

Curriculum Plan Overview

Performing Arts



YEAR 7					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><i>Students have one lesson per week rotating between Dance or Acting every half term - Music is one lesson per week all year</i></p> <p><i>Perform - Appreciate - Create - Technique</i></p>					
<p><u>Dance</u> This unit provides students with an opportunity to work on Jive Dance techniques.</p> <p><u>Drama</u> This unit provides students with an opportunity to work on Mime & Physical Theatre techniques</p> <p><u>Music</u> HT1-This unit provides students with an opportunity to understand instrument family groups in Sonority City. HT2- This unit provides students with an opportunity to explore how “junk” objects can be used to Create: music.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: Warm Ups (Dance & Acting) ● Perform: A set piece in the styles of Jive or Mime ● Repertoire: Jive, Mime, Orchestras & Stomp ● Appreciation: The development of the styles ● Codes of conduct in Perf Arts environments ● Create: your own Jive dance ● Create: your own Mime Play ● Create: using sonority & rhythmic techniques ● Dance Techniques: using Turns, twists and use of timing ● Acting Techniques: using mime, gesture, physical theatre and body placement ● Music Techniques: using the keyboard, rhythms and music notation for rhythm 	<p><u>Dance</u> This unit provides students with an opportunity to work on Street Dance Techniques.</p> <p><u>Drama</u> This unit provides students with an opportunity to work on Acting Vocal techniques.</p> <p><u>Music</u> HT3-This unit provides students with an opportunity to work on Keyboard Skills. HT4-This unit provides students with an opportunity to explore music composition elements</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: a piano score ● Perform: using Street dance & Vocal Techniques ● Repertoire:-Street, Vocal skills in action, My Heart Will Go On & atmospheric music ● Appreciation: The development of the styles ● Create: your own street dance ● Create: your own play using vocal techniques ● Create: using music elements based on a theme ● Vocal technical skills in acting ● Dance Techniques: of floor-work, six step & Q&A relationships ● Acting Techniques: using volume, tone, pitch and pace ● Music Techniques: using note reading, tempo, score reading and compositional elements of music. 	<p><u>Dance</u> This unit provides students with an opportunity to work on Musical theatre dance techniques in Buggy Malone</p> <p><u>Drama</u> This unit provides students with an opportunity to work on Musical Theatre Acting techniques in Buggy Malone</p> <p><u>Music</u> HT5-This unit provides students with an opportunity to Create: music based on the Moon speech by JFK. HT6-This unit provides students with an opportunity to explore & compose fanfares for an occasion.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform your own compositions on JFK & Fanfares ● Perform Musical Theatre techniques in Acting & Dance ● Repertoire: Buggy Malone Bad Guys’, JFK Speech & various famous Fanfares ● Appreciation: The development of the styles ● Appreciation: working to a set theme in music ● Create: your own dance to Bad Guys ● Create: your own version of a script for Buggy Malone ● Create: various atmospheres to suite a theme ● Musical theatre skills in acting & dance ● Dance Techniques: using props, timing & comedy ● Acting Techniques: using drama technique & movement ● Music Techniques: using dynamics, tempo, silence, volume to compose music. 			

Curriculum Plan Overview

Performing Arts



YEAR 8					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><i>Students have one lesson per week rotating between Dance or Acting every half term - Music is one lesson per week all year</i></p> <p><i>Perform - Appreciate - Create - Technique</i></p>					
<p><u>Dance</u> This unit provides students with an opportunity to work on Thriller-style dance.</p> <p><u>Drama</u> This unit provides students with an opportunity to work on 7Ages of Man.</p> <p><u>HT1-Music</u> This unit provides students with an opportunity to work on Caribbean and Reggae style music.</p> <p><u>HT2-Music</u> This unit provides students with an opportunity to work on Guitar band music.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: Thriller & plays based on a theme ● Perform: In a band a guitar piece & Reggae music ● Repertoire: Thriller, Catherine Tate, Black Adder, Shakespeare, Bob Marley & Chasing Cars ● Appreciation: The development & influence of the style ● Appreciation: working to a set theme in music ● Create: a dance to Thriller ● Create: a play based on Shakespeare's '7 Ages of Man' ● Create: various music to suit a theme ● Dance Techniques: using sharp, isolated moves with a dramatic interpretation of a story ● Acting Techniques: using flashbacks and freeze frames ● Music Techniques: using offbeats, and guitar techniques 	<p><u>Dance</u> This unit provides students with an opportunity to work on Bollywood dance.</p> <p><u>Drama</u> This unit provides students with an opportunity to work on Murder Mystery drama.</p> <p><u>HT3-Music</u> This unit provides students with an opportunity to work on Film soundtracks and the impact of music in films.</p> <p><u>HT4-Music</u> This unit provides students with an opportunity to work on the history of Music and its impact on modern music</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: plays based on Murder Mystery style ● Perform: Bollywood style dance ● Perform: a self-composed film soundtrack ● Repertoire:-Bombay Dreams, Lord of the Rings, Legally Blonde, soundtracks from films ● Appreciation: Historical development of music styles. ● Appreciation: how soundtracks are created to fit film. ● Create: a Bollywood style dance. ● Create: a play using Murder Mystery techniques ● Create: a soundtrack or historical music ● Dance Techniques: using gestures, rhythm, patterns & hips ● Acting Techniques: using thought tracking and angel/devil techniques ● Music Techniques: using leitmotifs, dynamics and structure 	<p><u>Dance</u> This unit provides students with an opportunity to work on Westside Story and musical dance.</p> <p><u>Drama</u> This unit provides students with an opportunity to work on various types of Comedy in Drama performance.</p> <p><u>HT5-Music</u> This unit provides students with an opportunity to work on their understanding and use of Blues music techniques</p> <p><u>HT6-Music</u> This unit provides students with an opportunity to work on music techniques for Musical Theatre</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform plays based on comedy techniques ● Perform a West Side Story style dance ● Perform a composed blues piece of music ● Perform a musical theatre piece ● Repertoire:-West Side Story, Comedy sketches, Blues & Musical Theatre Music ● Appreciation: The development of the styles ● Appreciation: how Blues is the root of all modern music ● Create: a dance based on West Side Story ● Create: a play based using comedy techniques ● Create: music in a Blues style ● Dance Techniques: using gestures, rhythm, patterns & hips ● Acting Techniques: using low comedy, slapstick & farce. ● Music Techniques: using walking bassline, musical theatre, voice to tell a story. 			

Curriculum Plan Overview

Performing Arts



YEAR 9					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><i>Students have TWO lessons per week rotating between a combination of Dance or Acting or Music every half term</i></p> <p>Perform - Appreciate - Create - Technique</p>					
<p style="text-align: center;"><u>Rotation A</u></p> <p><u>Dance</u> This unit provides students with an opportunity to work on Grease-style dance utilising staging and props.</p> <p><u>Acting</u> This unit provides students with an opportunity to work on a drama play called 'Spoils of War' based on the books of Anne Frank.</p> <p><u>Music</u> This unit provides students with an opportunity to work on a version of a rap song and study its form & structure.</p> <p style="text-align: center;"><u>Rotation B</u></p> <p><u>Dance</u> This unit provides students with an opportunity to work on American line Dance and its social dance style.</p> <p><u>Acting</u> This unit provides students with an opportunity to work on a production of 'Our Day Out' (Willy Russell).</p> <p><u>Music</u> This unit provides students with an opportunity to work on Music in advertising before composing your own music for the advert</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: your own plays based on a literature source. ● Perform: Grease Lightnin & an American Line dance ● Perform: a Rap Song & a backing track for an advert ● Repertoire: Ann Frank, Schindler's List, Our Day Out, Grease, Footloose, Can't Touch This & Advert music. ● Appreciation: The development & influence of the styles ● Create: a dance to Grease Lightning & Fake ID ● Create: your own version of a play based on Ann Frank's diary & Our Day out. ● Create: your own Rap lyrics & for an advert ● Dance Techniques: using staging, props, telling a story & social dance wall technique ● Acting Techniques: using dramatic techniques such as slow motion, flashback, historical roleplay, acting a 'bad character' & using an accent. ● Music Techniques: composing using rap lyrics, rhyme, metre, hooks, leitmotifs & variations 			<p style="text-align: center;"><u>Rotation C</u></p> <p><u>Dance</u> This unit provides students with an opportunity to work on dancing techniques for camera and videography.</p> <p><u>Acting</u> This unit provides students with an opportunity to work on the different elements used in a production behind the stage to produce performing arts productions.</p> <p><u>Music</u> This unit provides students with an opportunity to work on the key features, development of the style of Samba Music.</p> <p style="text-align: center;"><u>Rotation D</u></p> <p><u>Dance</u> This unit provides students with an opportunity to work on developing choreography from a Visual stimuli of Sport</p> <p><u>Acting</u> This unit provides students with an opportunity to work on developing a historical play (Dr Jekyll & Mr Hyde) from script from page into performance.</p> <p><u>Music</u> This unit provides students with an opportunity to work on exploring how to compose music to accompany video or computer games.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform: your own plays based on a literature source. ● Perform: a dance designed for camera & another based on sport ● Perform: your own version of a Samba Barracuda ● Repertoire: Pop videos, Dr Jekyll & Mr Hyde, computer game & Samba Music. ● Appreciation: Production process and elements that make up the backstage team. ● Create: a dance for the camera and a dance based on a visual stimulus. ● Create: your own version of a play based on Dr Jekyll & Mr Hyde ● Create: music for the computer gaming industry ● Learn how to use lighting design techniques for performance ● Dance Techniques: using dance techniques for camera, developing choreography from starting points of visual images of Sport ● Acting Techniques: using dramatic techniques such as thought tracking & switching roles. ● Music Techniques: composing music using barracuda, polyrhythms, leitmotifs & repetition. 		

Curriculum Plan Overview

Performing Arts



YEAR 10 BTEC Tech Award in Performing Arts (Dance, Acting, Production) BTEC Tech Award in Music Practise (Performance)					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><u>Initial Assessment-</u> This unit provides students with an opportunity to work on exploring and developing their chosen discipline of performing arts / music</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> ● Perform to improve skills in the chosen discipline using different styles ● Perform & understand how to warm up correctly for the practical subjects ● Appreciate the elements involved in productions for performing arts / music products ● Appreciate the subject structure and the assessment procedures for the course ● Create performance materials in different styles of performing arts / music ● Create designs and models for performance using different styles of production techniques ● Technique – develop skills and techniques in the performing arts / music / production <p><u>Submission – End of November Y10</u></p>		<p><u>Component 1 – Exploring Performing Arts / Music -</u> This unit provides students with an opportunity to work on developing their understanding through professional work, style development and the processes used to create performance or production elements.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> Working to a set brief & stimuli</p> <ul style="list-style-type: none"> ● Perform in different styles of performing arts / music through workshops ● Perform & understand how to warm up correctly for the practical subjects ● Appreciate and understand the processes involved in productions for performing arts / music ● Appreciate professionals work and analyse key features linking to a theme ● Appreciate the roles and responsibilities in a production team ● Create performance or production material in different styles of the chosen genre ● Create compositions in different styles of music ● Technique – develop your skills and technique in the chosen discipline of performing arts / music ● Technique – Apply the techniques you have learnt in a workshop performance keeping logs <p><u>Submission to exam board - End of March Y10</u></p>		<p><u>Component 2 - Developing Skills & Techniques</u> This unit provides students with an opportunity to work on developing the skills needed in their discipline, to work and perform in the industry.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> Working to a set brief & stimuli</p> <ul style="list-style-type: none"> ● Perform using the chosen discipline in productions of professional repertoire ● Perform showing team working skills in a production of professional repertoire ● Appreciate and understand the skills required to perform or work in the chosen discipline ● Appreciate professionals work, analysing key features and link to a set stimuli ● Create an adapted performance of professional work for a production in the chosen discipline ● Create compositions showing development of technique to a set stimuli ● Create various designs & models for production elements ● Technique – develop skills in the chosen discipline ● Technique – Apply the techniques you have learnt in a performance <p><u>Submission – End of June Y10</u></p>	

Curriculum Plan Overview

Performing Arts



YEAR 11					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><u>Component 2</u> - Developing Skills & Techniques This unit provides students with an opportunity to work on developing the skills needed in their discipline, to work and perform in the industry.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p><u>Working to a set brief & stimuli</u></p> <ul style="list-style-type: none"> ● Perform using the chosen discipline in productions of professional repertoire ● Perform showing team working skills in a production of professional repertoire ● Appreciate and understand the skills required to perform or work in the chosen discipline ● Appreciate professionals work, analysing key features and link to a set stimuli ● Create an adapted performance of professional work for a production in the chosen discipline ● Create compositions showing development of technique to a set stimuli ● Create various designs & models for production elements ● Technique – develop skills and techniques in the chosen discipline ● Technique – Apply the techniques you have learnt into a performance <p><u>Submission to exam board – End of November Y11</u></p>		<p><u>Component 3</u> - Responding to a Brief- this unit provides students with an opportunity to work as a team to produce production material in the chosen discipline, independently and to set stimuli from the exam board. (Externally Assessed Exam)</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p><u>Working to a set brief & stimuli</u></p> <ul style="list-style-type: none"> ● Perform your own work using the chosen discipline in productions that meet the set brief ● Perform showing independent team working skills in a production ● Appreciate and apply skills needed to perform or work in the chosen discipline ● Appreciate professionals' work, utilising key ideas into your own work for the productions. ● Create as a group your own version of repertoire matching the set brief stimuli in the chosen discipline ● Create compositions to match the set brief and stimuli ● Create various designs & models for production elements to suit the production ideas ● Technique – apply your learnt skills and techniques in the chosen discipline to produce production materials ● Technique – Apply your general skills to work as part of a team to produce production material. <p><u>Submission to exam board - Easter Y11</u></p>		<p><u>Catch Up Component</u> - this unit provides students with an opportunity to catch up outstanding work from Component 1 or 2 up to the end of April. In the case the student has finished then this unit provides an opportunity to revise or catch up for any other subject</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p><u>PA & Music Catch-up</u></p> <ul style="list-style-type: none"> ● Understand the outstanding work needing completing ● Apply and complete the outstanding work by the deadline ● Appreciate and apply skills needed to perform or work in the chosen discipline ● Create compositions showing development of technique to a set stimuli ● Create various designs & models for production elements <p><u>Other Subjects Revision</u></p> <ul style="list-style-type: none"> ● Students will do extra revision sessions in other subjects ● Timetable set up for staff to book out students to go to other lessons where needed <p><u>Submission to exam board for Performing Arts & Music. End of April Y11</u></p>	