

# Performing Arts



## Curriculum Information, Intent and Map

Hutton Church of England Grammar School

### **Staff:**

- Mrs K Massey: **Subject Lead**
- Mr J Pemberton

### **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	Half term 1	Half term 2		Half term 3	Half term 4		Half term 5	Half Term 6
7	Introduction to Drama	Introduction to Drama		Stage Combat and Shakespeare	Stage Combat and Shakespeare		Devising in a genre: Murder Mystery	Devising in a genre: Murder Mystery
8	Performing to a theme: War and Conflict	Performing to a theme: War and Conflict		Exploring Style: Forum Theatre	Exploring Style: Forum Theatre		Scripted Performance: Treasure Island	Scripted Performance: Treasure Island
9	Devising in a genre: Horror	Devising in a genre: Horror		Exploring Scripts: FACE	Exploring Scripts: FACE		Devising in a style: Verbatim Theatre	Devising in a style: Verbatim Theatre
We follow the <b>EDEXCEL GCSE</b> specification.								
10	Skills and style exploration	Component 3: Set Text <i>The Crucible</i>		Component 1: Devising	Component 1: Devising		Component 1: Devising  Component 3: Set Text <i>The Crucible</i>	Component 3: Set Text <i>The Crucible</i>
11	Component 2: Performance From a Text	Component 3: Live Theatre Review  Full Mock Exam of Component 3		Component 2: Performance From a Text	Component 2: Performance From a Text		Component 3: Theatre Makers in Practice (Full Paper)	GCSE Examinations

## 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.</p> <p>Ensemble Performance Skills</p> <p>Pulse and timing.</p> <p>Cross rhythms.</p> <p>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</p> <p>Listening Skills- experiencing folk music of the British isles.</p> <p>Writing music for a specific instrument</p> <p>Composition planning</p> <p>Rhythm grids</p> <p>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</p> <p>Band Skills</p> <p>Listening Skills - 12 bar blues and jazz instruments.</p> <p>Timing</p> <p>Chords</p> <p>Working effectively as a group.</p>	<p>Song sheets</p> <p>Keyboards</p> <p>Guitars and Basses</p>	

Year 9	Topic/Area of Study	Knowledge/Skills Taught	Resources	Wider Curricular
<b>Autumn</b>	<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>	
<b>Spring</b>	<p><i>Gamelan will run into this term for three lessons and Pop Music will then start!</i></p>			
<b>Summer</b>	<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)