

Performing Arts

KS3- Music

Year 7		Year 8		Year 9	
<p>HT1:</p>	<p>HT2: Find Your Voice</p> <p>In this unit pupils will be building on their primary singing experience. Pupils will be acquiring the skills to warm up their voice properly, the ability to sing in rounds and to sing in harmony. Through listening to vocal performances, pupils will be introduced to the elements of music and the terminology used to describe them. During this unit pupils will be working towards a whole year group performance as part of the school's harvest festival celebrations.</p>	<p>HT1 or HT2: (Cycle 1) Band Skills – Ukulele</p> <p>The aim of this unit is for pupils to develop their understanding of notation and performing as an ensemble. Pupils will learn about major and minor triads and how they are represented on a lead sheet/staff notation before learning how to play them on the ukulele. Pupils will learn a range of chords in order to perform a popular piece of music in small ensembles, in which they will also sing as well as play.</p>	<p>HT2: Rotation with Drama</p>	<p>HT1, HT3 or HT5 due to Music Rotation (Cycle 1) Music for Film</p> <p>The aim of this unit is for pupils to refine their understanding of the musical elements and their understanding of how pre-existing music by composers such as Wagner were used in early cinema. Pupils then explore how this developed as cinema and technology developed into the composer creating leitmotifs. Pupils will refine their performance skills by learning a range of leitmotifs before planning their own leitmotif composition using music notation software, again refining their understanding of music theory.</p>	<p>HT2, HT4 or HT6 due to Music Rotation (Cycle 2) Theme and Variation</p> <p>Pupils refine their understanding of the elements of music and how they can be used to vary musical ideas. They will refine their skills of music tech by composing their own theme using music notation software. This is then developed by progressively exploring and using more complex variation techniques including: augmentation, diminution (revision of note values), canon/round and adding a counter melody, before pupils learn how to vary a theme using changes in tonality and investigate how inversion, retrograde and retrograde inversion can be applied to a theme as more advanced variation techniques.</p>
<p>HT3: I've Got Rhythm</p> <p>This unit introduces the concept of pulse through pulse games and rhythmic activities and the creation of patterns including ostinato and repetitive rhythmic textures focusing on polyrhythms. Pupils will acquire the skills to read and write notation to support their ability to perform and compose accurately and stylistically.</p>	<p>HT4: Band Skills - Playing the Keyboard</p> <p>Pupils will develop knowledge of the layout of the keyboard and white and black notes, sharps and flats and will explore how to read treble clef notation focusing on a wide range of music from great classical composers to popular musicians. They will explore the importance of playing position, posture and warm-ups. They will develop skills such as correct hand position and through a range of activities be able to play simple right-hand melodies.</p>	<p>HT3 or HT4: (Cycle 2) Basslines</p> <p>Pupils will develop their knowledge of notation by learning bass clef staff notation and the instruments that use bass clef notation. Through listening, performance and composition they will learn a range of bass lines styles such as walking bass line, arpeggios, and Alberti bass and how they are used in classical and popular styles of music. Pupils will also develop their understanding of ensemble skills by performing songs such as Hound Dog in small groups.</p>	<p>HT4: Rotation with Drama</p>	<p>HT3: Rotation</p>	<p>HT4: Rotation</p>
<p>HT5: Orchestral Timbres</p> <p>Pupils will explore the four families of the orchestra and their unique timbres. They will acquire the skills to identify their unique sound and how to recreate the instrument sound and orchestral pieces by great composers using a DAW.</p>	<p>HT6: Form and Structure</p> <p>In this unit pupils will explore how music is organized into binary, ternary and rondo form. They will acquire the skills to identify what each structure sounds like and how to arrange music into simple structures using instruments, singing and music technology.</p>	<p>HT5 or HT6: (Cycle 3) I Guess That's Why They Call it the Blues</p> <p>Pupils will develop an understanding of chords and chord patterns and how improvisation is used within Jazz and Blues. They will deepen their knowledge of the history, origins and development of both genres. Pupils will focus on key features, revisiting the 12-bar blues. They will further develop this by extending these into seventh chords and adding the walking bassline which they studied in the previous unit.</p>	<p>HT6: Rotation with Drama</p>	<p>HT5: Rotation</p>	<p>HT6: Rotation</p>

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KS3- Drama

Year 7		Year 8		Year 9	
HT1: 	HT2: Skills and Techniques This unit looks at the skills and techniques that will provide a firm foundation for the rest of pupils' Drama work. Within the unit they will look at still image, thought tracking, slow motion, cross cutting, narration, physicality and role play. This will culminate in a performance using the techniques studied and based on the novel Max Kolaski Didn't Do It.	HT1 or HT2: (Cycle 1) Prejudice Pupils explore ideas and issues through a series of workshops designed to make them (and an audience) think about the world around them We will explore topics such as the Civil Rights Movement in America, The Holocaust and Sophie Lancaster. During this work pupils will gain an understanding of how to tackle difficult subject matter through abstract and movement-based theatre. Pupils will also look at the theatre practitioner Boal and his place in creating theatre to bring about social change. There is a focus on emotional literacy and maturity when dealing with sensitive issues and using music soundscape to build tension and atmosphere. Effective and embedded questioning develops understanding.	HT2: Rotation with Music 	HT1, HT3 or HT5 due to music rotation (Drama Cycle 1) Exploring characterisation – Bouncers This unit builds on prior learning of techniques such as role play, thought tracking, abstract imagery, and physical theatre. Pupils will explore stereotypes, casting, rhythm, creating comedy and making theatre to 'hold a mirror up to society'. The unit will look at the key features of Epic Theatre and the practitioner Bertolt Brecht. Pupils will gain understanding of how to create theatre with different messages and for different audiences.	HT2, HT4 or HT6 due to music rotation (Drama Cycle 2) Dramatic Tension – 'Into the Forest' In this unit of work pupils focus on using semiotics to create the four different types of tension found in theatre and film – surprise, mystery, task and relationship. Throughout the unit pupils will interpret text and symbolism to create their version of the story of 'Into the forest'.
HT3: The Stones Pupils put skills into practice by exploring different scenarios relating to their everyday lives. They will create emotive performances based on actions have consequences. The focus is on the process and performance is a by-product of exploration of the topic. In this unit we concentrate on using skills to learn through drama. Pupils will look at a variety of different stimuli, which encourages them to consider their role in their own future.	HT4: The Scottish Play! This unit provides pupils with the opportunity to learn about William Shakespeare and Elizabethan Theatre, with particular emphasis on the play Macbeth, particularly the character of Lady Macbeth. Pupils will revisit dramatic conventions to help explore the character, as well as previously learned devices such as monologue.	HT3 or HT4 (Cycle 2) Spatial Awareness and Body Shapes Pupils will develop an awareness of body language and shaping. How movement of the body can enhance performance and tell multiple stories to the audience. Pupils will link in previous skills of facial expressions and body language, so they build up a comprehensive nonverbal performance. Reflect on feedback given from peers to make changes and improvements to the piece.	HT4: Rotation with Music 	HT1, HT3 or HT5 due to music rotation (Physical Theatre Cycle 1) Epic and Naturalistic Theatre During this unit pupils use a range of stimuli provided to create meaningful drama that focuses on making relevant connections to the past. Pupils will explore the stimuli using a range of scripts and scenarios with the skills techniques they have built up in previous learning. This unit gives pupils insight into the GCSE course, where they study themes, practitioners and topics that provoke thought and force us to ask questions, but don't always give easy answers.	HT2, HT4 or HT6 due to music rotation (Physical Theatre Cycle 2) Abstract Theatre Pupils look at style and interpretive skills. They explore movement and physical techniques to deliver meaning to an audience. This unit of work looks at the abstract and how meaning can be created through semiotics. Pupils will explore techniques such as body as prop, movement and shape, before looking in more detail at the work of influential practitioners Frantic Assembly. This unit also introduces pupils to dance, enhancing skills used in PE, building dexterity, coordination, core strength, balance, control and flexibility. The unit culminates with an assessment performance based on the technique 'Chair Duets'.
HT5: Physical Theatre – Haunted House Pupils are introduced to the captivating realm of physical theatre, with a haunted house serving as the inspirational catalyst for them to craft their own structured physical theatre pieces. Key skills encompassed in this engaging exploration encompass freeze frames, physical theatre techniques, seamless transitions, role on the wall analysis, and the dynamic technique of hot seating.	HT6: Pantomime This unit provides students with the opportunity to learn about a theatre of a different time. It explores cross-gender roles, characterisation and fairytales. Pupils will revisit voice and movement to show characters and will build upon this knowledge to create well-known pantomime characters.	HT5 or HT6 (Cycle 3) Melodrama and Silent Film Pupils will look at early cinema and how genres such as pantomime started. They will begin with stock characterisation and tropes of theatre and film that can still be seen today. They will use a combination of physical theatre and slapstick to create their own version of a typical silent movie/'talkie'. This unit builds upon previous learning about comedy and using physical theatre to create theatre for a specific audience. This scheme links to HT6 in Year 7.	HT6: Rotation with Music 	HT5: Rotation 	HT6: Rotation

Notes

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KS4 – Drama GCSE

Year 10		Year 11	
<p>HT1: Introduction to GCSE Drama</p> <p>Pupils will develop proficiency in Component 1 which involves a comprehensive exploration of essential skills, accompanied by an introduction to influential practitioners, including the likes of Berkoff, Stanislavski, and Frantic Assembly. This multifaceted approach ensures a well-rounded understanding of the subject matter, providing students with a solid foundation in both theoretical concepts and practical techniques. By delving into the methodologies of these prominent practitioners, pupils gain valuable insights that enhance their abilities and foster a nuanced appreciation for the diverse facets of performance art.</p>	<p>HT2: Devising Skills</p> <p>Pupils will be provided stimuli each week to craft and refine scenes, centering their efforts on a distinct dramatic convention. This structured approach encourages the exploration and mastery of specific theatrical techniques, fostering a dynamic and iterative process for students as they engage with diverse stimuli and hone their creative skills within the context of each weekly assignment.</p>	<p>HT1: Set Text</p> <p>Pupils are introduced to Alwin Windemark's play, 'Find Me.' They delve into pivotal scenes within the play, selecting two key segments for thorough preparation and performance. In addition, students engage in an examination of exam-style questions, acquiring valuable insights into effective strategies for crafting thoughtful and well-structured responses. This multifaceted approach not only allows students to explore the intricacies of the chosen play but also equips them with the analytical and performance skills essential for both practical application and academic success.</p>	<p>HT2: Set Text and Live Theatre</p> <p>Pupils will continue refining their selected scenes from 'Find Me.' Additionally, they will revisit 'Frankenstein' to hone their skills in responding to essay-style questions, preparing for the upcoming mock exam. This dual focus on scene development and exam preparation ensures a comprehensive approach to both practical performance and theoretical understanding, allowing pupils to deepen their engagement with the material and enhance their readiness for assessments.</p>
<p>HT3: Devising to a Brief</p> <p>Working in groups, pupils will select stimuli provided by the exam board, using their devising skills from previous units to collaboratively create concise dramatic pieces in groups. Over the course of this half-term, pupils will actively engage in the completion of Portfolio 1, centred around research, as an integral component of their coursework. This process not only reinforces their understanding of the chosen stimuli but also allows them to apply and showcase their devising expertise while contributing to the comprehensive coursework requirements.</p>	<p>HT4: Devising to a Brief</p> <p>Pupils will continue to rehearse their devised pieces which will culminate in a recording scheduled at the end of this half term. Concurrently, students will diligently maintain an ongoing logbook to systematically document and analyse their progress, serving as an integral part of their coursework. This dual focus on practical preparation and reflective documentation ensures a comprehensive and structured approach to the creative process.</p>	<p>HT3: Set Text and Live Theatre</p> <p>Pupils will continue refining their selected scenes from 'Find Me.' Additionally, they will revisit 'Frankenstein' to hone their skills in responding to essay-style questions, preparing for the upcoming mock exam. This dual focus on scene development and exam preparation ensures a comprehensive approach to both practical performance and theoretical understanding, allowing students to deepen their engagement with the material and enhance their readiness for assessments.</p>	<p>HT4: Find Me - Set Text Performance Preparation</p> <p>Pupils will concentrate on the meticulous rehearsal and refinement of their selected scenes, gearing up for a performance in front of an external examiner. This focused effort aims to ensure a polished and compelling presentation, showcasing both the students' proficiency and the depth of their understanding as they approach this critical evaluation.</p>
<p>HT5: Live Theatre</p> <p>Pupils will watch Danny Boyle's production of 'Frankenstein' as presented by the National Theatre. They meticulously take notes on the performance, delving into the intricacies of the production. Concurrently, they engage in an exploration of effective strategies for responding to essay-style questions, laying the groundwork for their preparation for the Year 11 exam. This dual focus on critical observation and academic readiness ensures that students not only appreciate the nuances of the theatrical presentation but also develop the analytical skills necessary for thoughtful and articulate responses in their upcoming examinations.</p>	<p>HT6: Set Text</p> <p>Pupils are introduced to Alwin Windemark's play, 'Find Me.' They delve into pivotal scenes within the play, selecting two key segments for thorough preparation and performance. In addition, students engage in an examination of exam-style questions, acquiring valuable insights into effective strategies for crafting thoughtful and well-structured responses. This multifaceted approach not only allows students to explore the intricacies of the chosen play but also equips them with the analytical and performance skills essential for both practical application and academic success.</p>	<p>HT5: Set Text and Live Theatre Revision</p> <p>Pupils will continue their preparations for the Component 3 exam, dedicating time to practising essay-style questions. This ongoing effort allows them to refine their analytical and writing skills, ensuring they are well equipped to demonstrate their understanding and critical thinking during the examination.</p>	<p>HT6:</p> <p>Summer examinations taking place.</p>

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KS4 – BTEC Technical Award in Music Practise

Year 10		Year 11	
<p>HT1: Foundations for Music</p> <p>Pupils revisit and consolidate learning and skills from KS3 in preparation to transition to the KS4 programme of study. There is an emphasis on theory and appraising. This unit is delivered as a series of workshops aimed at building confidence and further developing the skills required to study music at KS4.</p>	<p>HT2: Exploring World Music</p> <p>During this half term, pupils will explore the music of Brazil and America in the form of Samba and Blues. They will learn to identify sonic and compositional features in each style through a range of listening, performing and composition activities. After each style pupils will complete a mock portfolio presentation to assess their understanding of each style.</p>	<p>HT1: Planning for Development</p> <p>Pupils will commence by conducting a comprehensive skills audit and SWOT analysis, evaluating their proficiencies in two of the following domains: performance, composition, and production. Following this, pupils will acquire the skills to formulate both short- and long-term SMART targets. This strategic goal setting will pave the way for the creation and implementation of a development plan, strategically positioning them for assessment in Year 11. This structured approach ensures a focused and progressive journey toward refining their chosen projects.</p>	<p>HT2: Component 2 Assessment</p> <p>Pupils will select two pathways: performance, composition and production. They will work towards developing in these areas, resulting in two music products. Pupils will plan their development, logging regularly their achievements towards their progress and recording rehearsals as part of their evidence.</p>
<p>HT3: Popular Music</p> <p>During this half term, pupils will explore 60's British invasion music and 70's Disco. They will learn to identify sonic and compositional features in each style through a range of listening, performing and composition activities. After each style pupils will complete a mock portfolio presentation to assess their understanding of each style.</p>	<p>HT4: Component 1 Assessment</p> <p>Task 1: Pupils will create a presentation describing the sonic and compositional features of Samba, Reggae, Blues and EDM. They will be assessed on their understanding of how compositional and sonic features are used in the four styles they have studied.</p>	<p>HT3: Component 2 Assessment</p> <p>Pupils will select two pathways: performance, composition, and production. They will work towards developing in these areas, resulting in two music products. Pupils will plan their development, logging regularly their achievements towards their progress and recording rehearsals as part of their evidence.</p>	<p>HT4: Component 3 Responding to a Brief</p> <p>Pupils will be introduced to a music brief and use the skills developed in component 1 and 2 to explore how to create a response in preparation for their external assessment. Pupils will then be given the set brief and will have 4 hours preparation time to develop their initial response. They will then have 2 hours in controlled conditions to write their initial response and 16 hours to create their final product during lesson time.</p>
<p>HT5: Component 1 Assessment</p> <p>Task 2 – Pupils will choose to create three music products using the styles studied as a starting point – remix, original composition and cover. For each product pupils will write a commentary discussing the stylistic features they have used during the creation of each product. Task 1 and 2 will then be marked and submitted for moderation by the exam board.</p>	<p>HT6: Exploring Professional Skills Required in the Industry</p> <p>Pupils will gain insight into the professional skills employed by musicians, composers, and producers. They will actively apply and integrate these skills into a variety of workshop lessons while meticulously documenting their progress. This hands-on approach allows pupils to not only comprehend but also adeptly utilise the skills essential to the music industry, fostering a practical and comprehensive understanding of what's required in the music industry.</p>	<p>HT5: Component 3 Responding to a Brief</p> <p>Pupils will be introduced to a music brief and use the skills developed in component 1 and 2 to explore how to create a response in preparation for their external assessment. Pupils will then be given the set brief and will have 4 hours preparation time to develop their initial response. They will then have 2 hours in controlled conditions to write their initial response and 16 hours to create their final product during lesson time.</p>	<p>HT6:</p> <p>Summer examination series.</p>

Notes

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