

Performing Arts



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

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Intent

As a department, our purpose is to ensure that the Performing Arts curriculum is there to help instil creativity, nurture passion and develop inquisitive minds. It is our hope the needs of a child is considered holistically whilst developing social and communication skills as well as the pedagogical knowledge and understanding within each specific subject area. We strive to build performance skills, confidence and enthusiasm for the subject 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, performance, playing instruments and a well-sequenced curriculum.

It is important to us 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 and can transfer the skills they have developed from the exposure to this subject to be respectful, resilient and independent thinkers. Furthermore, the Performing Arts curriculum hopes to promote a sense of self-worth and helps to develop relationships and social interactions.

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.

Across KS3 pupils take part in skills based 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

Curriculum Map: Drama

Year 7	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<p><i>Introduction to Drama (6 lessons)</i></p> <p>This is an introduction to some of the basic drama skills. Pupils will focus on creating a character using physical skills and some vocal skills. Pupils will use masks to develop exaggerating and then move on to discussing the stock characters of Commedia Dell'arte. Pupils will also explore how modern performances have been inspired by Commedia</p>	<p>Using space and proxemics Gesture Movement Awareness of Audience Working with other performers Creating a stock character Lazzi Improvisation Grammoulot Respond to feedback to make improvements</p>	<p>Trestle Masks Commedia Masks Servant and Master Scenarios Lazzi Scenarios</p> <p>Introduction to Commedia Book by John Rudlin</p>	<p>Pupils will be given the opportunity to go and watch a Pantomime at Christmas to watch a modern version of Commedia.</p>
Spring	<p><i>Stage Combat: Shakespeare (5 lessons)</i></p> <p>Pupils will explore an extract from Romeo and Juliet. They will learn stage combat skills and then apply this to a conflict scene between the Montagues and the Capulets</p>	<p>Stage Combat Skills Understanding Scripts Physical and vocal acting skills Developing character understanding using a script Working with other performers</p>	<p>Stage combat exercises Extracts from Romeo and Juliet Romeo and Juliet Woosh activity</p>	<p>Stage combat workshops</p>
Summer	<p><i>Murder Mystery (6 lessons)</i></p> <p>This is the first opportunity for pupils to have freedom with their creative ideas. Pupils will work in the genre of Murder Mystery. They will take part in a pre-set Murder Mystery scenario and then have the opportunity to work in groups to create their own. They will develop suspect characters and another group will need to try to solve their mystery</p>	<p>Using a stimulus to devise from Physical and Vocal Skills Character Research Working with other performers Respond to feedback to make improvements Character Improvisation Contributing Ideas</p>	<p>Murder Mystery Activity Props and costume for suspects</p>	<p>An opportunity to go and watch a "who done it?" evening performance at the theatre.</p>
Year 8	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<p><i>Theme based performances War and Conflict (6 lessons)</i></p> <p>This scheme of work will allow pupils to explore improvisation and character through the theme of war and conflict. Pupils will develop</p>	<p>Thought Track Cross-Cut Narration and use of monologues Movement manipulation</p>	<p>Use lyrics from Masters of War by Bob Dylan for Choral Speaking</p> <p>Private Peaceful extract</p>	<p>Create practical pieces that can be used in the whole school Remembrance Day service.</p>

	their knowledge on non-naturalistic theatre techniques. They will work in groups to explore different stimuli to create short episodes of content. Each piece will be recorded and stored on Google Classroom	Improvisation Skills Choral Speaking and Movement Responding a stimulus Hot Seating Contributing Ideas		
Spring	<i>Forum Theatre (5 lessons)</i> Pupils will focus on the style of Forum Theatre. They will focus on the issue of bullying and look at different extracts from plays that explore this topic. Pupils will then use off script improvisation and devising to develop their own solutions to the extracts using Forum Theatre techniques	Forum Theatre Skills Improvisation Contributing Ideas Applying Drama Conventions	The Terrible Fate of Humpty Dumpty Extracts	
Summer	<i>Exploring Scripts: (6 lessons)</i> This 6-week project will look at developing a character using information from the script Treasure Island. They will focus on a more Naturalistic style of acting in order to develop characters that are more believable. They will be introduced to the practitioner Stanislavski	Stanislavski Method Techniques Applying Proxemics to a script Understanding subtext Developing a character from a script Physical Skills Vocal Skills Working with other performers Awareness of Audience Stage Combat Skills	Extracts from Treasure Island Props Costume	Performance at the end of year arts festival?
Year 9	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<i>Horror Genre (6 lessons)</i> This scheme of work will explore the genre of Horror. Pupils will focus in the development of tension using theatre elements such as lighting and sound. Pupils will also focus a lot on vocal techniques and how pace and emphasis can build tension for the audience. Finally pupils will use improvisation from a range of stimulus including, Korean ghost stories and The Seven Deadly Sins from Marlowe's Dr Faustus. Pupils will also get an opportunity to experiment with stage make up and special effects	Grotesque theatre techniques Vocal Skills Physical Skills Improvisation Working with others Responding to a stimulus Lighting and Sound Stage Make up	Ghost Stories Marlowe Extracts Lighting Rigg Sound effects Props Stage Make up Latex Masks	Arrange a trip to Blackpool Dungeons to watch how actors perform in a horror genre. Also the opportunity to take part in a workshop led by them.
Spring	<i>Devising (5 lessons)</i>	Responding to a stimulus Improvisation Skills	Stimulus Drama Conventions Checklist	Workshop by external theatre company focusing on devising skills

	<p>This scheme allows pupils to combine all the skills they have developed over KS3 and create their own group performance. Pupils will be given a scenario to act as their starting stimulus. They will use improvisation to start to come up with ideas and then develop these further into a more structured piece. Pupils will be given a checklist of dramatic conventions they can use and must choose at least 4 from the list.</p>	<p>Rehearsal development Contributing Ideas Responding to feedback Applying a range of drama conventions Physical Skills Vocal Skills Stage Combat Lighting Sound</p>	<p>Rehearsal Techniques Checklist</p>	<p>(Splendid or Frantic, maybe work with other schools in the area to help split the cost?)</p>
<p>Summer</p>	<p><i>Exploring Scripts: FACE by Benjamin Zephaniah (6 lessons)</i></p> <p>This scheme allows pupils to combine all the skills they have developed across KS3 for working with a script. Pupils will develop a scripted performance of an extract from the play Face. Pupils will be responsible for researching their character and directing their script as a group. They need to focus on the message to the audience as well as their own character and proxemics.</p>	<p>Performing a scripted extract for an audience Working with other performers Physical Skills Vocal Skills Use of proxemics on stage Understanding subtext Responding to Feedback Conscience Alley Research character Hot Seating Special Effects Make up Rehearsing and refining performances responding to feedback</p>	<p>Extracts from the play FACE Props Costume</p>	<p>Performance at the end of year arts festival?</p>

Curriculum Map: Music

Year 7	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<p><i>Music Theory 101:</i></p> <p>This is an introduction to music theory. Pupils will look at the basic makeup of music theory. Pitch and rhythm are the building blocks of everything we do in music and this scheme introduces pupils to that. Pupils will also look at alternative forms of writing music (graphic notation) as a way of showing the benefits of staff notation.</p>	<p>Rhythm Pitch Listening Skills - learning how to listen to music and how to think critically. Graphic Scores</p>	<p>Books, Rhythm Grids</p>	
	<p><i>Performing Using Voice:</i></p> <p>In the unit pupils learn how to sing and then apply the skills learnt to reproduce a version of the song '<i>When I Think Upon Christmas</i>' by <i>Hillsong Worship</i>. Throughout this unit, pupils will explore how to use their voice, things like breathing and projection. They will also look at the difference between sacred and secular music and have a number of listening activities around these topics.</p>	<p>Choral Skills Ensemble Performance Sacred/Secular Music Listening Skills - listening to Sacred and Secular music</p>	<p>Song Sheets</p>	<p>Performance at Christmas Concert</p>
Spring	<p><i>Keyboard Skills</i></p> <p>Ode to Joy Nursery Rhymes In this unit, students will learn the basics of keyboard playing. This takes the skills learnt in Music Theory and applies them to a physical instrument. They will start looking at Classical music and <i>Ode to Joy</i>. This requires them to use correct fingering while playing the piece. After the half term, we will take what we have learnt and apply it to nursery rhymes. They will learn a series of increasingly difficult nursery rhymes. They will also be introduced to the idea of chords - very simply to start with.</p> <p>Extension task - some students will learn an original nursery rhyme with some more difficult moments based around Zog.</p>	<p>Listening to classical music, learning to appreciate music from a genre they are probably not familiar with. Learning to recognise instruments. Appreciation of styles of music Keyboard skills - note locations and correct fingering.</p>	<p>Song sheets Keyboards</p>	
Summer	<p><i>Stand By Me Ensemble Performance</i></p> <p>This unit sees students using everything they have learnt so far to create an ensemble performance of <i>Stand by Me</i> by Ben E King. They will start by learning to sing the song, then moving to learn the chords. This will be a more detailed look at how to construct chords and how they work in different keys. Lastly, they will add the bass line for the song, on keyboard and rehearse to be able to play it as a group.</p> <p>Extension Task - Some groups might add guitar, bass and drums to their piece for a more complex performance.</p>	<p>Ensemble performance. Timing - playing in a group requires much more of this than previous. Chords Singing skills - breathing, sustaining and projecting. Confidence in performance.</p>		

Year 8	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<p><i>Samba</i></p> <p>This unit explores the use of drums and percussion in different cultures around the world. The focus will be Brazil and Samba; students will do lots of class performance. Starting with the teacher taking the role of Master Drummer and the class forming the rest of the band we will do lots of rhythm work. Eventually there will be opportunity for members of the group to take the master drummer role as well as to work in small groups on a performance.</p>	<p>Drumming around the world with listening examples. Ensemble Performance Skills Pulse and timing. Cross rhythms. Dynamics</p>	<p>Samba kit and percussion.</p>	<p>Christmas Concert</p>
Spring	<p><i>Folk Music</i></p> <p>This unit will look at folk music of the British Isles looking particularly at Irish Gig. In this module, we will revisit the theory work of year 7 and use a simple method to create a composition. Students will work in stages through chords, rhythms, melody and then will write out the composition using staff notation. We will start with a simple 8 bar composition. Taking in detail about the need for a melody to move mostly in steps with only occasional leaps.</p> <p>Extension Task - for the very high ability students they will extend their composition and play it on their instrument.</p>	<p>Composition Listening Skills- experiencing folk music of the British isles. Writing music for a specific instrument Composition planning Rhythm grids Building melodies.</p>	<p>SIbelius for the written part of the work.</p>	
Summer	<p><i>Blues</i></p> <p>This unit explores the music and traditions of Blues Music. We will look at the origins of Blues and how it developed from the slave trade. We will listen to examples and learn about the 12 bar blues, blue notes and walking bass.</p> <p>We will learn the song '<i>Hound Dog</i>' by Elvis as a class and students will learn to play the song in smaller groups. Groups will be required to have singers, chords and bassline players.</p> <p>Extension Task - Improvisation, some students will explore the idea of improvisation. They will learn how to create a simple improvisation and how to perform it on their instrument.</p>	<p>Playing the 12 bar blues Band Skills Listening Skills - 12 bar blues and jazz instruments. Timing Chords Working effectively as a group.</p>	<p>Song sheets Keyboards Guitars and Basses</p>	

Year 9	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	<p><i>Gamelan- Theory and Performance</i></p> <p>In this unit, we will explore Gamelan music and create a class performance of it. This is different from keyboard work we have done before because it is a whole class project. There will be some group work but a lot of what we do will be the whole class (like in the samba unit). We will look at where Gamelan music comes from as well as the culture of Indonesia.</p>	<p>Gamelan Culture and Musical traditions Class performance Ensemble performance Listening Skills</p>	<p>Keyboards Percussion Glockenspiel</p>	
Spring	<p><i>Gamelan will run into this term for three lessons and Pop Music will then start!</i></p>			
Summer	<p><i>Pop Music: Band Skills</i></p> <p>In this unit, we will use every skill learnt across the three years to produce an ensemble performance based around a popular pop music song. Across the unit, we will look at the idea of covers and how to take an existing piece of music and put your own take on the music. Through this, we will listen to a variety of covers in different styles. Students will then revisit the work on chords and how to construct them and then apply that to a differentiated song that they will learn in a group. To start with just chords and singing but with the potential to include; bass, drums, guitar and any other instrument they can play.</p>	<p>Ensemble Performance Listening Skills Singing</p>	<p>Keyboards Song Sheets</p>	

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)