Tableaux, hot seating, thought track, character, blocking, tone, accent, body language  
 Skills Cross Curricular: Creative Thinking, Communication, Independent & Collaborative working.

## Art

### Intent

Year 7: to develop core foundation skills through exploration of the formal elements and colour. Deepen knowledge from primary through broadened experiences with a wide range of materials and techniques

Year 8: Deepening understanding and awareness of art in other contexts. Raising cultural awareness and capital through the exploration of different cultural experiences. Develop a clear understanding of purpose and reasoning when creating own work, along with confidence when developing informed decision making and independent thinking.

Year 9: Continue to develop skills with a deeper understanding of the artistic journey, demonstrating the ability to explore and respond to a broader range of contemporary artists and makers.

### Implementation

Themed based workshops that explore and develop:

Research skills- clearly presented, accurate information that includes well informed opinions that communicate ideas and viewpoints linking to own work.

Technical skills – through practical work across a range of disciplines within Art. Ongoing opportunities to practice and refine skills and for students to realise their intentions when working through creative processes from conception to outcomes or conclusions.

Independent and Creative thinking skills –opportunities are provided for work to be developed through a range of process and from a starting point. Expectations are that students will develop an individual interpretation of this.

Presentation skills – through visual understanding and communication of work in a variety of appropriate forms.

Communication Skills- formulate and communicate opinions that demonstrate an understanding of the learning context.

Assessment- Verbal feedback, peer and group discussions, review of tutor and student checklists made together at the start of the lesson as success criteria, subject PLCs, exhibitions and critique.

### Impact

There is an appreciation of the influences of others in all areas of art and increased awareness of cultural contribution to the development of all artistic practices.

There is a broaden experience and increased awareness of the processes and materials that can be accessed within the subject area. There is ongoing skill development through the process of practice and mastery.

Unique thinking skills are developed. This can be seen in the evidence of the breadth and range of work created. Students can confidently interpret their own ideas within their work, through a supportive and structured process.

Work is well presented throughout and there is a sense of pride and ownership over the creative aspect of this.

Students are confident in discussing their ideas and are effective in communicating how and why their work has developed.

### Key Knowledge and Skills Cross Curricular

Record, Research, Experiment, Outcome/Conclusion  
 Shape, form, tone, texture, mark-making, control

## Music

### Intent

**The overall curriculum intent for KS3 is to develop an enjoyment and appreciation of music; to experience a wide variety of practical experiences and skills to develop confidence and creativity.**

Year 7: Develop core skills through practical exploration of Music, identify and use different styles, basic dance actions and drama skills.

Year 8: Deepening understanding and awareness of Drama skills and techniques. Raising cultural awareness and capital through the exploration of different performance works and team working skills.

Year 9: Preparing for BTEC Tech Award in Performing Arts by layering of further knowledge, concept and skills, explore more complex repertoire. Develop a clear understanding of processes when creating own work, along with confidence when developing informed decision making and independent thinking.

### Implementation

Themed based projects:

**Perform:** Students will be introduced to a range of styles of music in engaging projects. They will explore performance skills through singing, body percussion and instruments.

**Compose:** Students will learn composition techniques to develop their creativity and response to stimuli. They will aim to create pieces with a suitable beginning, middle and end to demonstrate their understanding of composition.

**Listening and appraising:** Students will be introduced to a wide variety of musical styles and examples. They will develop their understanding of key features of musical genres.

#### Assessment-

Verbal peer and teacher feedback. Filmed recordings at key points including a final performance at the end of a project.

### Impact

Students gain knowledge and an appreciation of Music with an increased awareness of cultural contribution.

Practical experience of a wide variety of musical techniques including singing, body percussion, ukulele, keyboard.

There is a broadened experience and increased awareness of the skills and composition methods used when creating performance work. There is ongoing skill development through the process of practice and review.

Increased peer interaction, social skills and empowerment when working as part of a team.

Confidence is developed, evident in students performing their work in the lessons, work is well presented and there is a sense of pride and ownership over the creative aspect of this.

Students can show appreciation of peers' work and are effective in communicating their thoughts and opinions.

### Key Knowledge and Skills Cross Curricular

	<b>Perform, compose, listening and appraising</b> Pulse, tempo, texture, dynamics, pitch, instruments, timbre Skills Cross Curricular: Creative Thinking, Communication, Independent & Collaborative working.	
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## Key Stage 4 – Performing Arts

<b>Intent</b>		
To provide students with technical knowledge and skills within the Performing Arts sector in a vocational context.		
<b>Implementation</b>	<b>Impact</b>	
<p>Three components of study:</p> <p><b>Exploring the Performing Arts:</b> Students will be introduced to a range of performances to develop a broad understanding of performance work and influences, including the roles and responsibilities of professionals within the industry.</p> <p><b>Developing skills and techniques:</b> workshops and classes students will develop technical, practical and interpretative skills through the rehearsal and performance process. Working from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Review own progress and consider how to make improvements.</p> <p><b>Responding to a brief:</b> Students will create work using a brief related to the particular project they are studying, this could be adding their own dance routine or devising their own section to the play, directing and staging their work for an audience.</p> <p><b>Assessment-</b></p> <p><b>Formative:</b> Verbal teacher or peer feedback, questioning, monitoring of work content, self-assessment</p> <p><b>Summative:</b> Internal assessments for component 1: research log and log book of practical work, component 2: filmed performance, skills development booklet, component 3: externally asses</p>	<p>An understanding of practitioners’ work and the processes and practices that contribute to a range of performance styles. Key transferable skills, such as research and communication. Work presented with pride in a research log.</p> <p>Learners will consider aptitude and enjoyment for performing arts, helping them to make informed decisions about what you study in the future.</p> <p>There is a broadened experience and increased awareness of the skills, processes and techniques used when creating performance work. There is ongoing skill development through the process of practice and review.</p> <p>Increased peer interaction, social skills and empowerment when working as part of a team in component 3.</p> <p>Confidence is developed, evident in students performing their work in the lessons, work is well presented and there is a sense of pride and ownership over the creative aspect of this.</p> <p>Students can show appreciation of peers’ work and are effective in communicating their thoughts and opinions.</p>	
<b>Key Knowledge and Skills Cross Curricular</b>		
	<b>Explore, develop, create</b> Dance: posture, alignment, core strength, extension, style, balance, co-ordination, flexibility, stamina	

	<p>Drama: Tableaux, hot seating, thought track, character, blocking, tone, accent, body language</p> <p>Skills Cross Curricular: Creative Thinking, Communication, Independent &amp; Collaborative working, respond, theme, structure, purpose, creative intentions, audience, roles and responsibilities, rehearsal process</p>	
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## **Key Stage 4 – Music**

<b>Intent</b>
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The Edexcel GCSE in Music supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Engaging range of set works to nurture in-depth musical understanding. Wider listening to build transferable appraising skills in a variety of contexts. Clear performance and composition units to develop students' creativity in the specialist field of Music.

<b>Implementation</b>	<b>Impact</b>
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**Performing:** Students will develop their skills as a musician to be able to perform at least two pieces: solo or group ensemble.

**Composing:** Students will develop musical ideas, compositional techniques and strategies to create two pieces of composition work, one being free composition and the other responding to a set brief, developing competences in technical control and coherence, plus methods of notating composition scores

**Appraising:** Exploration of a variety of defined musical elements, contexts and language in a minimum of four areas of study between 1650 and 1910, plus music composed in a Western Classical Tradition.

**Assessment**- Verbal feedback, peer and group discussions, subject PLCs, mock exams and feedback over 3 mock assessment periods on unit 3.

There is an appreciation of the influences of music from across the ages and increased awareness of cultural contribution to the development of musical practices.

There is a broadened experience in performing via solos and group ensemble pieces, developing confidence and skill level in the chosen instrument.

Unique thinking skills are developed. This can be seen in the evidence of the breadth and range of work created. Students can confidently interpret their own ideas within their work, through a supportive and structured process.

Work is well presented throughout and there is a sense of pride and ownership over the creative aspect of this, including the use of music notation software Sibelius.

Students are confident in discussing their ideas and are effective in communicating how and why their work has developed.

<b>Key Knowledge and Skills Cross Curricular</b>		
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	<p><b>Compose, appraise, perform</b></p> <p>Expression, interpretation, tonality, structure, timbre, texture, texture, rhythm, dynamics, notation</p> <p>Skills Cross Curricular: Creative Thinking, Recording, Communication, Independent &amp; Collaborative working,</p>	
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