

Performing Arts



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

- Miss K Collinson: **Subject Lead**
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Intent:

As a department we believe that The Arts are fundamental to the growth and development of all students. It is our hope to deliver a curriculum that considers the needs of a child holistically whilst developing social and communication skills as well as the pedagogical knowledge and understanding within each specific subject. We strive to build and harness creativity, performance skills and confidence using a plethora of experiences both in and out of the classroom. We aim to ensure students have a strong awareness of the cultural importance of the Performing Arts and how it fits into everyday life by allowing them to experience the subject through educational visits, playing instruments and a well sequenced curriculum.

It is important that pupils understand the importance of Performing Arts in the wider community and are proud of their achievements and progress. We aim to develop pupils who are positive and confident performers but also individuals that can transfer the skills they have developed from the exposure to this subject to be respectful, resilient and independent thinkers.

We want to work hard to ensure all students have a comprehensive understanding of Performing Arts terminology, which includes the ability to apply it in new contexts and the ability to use and understand terms confidently in the discussion and evaluation of their own theatrical and musical performances and the performances they experience from others. Pupils are encouraged to take risks and try new things whilst being in the safe space of the classroom; it is important that they understand the ethos that they have to “get things wrong to get it right.” Peer support and self-reflection are integral to their development of skills and understanding and also identifying targets and positive aspects of their work. The

curriculum is meticulously planned to be accessible to all with the stretch and challenge embedded throughout despite each individual's starting point and prior experience.

Across KS3 pupils take part in project work that explores wider issues and embeds Christian Values and the core values of "Accomplishment, Humility and Service," in addition to the Christian Value of Creation. We try to ensure that pupils are faced with issues that are relevant to them and things they can identify with in order for them to question the world around them. Within KS4 pupils are given the opportunity to choose what they would like to focus on and are encouraged to become more independent and accountable for their choices. We aim to instil a sense of pride within their work and allow them to break the mould and show personality through their work.

"Do not conform to the pattern of this world, but be transformed....." **Romans 12:2**

Music Programmes of Study: Key Stage 3 National Curriculum in England

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Subject content

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

Drama Curriculum Map 21-22

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
7	Performance Skills (Commedia Dell'arte)	Performance Skills (Commedia Dell'arte)	Performing Scripts	Performing Scripts	Performing Scripts Devised Performance (Murder Mystery)	Devised Performance (Murder Mystery)
8	Devising Theatre (Treasure Island)	Devising Theatre (Treasure Island)	Performing Scripts in a specific style (Theatre for Children)	Performing Scripts in a specific style (Theatre for Children)	Theatre for Children (Completion) Performing a different discipline (Musical Theatre)	Performing a different discipline (Musical Theatre)
9	Performing Scripts (The Woman In Black)	Performing Scripts (The Woman in Black)	Devised Storytelling (Through Pop Music)	Devised Storytelling (Through Pop Music)	Devised Storytelling (Through Pop Music) Writing A Theatre Review	Performing a Monologue (Naturalism)
We follow the BTEC Level 2 Tech Award Performing Arts specification.						
10	Component 1: Exploring the Performing Arts Learning Aim A	Component 1: Exploring the Performing Arts Learning Aim A	Component 1: Exploring the Performing Arts Learning Aim A and B	Component 1: Exploring the Performing Arts Learning Aim B	Component 2: Developing Skills and Techniques for Performance	Component 2: Developing Skills and Techniques for Performance
11	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief	
We follow the AQA A level specification						
12	Set text 2 <i>The Glass Menagerie</i>	Exploration of different styles	Exploration of different styles and extract 1 and 2	Exploration of different styles and extract 1 and 2	Set text 2 Revision and Live Theatre Review	Original Performance Exploration
13	Original Performance Work	Original Performance Work Set Text 1 <i>A Servant to Two Masters</i>	Set text 1 <i>A Servant to Two Masters</i> Extract 3 Performance work	Extract 3 Performance	Written exam revision of Set texts 1 and 2 and Live Theatre Review	A Level Examinations

Music Curriculum Map 21-22

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
7	Music Theory 101	Ensemble Singing Skills	Keyboard Skills (Classical Music Performance)	Keyboard Skills (Classical Music Performance)	Ensemble Performance (Performance)	Ensemble Performance (Performance)
8	Ensemble Performance (Treasure Island)	Ensemble Performance (Treasure Island)	Keyboard Skills (Theatre for Children)	Keyboard Skills (Theatre for Children)	Performing within Musical Theatre	Performing within Musical Theatre
9	Creating Soundscapes (The Woman In Black)	Creating Soundscapes (The Woman in Black)	Performing Pop Songs (Ensemble Performance)	Performing Pop Songs (Ensemble Performance)	Writing A Music Review	Writing a Music Review
We follow the AQA GCSE Music specification.						
10	Music Theory AoS2 (Rock Music, Film Music, Music of Broadway and Computer Game Music) Solo Performance		AoS3 (Blues, Latin, Fusion and Contemporary Folk) Composition - Initial Ideas AoS4 (Minimalism, Expressionism, British Music of Arnold and Britten, Orchestral Music of Kodaly and Bartok) Performance		Composition One - completion of first composition for the GCSE, taught through a mixture of solo work, group feedback and teacher lead interventions.	
11	Composition Two - completion of Second composition for the GCSE, taught through a mixture of solo work, group feedback and teacher lead interventions. Performance		AoS1 (Baroque, Classical and Romantic Music looking at Handel, Haydn, Mozart, Chopin and Schumman. Mozart Clarinet COncerto in A Major)		Revision	

For additional course & curricular information please see:

GCSE: Options Booklet (KS4 Curriculum & GCSE Options Information Tab)

A Level: Sixth Form Course Booklet (Sixth Form Course Booklet Tab)