

Performing Arts



A Curriculum Guide to Music and Drama in KS3 - KS5

Intent: Drama

Communicating through performance whilst empowering students to explore the world with empathy, creativity and confidence.

Our curriculum is designed to provide a layering of skills over time and encourage the development of the students' critical facility allowing them to progress towards become reflective, independent and self-directing learners and human beings.


The curriculum at KS3 prepares students for KS4 by developing the skills required for performing devised and scripted work and evaluating and analysing their own performance and that of others. The drama experiences of students at KS2 can be vastly different, so the curriculum is designed with the assumption that students may have had no previous experience, but equally with the flexibility to allow students with more experience to flourish.

Essentially, the content of the two-year KS3 programme follows a similar pattern in Year 7 and Year 8; using skills to communicate meaning, working with the language of scripts and creating stories through devising. In Year 7, the learning is teacher-led and provides the students with the building blocks required for all dramatic performance, with texts and stimuli chosen for accessibility and maximum engagement. In Year 8, the level of difficulty increases in terms of the stimuli and texts chosen from the canon of dramatic literature. The genres studied require more of a reflection on the wider world. The application of the basic skills and techniques is more precise and assured, and the level of independence expected from the students also increases.

Mastery of the subject emerges over time through the experience of each successive performance. Re-teach happens as an inherent and embedded part of the subject. For example, throughout the rehearsal process, students respond immediately to live feedback to reflect on and refine their performances before their final assessment. While a particular final performance will *not* be explicitly revisited, the skills used in that performance *will be* explicitly revisited in the following project.

We want our students to become creatives who are passionate and enthusiastic but who feel that Drama is enjoyable and challenging. They will have high expectations of the quality of their work and show that they understand the value of written evaluation and analysis as a way of developing their skills as a performer.

Implementation: Drama

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 11 (First teaching Sept 2022) AQA GCSE</p>	<p>C3 Final scripted rehearsals. Group pupils, sort plays and rehearse.</p>	<p>Formal mocks C3 Final scripted dress rehearsal, tech run and performance. Theatre review. See show and practice essay.</p>	<p>C1 Intense exam practice begins. Set text and theatre review.</p>	<p>Formal mocks C1 Intense exam practice begins. Set text and theatre review.</p>	<p>Final exams C1 Intense exam practice begins. Set text and theatre review. EXAM 15/5/20</p>	<p>Final exams N/A</p>
<p>Year 10 (First teaching Sept 2021) AQA GCSE</p>	<p>Mock C2 Group, give stimulus, rehearse and write Response and Development coursework.</p>	<p>Mock C2 Dress run, tech run, final performance. Complete Evaluation coursework. Feedback and Evaluation.</p> <p>Mock C3 Group pupils, allocate plays and characters. Rehearse.</p>	<p>Mock C3 Final rehearsals, dress run, tech run and Final performance. Feedback and Evaluation.</p>	<p>Final C2 Devised Group pupils, give stimulus, coursework begins on google classroom, Response and Development.</p>	<p>Final C2 Devised Final rehearsals, dress run, tech run and Final performance. Evaluation coursework completed. Exam paperwork filled in and practicals on encrypted USB.</p>	<p>Formal mocks (July data entry) Read Set text (Blood Brothers, Noughts and Crosses etc)</p>
<p>Year 9 Assessment</p>	<p>DOYA – subject portfolio (January data entry)</p>		<p>DOYA subject portfolio + summative exam + academic/enrichment diploma = graduation (July data entry)</p>			
<p>Year 9 What knots are tied by the end of Year 9?</p> 	<p>Scripted. This term a variety of extracts from popular and inspiring plays (not your schools Set</p>	<p>Scripted. This term you could introduce the pupils to the Set text. Read the play, act out key scenes,</p>	<p>Devised JCA has a good SOW.</p>	<p>Devised cont.</p>	<p>Introduction to Practitioners. Stanislavski, Brecht, Artaud etc</p>	<p>What knots are tied by the end of Year 9? Theatre Review</p>

(First teaching Sept 2020)	text) eg Teachers, DNA, Hansel and Gretal etc	improvise from themes.				
Year 7 & 8 DOYA Units/Assessment	1 MCQ	2 MCQ + DOYA	3 MCQ		4 MCQ + DOYA	
Year 8 (First teaching Sept 2020)	Voice to Create meaning. Physical skill, Vocal skill, Drama techniques, Group work and Improvements.	Voice to Create meaning continued. Physical skill, Vocal skill, Drama techniques, Group work and Improvements.	Script. Page to Stage. (Shakespeare, Our Day Out)	Script. Page to Stage continued. (Shakespeare, Our Day Out)	Devising from Stimulus. (Photos, lyrics, songs, props, video, text etc) Why do we need to tell stories?	Devising from Stimulus continued. (Photos, lyrics, songs, props, video, text etc) Why do we need to tell stories?
Year 7 (First teaching Sept 2020)	Technique Toolkit. Physical skill, Vocal skill, Drama techniques, Group work and Improvements.	Technique Toolkit continued. Physical skill, Vocal skill, Drama techniques, Group work and Improvements.	Script and Character. How does language communicate character? Scary Play etc.	Script and Character continued. How does language communicate character?	Genre. Different ways of telling stories. Physical Theatre, Pantomime, Commedia, Theatre of the Absurd etc	Genre continued. Different ways of telling stories. Physical Theatre, Pantomime, Commedia, Theatre of the Absurd etc

Impact: Drama

- Our KS3 Music curriculum offers a wide variety to our diverse population of students and therefore embeds cultural capital
- Our KS3 Drama curriculum has been created by a team of experienced staff from differing Academies across the federation
- Students are growing in confidence and expertise when it comes to appraising drama and performance work. We have introduced this skill in KS3 using Knowledge Organisers, and knowledge is becoming embedded with regards to keywords and terminology
- Excellent uptake at GCSE Drama with two GCSE groups in Year 10 and a group of 27 in Year 11. This has grown consistently in the last 5 years
- Some students opting for A Level Drama or BTEC Performing Arts in CLF Post 16 to continue their studies
- Thriving and successful department despite a very limited number of staffing
- A huge variety of extra-curricular activities involving large numbers of students on an annual basis. This includes the Year 7 Drama festival, Year 8 Drama festival and the school production which has a very high proportion of PP students each year.
- Students are given high quality theatre and live performance opportunities and develop skills and memories as a result (Bristol Old Vic, Tobacco Factory theatre, Mandala script writing)
- The department has a reputation for high standards both within the school and in the wider community.
- This year and last academic year, a large proportion of students were involved in a theatre project with Integrate UK, which saw students creating theatre for use in schools across the UK and USA to educate staff and students about radicalisation and extremism
- Students are currently involved in a piece of script writing with Mandala theatre, this will be performed live at a Bristol theatre


Intent: Music

Music is an inclusive subject which enables all students to develop confidence and resilience through performance and composition. Our curriculum engages students in active listening, to develop an appreciation and love of music.

- That all students will experience exciting and inspiring music lessons, with practical music making at the heart of lessons
- Through the teaching and development of musical skills and knowledge, students will improve not only as musicians but also in social skills and confidence
- That all students deserve and benefit from individual time, support and encouragement so that their musical learning journey is relevant to their own interests, skills and abilities
- That we will offer a varied curriculum which appreciates musical history and theory, but adapts to the ever-changing culture of music
- That we will have a thriving department which inspires all students and makes them feel that their musical experiences - and they themselves - are valuable to us as a team
- That as a department we will contribute to the rich tapestry of the school, offering a variety of extra-curricular opportunities which help students make memories for life and open their eyes to the world of music and performance in all aspects.
- To run GCSE Music with such success that it enables students to access their chosen future.

Implementation: Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;">Year 11 (First teaching Sept 2022)</p>	<p>AQA GCSE: Listening Qs & Beatles recap Final drafts of Free composition Brief composition stimulus released</p>	<p>Formal mocks AQA GCSE: Listening Qs & Beatles recap Brief composition cwk</p> <p>Mock listening exam Assessed group performance (concert)</p>	<p>AQA GCSE: QLA informs exam work Brief composition cwk</p>	<p>Formal mocks AQA GCSE: Brief composition cwk</p> <p>Mock listening exam Assessed solo performance (recital)</p>	<p>Final exams AQA GCSE: Finalise all cwk & recordings Exam past papers & recall</p>	<p>Final exams</p>
<p style="text-align: center;">Year 10 (First teaching Sept 2021)</p>	<p>AQA GCSE: Baseline listening Elements of music (DR SMITH) Baseline solo performance Composition skills</p>	<p>AQA GCSE: Listening skills Paired/group composition – <i>start Free composition if possible</i></p> <p>Assessed group performance</p>	<p>AQA GCSE: Listening skills Free composition</p> <p>Assessed mock exam</p>	<p>AQA GCSE: Listening skills (Haydn) Solo performance Free composition programme note & score</p>	<p>AQA GCSE: Listening skills (Haydn) Free composition finalised with paperwork Assessed Free composition</p>	<p>Formal mocks (July data entry) AQA GCSE: Listening skills (Styles & eras) Beatles & Haydn preparation</p>

	(possible paired/group composition tasks)					Mock listening exam Assessed group performance
Year 9 Assessment	DOYA – subject portfolio (January data entry)		DOYA subject portfolio + summative exam + academic/enrichment diploma = graduation (July data entry)			
Year 9 What knots are tied by the end of Year 9?  (First teaching Sept 2020)	Music & the Media – Film & TV 2: History & context Key features of film & tv music Roles in the industry (composer, performer, sound engineer, editor) Assessed film composition to a visual film track (live/technology)	Music & the Media – music for gaming and advertising: Recap of history & context Key features of games and adverts. How is this different to Film and TV. Assessed paired/group composition of advertising jingle (live/technology)	Reggae & Protest songs: History & context Key features of style Keyboard performance Start group performance Extension: composition (3 performance pieces) Assessed solo/paired/group performance	Hip Hop: History & context Key features of style Keyboard performance Start group performance Assessed solo/paired arrangement of hip-hop track Extension: composing hip hop track	Minimalism: History & context Key composers Key features Composition (live/using technology) Assessed paired/group composition	Classical Music: History & context Key composers Key features & pieces Performance (solo) Sampling composition Assessed solo/paired composition What knots are tied by the end of Year 9?

Year 7 & 8 DOYA Units/Assessment	1 MCQ		2 MCQ + DOYA		3 MCQ		4 MCQ + DOYA	
Year 8 (First teaching Sept 2020)	Maestros and Masterpieces Exploration of music in depth, key pieces & composers Mini performance Mini compositions – motifs, ostinato Zadok the Priest	Baroque: History & context Key features, composers & pieces Assessed solo performance ‘Tocatta’ Composition ‘Canon in D’	Blues: History & context Key features Solo/paired performance of features (eg. WB & chords) Assessed group composition	Song writing and popular music: Structure Hooks & riffs Chords Lyrics	Song writing: Recall key features How to create a song Assessed group composition	Film Music 1: History & context Key films & composers Character motifs Sound effects Storyboarding Assessed solo/paired composition creating soundtrack for film		
Year 7 (First teaching Sept 2020)	Elements of Music: Note values & rhythms Notation Assessed solo performance of keyboard piece (3 pieces consolidating)	Maestros and Masterpieces Exploration of music in depth, key pieces & composers ‘Hall of Mountain King’ performance Understanding of notation, adding	Instrumental Skills: Guitar/Bass Vocals Drumkit Key skills - Riffs, 4/4 beat, projection Different notation Start group performance	Instrumental Skills: Continued work developing skills on each instrument (could add Ukulele)	World Music: Pentatonic scales within China, Japan, Africa and pop music British folk music – melodies, chords	World Music: Fusion - Bhangra African – polyrhythms, ostinato Caribbean – syncopation, calypso, singing		

	rhythm & notation) MCQ Listening exam end of term	chords/other parts Assessed solo performance		Assessed group performance	Assessed solo/paired performances	Assessed solo/paired performances
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Impact: Music

- Our KS3 Music curriculum offers a wide variety to our diverse population of students and therefore embeds cultural capital
- Our KS3 Music curriculum has been created by a team of experienced staff from differing Academies across the federation, and covers all aspects of further study in Music
- Students are growing in confidence and expertise when it comes to appraising music. We have introduced this skill in KS3 using Knowledge Organisers, and knowledge is becoming embedded
- Excellent uptake at GCSE Music. Growing from 5 students in 2009 to 23 students in 2019
- Some students opting for A Level Music or BTEC Music in CLF Post 16 to continue their studies
- Students at GCSE perform above the National Average in Music: particularly in Composing in Performing (Summer 2019).
- Thriving and successful department despite a very limited number of staffing
- A huge variety of extra-curricular activities involving large numbers of students on an annual basis.
- Students are given high quality performance opportunities and develop skills and memories as a result (BIG sing, Clifton Cathedral, Jessie May, Royal Albert Hall, Colston Hall, Battle of the Bands, concerts)
- The department has a reputation for excellence and high standards both within the school and in the wider community.