

Performing Arts Curriculum Overview

	Term 1	Term 2	Term 3
Year 7	<p>Dance: Actions – learning about the six basic actions used in dance. Learning to create choreography using actions and motifs.</p> <p>Drama: storytelling- learning the basics of devising and performance and creating stories.</p> <p>Music: African drumming- learning rhythmic notation, box notation, how to stay in time, how to play silent beats, rhythmic composition, small ensemble skills</p>	<p>Dance: Superheroes – learning to apply dynamics into choreography. Bhangra – learning about space and relationships within choreography.</p> <p>Drama: trestle masks – learning about non-verbal communication.</p> <p>Music: In The Hall of The Mountain King – learning staff notation and basic keyboard technique.</p>	<p>Dance: 60s dance - learning expressive skills within a performance. Dances from different cultures – learning to appreciate dance from different cultures and to create their own interpretation of a dance style using culture as an influence.</p> <p>Drama: Greek myths – learning about character and structure.</p> <p>Music: Blues - learning about chords and blues form. Basic improvisation using the notes of the blues scale in C.</p>
Year 8	<p>Dance: Street Dance (Emancipation of Expressionism) - learning to create their own street dance choreography.</p> <p>Or</p> <p>Capoeira - learning to create and develop motifs.</p> <p>Drama: Shakespeare – learning about vocal expression using Romeo and Juliet.</p> <p>Music: Gamelan -learning how to read numeric notation and how to improve through structured practice.</p> <p>Ragtime: learning how to use both hands on the keyboard and how to stay in time when playing syncopated music.</p>	<p>Dance: dance styles using popular film culture - learning how to create, develop, select and rehearse choreography using iconic dance styles.</p> <p>Or</p> <p>Football dance - learning how to use structure to create a dance. Learning how to develop an idea into an abstract action.</p> <p>Drama: Impro – learning improvisation techniques.</p> <p>Music: Sea Shanties- learning singing technique.</p> <p>Raga - learning scales within a classical Indian structure. Understanding of more complicated rhythmic patterns (19 beat trimukhi tala)</p>	<p>Drama: Devising from a picture – learning to devise a piece using rehearsal techniques and performance techniques.</p> <p>Music: Loop based composition/ternary form - an introduction to music technology.</p> <p>History of Pop Music - learning how to read chord charts. How to play famous songs from British Pop Music on the ukulele.</p>
Year 9	<p>Drama: From Page to Stage – learning how to interpret a script using DNA by Dennis Kelly.</p> <p>Music: Raga - learning scales within a classical Indian structure. Understanding of more complicated rhythmic patterns (19 beat trimukhi tala) From 2024 Samba</p>	<p>Drama: Devising and choral speaking using the graphic novel The Red Shoes – learning new structures and learning how to convey a message through performance.</p> <p>Music: Film Music – a composition learning minimalism.</p>	<p>Drama: Working to a Brief</p> <p>Music: Working to a Brief</p>
KS4 Performing Arts Btec.	Component 2: Developing Skills and Techniques in the Performing Arts. Students rehearse and perform an extract of a play	Component 3: Responding to a Brief: externally assessed synoptic test. 40% of final grade.	Completion and submission of Component 3.

linking to a theme released by the exam board. They then evaluate their own contribution, decision making, rehearsal process and performance. **Internally assessed component 30% of final grade.**

Students work collaboratively to create a devised piece of performance in response to the brief set by the exam board. They also submit a written record of the process and its success.