

Hutton Church of England Grammar
School and Sixth Form

Performing Arts Curriculum Information, Intent and Map



Curriculum Vision

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.

Drama — Key Stage 4 (GCSE)

Aims of the Course

GCSE Drama is a practical and creative subject that allows students to explore theatre and performance in greater depth. Building on the skills developed at Key Stage 3, students will develop confidence, creativity and collaboration through performance and theatrical exploration. Through studying Drama, students will:

- develop practical acting and performance skills;
- explore how theatre is created and how performances are developed;
- analyse and evaluate drama and theatre productions;
- work collaboratively to create and present original performances.

Course Overview

Qualification

GCSE Drama follows the Edexcel specification and combines both practical performance work and written analysis. Students will take part in creating, performing and analysing theatre while developing their understanding of stagecraft and theatrical interpretation.

What You Will Study

Students will explore drama through both practical performance and theoretical study. The course includes:

- Creating original theatre through group devising.
- Performing from scripted plays.
- Studying a set text and exploring how it could be performed.
- Analysing live theatre productions.

Students will also explore roles within theatre such as acting, directing and design.

How Drama Is Taught

Learning takes place through a mixture of practical workshops, group work and written analysis. Students will take part in rehearsal and performance activities while also developing their ability to evaluate theatre and communicate their ideas clearly in written work. Theatre visits help students develop their understanding of live performance and support preparation for the written examination.

Assessment

The course is assessed through three components:

- Component 1 – Devising (30%): creating and performing an original piece of theatre.
- Component 2 – Performance from Text (30%): performing extracts from a published play.
- Component 3 – Theatre Makers in Practice (40%): written examination analysing theatre and a set text.

Why Study Drama?

Drama helps students develop creativity, communication and confidence. The skills gained are valuable in many areas including performing arts, media, law, marketing, journalism, management and teaching, as well as any career involving teamwork, presentation or communication.

Music — Key Stage 4 (GCSE)

Aims of the Course

GCSE Music is ideal for students who enjoy performing, composing or analysing music. The course builds on musical skills developed at Key Stage 3 and encourages students to explore a wide range of musical styles and traditions. Through studying Music, students will:

- develop skills in performing and composing music;
- gain a deeper understanding of different musical genres and traditions;
- improve listening and analytical skills;
- develop confidence through individual and group performances.

Course Overview

Qualification

GCSE Music follows the AQA specification and combines practical coursework with a written examination. Students explore music through performing, composing and listening activities.

What You Will Study

Students will explore a wide range of musical styles while developing their own performance and composition skills. Areas of study include:

- performance as a soloist and as part of an ensemble
- composing original music in different styles
- analysing and understanding music from a range of genres including classical, pop, dance and world music
- listening to and evaluating musical works.

How Music Is Taught

Lessons combine practical music-making, listening activities and creative composition. Students will perform regularly, work collaboratively on musical projects and develop their understanding of musical terminology and structure. Instrumental lessons are strongly recommended to support performance development.

Assessment

Assessment for GCSE Music consists of:

- Performance (30%) – one solo and one ensemble performance.
- Composition (30%) – two original compositions.
- Understanding Music (40%) – a written listening and analysis examination taken in Year 11.

Why Study Music?

Music develops creativity, teamwork and discipline while encouraging confidence in performance and communication. The subject complements many other areas of study and can lead to further study or careers in music technology, production, sound engineering, broadcasting, performance and the wider creative industries.

Curriculum Map

Key Stage 3 Drama

Year 7	<p><u>Commedia Dell'arte (AO1, AO2)</u> Devising Focus- looking at physicality and stock characters</p> <p><u>Exploring Shakespeare (AO2, AO3)</u> Scripted Focus- looking at vocal skills and performing a Shakespeare extract</p> <p><u>Murder Mystery (AO1, AO2)</u> Devising Focus- creating a piece of theatre within a specific style.</p>
Year 8	<p><u>Naturalism: Duologue Performances (AO2, AO3)</u> Scripted Focus- exploring Naturalism and performing a duologue</p> <p><u>Epic Theatre Techniques: War and Conflict (AO1, AO2, AO3)</u> Devising Focus- creating a piece of theatre incorporating Epic Theatre techniques</p> <p><u>Live Theatre Reviews (AO3, AO4)</u> Reviewing the work of others- learning how to analyse and evaluate the work of professional practitioners</p> <p><u>Creating T.I.E (AO1, AO2, AO3)</u> Devising focus- creating a piece of theatre in a specific style for a target audience with an educational message</p> <p><u>The Curious Incident of the Dog in the Night-Time (AO2, AO3)</u> Scripted Focus- exploring a full text as a class, looking at different characters and scenes and how these can be presented on stage. Introducing the style of Physical Theatre</p>
Year 9	<p><u>Artaud: Twisted Tales and Special Effects (AO1, AO2, AO3, AO4)</u> Devising Focus- exploring Theatre of Cruelty techniques and applying these to a twisted tale. Costume Focus- exploring stage make up and special effects and experimenting with creating wounds and cuts</p> <p><u>Refugee Boy (AO2, AO3)</u> Scripted Focus- exploring the text Refugee Boy and performing extracts focusing on staging, characterisation and directing</p> <p><u>Improvisation (AO1, AO2)</u> Performance Focus- exploring creativity and practical performance using improvisation</p> <p><u>Devising Theatre: Social Media (AO1, AO2)</u> Devising Focus- Summative assessment of all KS3 drama skills</p>

Key Stage 4 Drama

Year 10	<p><u>Skills and Style Exploration (AO3)</u> Introduction to GCSE Drama, recapping a range of different styles and collaborating in groups to become comfortable working together</p> <p><u>Component 3: Live Theatre Review (AO4)</u> Pupils will develop their ability to analyse and evaluate a professional piece of theatre. They will go through exam technique of how to answer each question and take part in a series of mock questions throughout the year</p> <p><u>Component 2: Performance from a Text (Mock Exploration) (AO2)</u> Pupils will work in pairs/groups to explore how to perform a script. They will explore how to approach a piece of text and how to stage this for an exam performance</p> <p><u>Component 1: Devising (AO1, AO2, AO4)</u> Pupils will complete their group devised assessment. They will work in groups to create their own pieces using a stimulus for guidance. They will complete a written piece of coursework to accompany this.</p> <p><u>Component 3: Set Text Exploration DNA (AO3)</u> Pupils will start to study the text of DNA for their written exam</p>
Year 11	<p><u>Component 3: Theatre Makers in Practice (full Mock Exam) (AO3, AO4)</u> Pupils will be taught how to answer the questions for the written paper. Pupils will fully explore their set text of DNA and then practice answering the exam style questions. Pupils will also revise the Live Theatre Review section of the paper. A full mock exam will take place before Christmas</p> <p><u>Component 2: Performance From a Text (AO2)</u> Pupils will complete their Performance to a Text exam in Term 2. This will be recorded and a digital submission will be sent to the exam board</p>

Curriculum Map

Key Stage 3 Music

Year 7	Topic/Area of Study	Skills taught	Resources	Wider Curriculum
Autumn	Music Theory 101: 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.	Rhythm Pitch Listening Skills - learning how to listen to music and how to think critically. Graphic Scores	Books, Rhythm Grids	
	Performing Using Voice: In the unit pupils learn how to sing and then apply the skills learnt to reproduce a version of the song 'When I Think Upon Christmas' by Hillsong Worship. 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.	Choral Skills Ensemble Performance Sacred/Secular Music Listening Skills - listening to Sacred and Secular music	Song Sheets	Performance at Christmas Concert
Spring	Keyboard Skills 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 Ode to Joy. 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. Extension task - some students will learn an original nursery rhyme with some more difficult moments based around Zog.	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.	Song sheets Keyboards	
Summer	Stand By Me Ensemble Performance This unit sees students using everything they have learnt so far to create an ensemble performance of Stand by Me 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. Extension Task - Some groups might add guitar, bass and drums to their piece for a more complex performance.	Ensemble performance. Timing - playing in a group requires much more of this than previous. Chords Singing skills - breathing, sustaining and projecting. Confidence in performance.		

Year 8	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	Samba 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.	Drumming around the world with listening examples. Ensemble Performance Skills Pulse and timing. Cross rhythms. Dynamics	Samba kit and percussion.	Christmas Concert
Spring	Folk Music 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. Extension Task - for the very high ability students they will extend their composition and play it on their instrument.	Composition Listening Skills- experiencing folk music of the British isles. Writing music for a specific instrument Composition planning Rhythm grids Building melodies.	Slbelius for the written part of the work.	
Summer	Blues 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. We will learn the song 'Hound Dog' 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. 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.	Playing the 12 bar blues Band Skills Listening Skills - 12 bar blues and jazz instruments. Timing Chords Working effectively as a group.	Song sheets Keyboards Guitars and Basses	

Year 9	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
Autumn	Gamelan- Theory and Performance 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.	Gamelan Culture and Musical traditions Class performance Ensemble performance Listening Skills	Keyboards Percussion Glockenspiel	
Spring	Gamelan will run into this term for three lessons and Pop Music will then start!			
Summer	Pop Music: Band Skills 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	Ensemble Performance Listening Skills Singing	Keyboards Song Sheets	

	<p>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>			
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