



CURIOSITY

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Curriculum overview

Subject	Performing Arts	Year group	KS3 – Year 7, 8, 9
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>Our curriculum is designed to give all students opportunities to enjoy, develop and explore the arts, allowing students to experience a purposeful and enjoyable experience which is accessible for all.</p> <p>The core values for our curriculum within our directorate is to provide the students with a broad experience in a wide range of topics, ensuring the students build upon prior knowledge but experience new themes in which broaden their understanding of the wider world, whilst exploring the school values, curiosity, compassion and courage.</p> <p>In Performing Arts; dance, music and drama, our students work on themed topics which are linked across all three subjects. The topics cover a broad range of genres which are essential to performing arts yet also provide cross-curricular links to other subjects across this school. We expose the students to a wider range of practitioners and consider the wider world of work within this. The students also have access to a broad range of enrichment activities that support their learning and provide opportunities such as travelling abroad playing in concert band or performing with dance company or attending county concerts with choir.</p> <p>The students in this school are particularly successful in the creative, practical subjects. We have a lot of excellent musicians and are known to be a centre of excellence with a Platinum award from ENTRUST for Music. We are well known within the community for the quality of productions and ensembles we have on offer.</p> <p>Our curriculum throughout the directorate is:</p> <ul style="list-style-type: none"> • ambitious for all pupils; • coherently planned and sequenced; 		



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- successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- broad and balanced for all pupils and builds upon prior knowledge learnt

The national curriculum, in Music and Dance (PE), has been embedded within our topics. The language for learning used in our assessments and in lessons reflects this. All three areas prepare the students in readiness for GCSEs and further education and for a future within the industry, providing the students the knowledge needed in order to be successful learners. Our curriculum builds upon embedding knowledge, reinforcing and testing their understanding through written and practical based activities.

Performing Arts is particularly successful in engaging disadvantaged students, who thrive and are successful in this environment.

We encourage our students to be resourceful and strive for them to become independent learners. We encourage them to show curiosity in order to think and process new ideas, both independently and as part of a team, exploring different themes across the key stages. We give them experience beyond the classroom through trips, visiting practitioners and competitions. We provide our student with a nurturing environment in order for them to thrive and succeed, showing courage through performance to others. We teach them to show compassion towards others performing, discuss what it is to be an audience member and theatre etiquette. We support their aspirations both in the classroom and in their extra-curricular activities. Our directorate is particularly successful with providing them transferable skills, to support them in developing positive behaviours and attitudes across their academic career and beyond.

Threshold Concepts (TCs):

Threshold concepts MUSIC:

TC1: Musicians 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.

TC2: Musicians 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.

TC3: Musicians 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

TC4: Musicians should use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

TC5: Musicians should 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

TC6: Musicians should listen with increasing discrimination to a wide range of music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen, and its history.

Threshold concepts DRAMA:

Pupils should build on their previous knowledge and skills through devising, performing and responding.

TC1 - Actors will embed the importance of teamwork and cooperation when devising a performance

TC2 - Actors should be able to recognise a successful performance with the focus on audience engagement.

TC3 - Actors will enquire the knowledge and skills for performing and presenting the skills to an audience. These are; Use of facial expression, voice, gestures, movement and show relationships on stage.

TC4 - Actors will know how to respond to different stimuli for developing drama such as scripts, poems, images, stories etc.



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TC5 - Actors are expected to respond in various ways; being able to talk about own and others' performances, being able to understand style, period and context of the drama, and develop the knowledge required to improve making and performing.

TC6 - Actors will observe and develop knowledge of professional practice and practitioners and be able to implement this to their own work.

Threshold Concepts DANCE:

TC1 - Dancers will study and perform dances using advanced choreographic devices using a range of dance styles

TC2 – Dancers develop their technique using a range of dance styles and forms

TC3 – Dancers develop their mental skills and attributes, developing their movement memory, commitment, concentration and confidence.

TC4 – Dancers will develop their process attributes, systematic repetition, rehearsal discipline, planning of rehearsal, response to feedback and capacity to move.

TC5 – Dancers will have knowledge and understanding of action, dynamic, spatial, rhythmic, timing and relationship content.

TC6 – Dancers will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

KS2 National Curriculum summary:

MUSIC

Students should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Students should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

DANCE

Students develop the flexibility, strength, technique, control and balance

Students perform dances using a range of movement patterns

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING



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KS3 – Y7	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 and 4 Jan-March	Term 5 and 6 Apr-Jul
Year 7 The Big Question	Explore, Imagine and Wonder. Where will the arts take me?			
Big picture questions:	<p>Magical Musical Journey Drama</p> <p>What skills so we use in drama? How can we use drama skills to explore Enslavement, Abolition and Freedom? Use of Narration can help a performance how?</p> <p>Dance</p> <p>How did dance start? How does contact work make choreography more effective? Where does hip-hop dance come from?</p> <p>Music</p> <p>What is rhythm? Where can a pulse be heard and what is it? Polyrhythms and cross rhythms are important to African music. What are they? What is an ostinato? Do you understand what tempo is? Lots of dance genres are forms of dance – what is rock and roll?</p>	<p>Oliver Drama</p> <p>Who are Oliver and the Artful Dodger? How can an accent help characterisation? How can the use of space help make an engaging performance?</p> <p>Dance</p> <p>What are key features of musical theatre Jazz? How do we use choreographic devices in movement?</p> <p>Music</p> <p>What is a keyboard? Do you think the keys on a keyboard form a pattern? What pattern are they? How can we use the correct pitched notes to form a melody? Singing in musical theatre is really important. How do we sing? What is your understanding of singing in unison?</p>	<p>Dreams Drama</p> <p>What is a theme and how do they help a performance? What is the purpose of working as an ensemble? How can I use Iambic Pentameter within my performance?</p> <p>Dance</p> <p>Who is Matthew Bourne? How do we use a prop effectively in choreography? What skills do we need to add into choreography to make it interesting?</p> <p>Music</p> <p>What is your understanding of a soundscape? How can we use instruments and different timbres to represent different scenes? What is a leitmotif? Tonality helps set atmosphere. What is it? How can we use dynamics to our performance to add colour and enhance the story the music is portraying.</p>	<p>The World Drama</p> <p>Javanese Story Telling, how is this different to western theatre? Who are the stock characters and how can we use them within our performances? How can we use our tone of voice to help show character?</p> <p>Dance</p> <p>How is the tutting style inspired from Egypt? Where does the style of hip-hop come from? What skills do we need to samba dance? How important is dance around the world?</p> <p>Music</p> <p>Where in the world is Indonesia and what music genre belongs there? Gamelan what is it? What instruments are heard in Gamelan music? Gamelan has many cultural and sacred rules, do you know what they are? What is your understanding of cyclic music? How many notes does a pentatonic scale have?</p>



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How did the music genre come about?
 How did the music genre develop into other types of music?
 What is your understanding of improvisation?

Content (Linked to TCs):

Magical Musical Journey Dance -

Students will understand and perform dances according to a musical journey. Students will learn:

- African Dance
- The Jive
- Hip-Hop

Whilst learning the different styles students will be introduced to choreographic devices and how to use these in choreography. All of this is in preparation for their Magical Musical Journey performance to parents. This includes:

- Canon
- Formation
- Contact work
- Levels
- Unison

Links to TC1, TC2, TC4 and TC5.

Drama –

Oliver Dance -

Students will learn a short dance motif to the song 'Consider Yourself' from Oliver in the style of Jazz dance. **Link to TC1 and TC2.**

Students will then develop this using a range of choreographic devices. These are contact work, formation, canon and accumulation.

Link to TC5 and TC6.

Students will perform this dance after planning and rehearsing, students then will respond to feedback from peers. **Links to TC4 and TC6. .**

Drama –

Students will explore an extract from Oliver, through developing script work. They will explore and develop characterisation for the characters 'Artful Dodger' and 'Oliver'. Students will use knowledge from English, Dance and Music to help influence their performance ideas. They

Dreams

Dance -

Students will explore the theme of 'Dreams' by looking at the practitioner Matthew Bourne and his professional work The Car Man. **Link to TC1 and TC2.** Students will learn key knowledge of Matthew Bourne such as biographical knowledge, pieces he has choreographed and stylistic qualities of contemporary dance. **Link to TC3 and TC4.** Students will be introduced to the use of a prop in their work and will create a practical dance performance exploring the style of Matthew Bourne. **Link to TC5 and TC6.**

Drama –

Students will explore the story line of A Midsummers Night's Dream and develop their knowledge of the whole story before focusing on two sections of the script. **Link to TS4.**

Students will produce a modern take on this story through performing as an ensemble and an individual. They will demonstrate their knowledge of the fairy world by creating the atmosphere of the fairy world using characterisation through facial expressions, body language, tone of voice and Physical Theatre.

Link to TS1, TS2, TS3 and TS5.

The World

Dance –

Students will practically explore different choreography from Around The World. **Link to TC1 and TC2.** Students will develop an understanding of the specific style from the countries:

- Egypt – tutting
- Brazil - Samba
- America – hip-hop
- India - Bollywood

Link to TC1 and TC2.

Students will then choose their favourite choreography from the countries studied and do a mini performance in groups on that country and the specific dance style.

Students will perform this dance after planning and rehearsing, students then will respond to feedback from peers to achieve their personal best.

Link to TC5 and TC6.

Drama -

Students will explore practically the art of Javanese Story Telling using traditional Javanese performance techniques - using cloth, physical theatre and shadow puppetry. They will explore and understand the term 'stock characters' and how this impacts the development of the story. **Link to TS4, TS5 and TS6.** They will use their drama knowledge developed throughout year 7 to create a performance of Javanese story telling.

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Students will understand the development of the slave trade. They will develop their knowledge and understanding of the different stages of the slave trade within Britain: Enslavement, Abolition and Freedom. Students will demonstrate their knowledge through the development of key drama techniques such as:

- Mime
- Tableaux (Freeze Frames)
- Narration

All of this is in preparation for their Magical Musical Journey performance to parents.

[Links to TS1, TS2, TS3](#)

Music -

Students will understand the development of music through listening to a range of genres and artists:

- African drumming, chant and song – Siayhamba
- Blues and Jazz
 - Blues in A
 - I've got rhythm
- Rock and Roll
 - Round the clock

will develop drama skills such as:

- Facial Expressions
- Body Language
- Tone of voice
- Duologue
- Memorisation of script.

[Links to TS1, TS2, TS3 and TS4.](#)

Music –

Students will understand how song is used in musical theatre. Students will develop an understanding of the keyboard, learning about rhythm and treble clef notation.

Students will sing 'Consider Yourself' in unison and in harmony as a whole class ensemble, in group ensembles or as an individual.

Students will perform 'Consider Yourself' on the keyboard as an individual and as a whole class. Students will produce their own 'arrangement of consider yourself'.

Students will listen to a wide range of musical theatre pieces and specifically from 'Oliver' and will be able to discuss their features through listening and appraising.

[Links to TS1, TS2, TS3, TS4, TS6](#)

Music –

Students will learn what a 'soundscape' is and will produce a soundscape for:

- A bonfire night
- A storm a sea
- A birthday party
- A trip to the beach

Students will perform as a whole class ensemble, a group ensemble, as a trio, duet or as solo. They will learn the meanings of these words.

Students will learn how to use percussion instruments – tuned and un-tuned, body percussion and their voice in order to create a sound scape.

Students will learn about the elements of music and how to use these to create a musical picture.

[Links to TS1, TS2, TS3, TS4, TS5, TS6](#)

[Link to TS1, TS2 and TS3.](#)

Music –

Students will learn about the music on Indonesia. Students will learn about the different instruments that are used; metallophones, gongs.

Students will perform an Indonesian piece of music as a whole class ensemble.

Students will perform an Indonesian piece of music in small group ensemble.

Students will learn how to read treble clef notation.

Students will learn what a pentatonic scale is.

Students will know how to identify key features through listening.

[Links to TS1, TS2, TS3, TS4, TS5, TS6](#)



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- Pop music
- TBC –respond to charts.

Students will use a range of percussion instruments to create a piece of African drumming whilst understanding pulse and rhythm, call and response. Students will learn how to use rhythm charts to create cross rhythms. Students will sing in unison, in a round and in harmony. Students will perform as a whole class ensemble, in groups, in pairs and as an individual. Students will identify key features of each genre through listening and appraising. Students will read treble clef notation.

All of this is in preparation for their Magical Musical Journey performance to parents.

Links to TS1, TS2, TS3, TS4, TS5, TS6

Vocabulary Instruction:

Drama: Audience, Exaggeration, Expressions.

Drama: Audience, Improvisation, Expressions.

Music: Pulse, Metre, unison, texture, tonality

Drama: Audience, Improvisation, Expressions, Scenario.

Music: Harmony, composition, pattern, sequence, device

Drama: Audience, Devising, Expressions, Narration.

Music: Ensemble, cycle, instrumentation, syncopation, improvisation



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	<p>Music: Tempo, Dynamics, syncopation, rhythm</p> <p>Dance: Motif, choreograph, unison</p>	<p>Dance: Canon, formation, contact</p>	<p>Dance: Canon, formation, development, relationship, gesture</p>	<p>Dance: dynamics, relationships, expressions, choreograph, extension</p>
Assessment:	<p>Dance Summative Assessment 1 – October</p> <p>Drama Summative Assessment 1 (Oct) – performance and written evaluation of key skills.</p> <p>Music Summative Assessment 1 (Oct) – performance and listening.</p>	<p>Dance Summative Assessment 2 – December</p> <p>Drama Summative Assessment 2 (Dec) – performance and written evaluation of key skills.</p> <p>Music Summative Assessment 2 (Dec) – performance and listening.</p>	<p>Dance Summative Assessment 3 – March</p> <p>Drama Formative Assessment (Feb) – knowledge quiz Summative Assessment 4 (Mar) – performance and written evaluation of key skills.</p> <p>Music Formative Assessment – 2 Listening quizzes Summative Assessment 4 (Mar) – performance, composition and listening.</p>	<p>Dance Summative Assessment 4 – July</p> <p>Drama Formative Assessment (Apr) – knowledge quiz Summative Assessment 5 (Jun/Jul) – performance and written evaluation of key skills.</p> <p>Music Formative Assessment – Listening quiz - knowledge Summative Assessment 4 (Jun/Jul) – performance and listening.</p>
Key/Historical misconceptions in this unit:	<p>Dance Students learn about the history of dance from past to present whilst exploring the different dance styles over time.</p> <p>Drama Understanding of how the slave trade started. Knowledge of how the slave trade ended in Britain and when. Understanding the key terms Enslavement,</p>	<p>Dance Students learn about the historical context surrounding London in the 1960's when Oliver was set.</p> <p>Drama How to read a script for performance. Development of character based on the time period.</p>	<p>Dance Students explore the historical context of Matthew Bourne's work, and specifically his piece 'The Car man' which is set in the 1980's.</p> <p>Drama Understanding what genre is and how this affected Shakespeare's writing for the play A Midsummers Night's Dream. Understanding the hierarchy of the fairy's within the play.</p>	<p>Dance Students explore the history of dance from countries around the world. Specifically Egypt, America, India and Brazil.</p> <p>Drama Develop knowledge of Indonesian performance. Establish the differences between Western theatre and Asian Theatre. Understanding of shadow puppetry and the type of puppets that are used with Javanese Shadow Puppetry.</p>



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	Abolition and Freedom in relation to the Salve Trade.			
Sequencing:	<p>We have chosen to sequence the year 7 curriculum like this because...</p> <p>We have chosen over arching themes to allow for creativity whilst teaching the essential skills needed for music, drama and dance. Our 'Performing Art' themes entwine in order to thoroughly embed the knowledge of these themes allowing the students to explore and create. This is in order for them to be successful in KS4 whilst allowing them to enjoy the arts and develop as a performer. We have made cross-curricular links where possible to reinforce the subjects taught.</p>			
Values:	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Working with others in paired work and in groups. Listening to the teachers and using the modelled examples to support their progress. Supporting each other and asking for help when needed. Being kind and helpful when packing away resources. Being respectful to students when performing and following theatre etiquette.</p> <p>Curiosity – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music, dance and drama.</p> <p>Courage – Performing to each other. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed.</p>			
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>Careers: Understanding the theatre. Jobs in industry, exploring practitioners, live visits to theatres, performances. Opportunity to do holiday workshops at top musical theatre schools where you can study post 16.</p> <p>PSHE/SMSC: Exploring different cultures, improving confidence, working as a team, listening to others' opinions.</p> <p>Dance:</p> <ul style="list-style-type: none"> • Landau Dance Company. Rehearsals are after school twice a week, Dance show once a year in March • Workshops with dance professionals in the industry • Dance festivals • Dance trips abroad to dance. (Disneyland Paris) • Theatre trips to watch professional work we are studying in class. • The school musical show once a year. <p>Drama:</p> <ul style="list-style-type: none"> • Drama club once a week – development of skills • Theatre trips to watch professional work we are studying in class. • The school musical show once a year. • Workshops with drama professionals in the industry <p>Music:</p> <ul style="list-style-type: none"> • Concert band – once per week • Choir- once per week • Christmas Carol Concert • Strawberry Prom • Visiting performers and composers 			



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KS3 – Y8	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 and 4 Jan-March	Term 5 and 6 Apr-Jul
Year 8 The Big Question	How can we use the power of creativity within performing?			
Big Picture Questions	<p>Be Dramatic Drama How did Silent Movies start? What is meant by the term “stock characters”? What key drama techniques do you need within Silent Movies? Dance How can we be dramatic in choreography? How important are expressive and physical skills in dance? What skills do we need to show in musical theatre Jazz? Music What is your understanding of the player piano? The entertainer is a popular piece! Who is Scot Joplin? What is rag time music? How was music used in silent movies?</p>	<p>Superhero Drama What do you expect Hero’s to be like? What drama skills do we need to remember to use when creating a tableaux? How important is the storyline when creating a Superhero movie trailer? Dance How important is contact work in dance? How can we use a stimulus in dance? Music Music for film helps enhance the cinema experience. How does it do this? What composition techniques can we use to help support action on screen? What is a leitmotif?</p>	<p>Power Drama How can you use tableaux’s in order to show the emotions of the various stages of a soldier’s journey? What is a conscientious objector? What was the impact of patriotism on families, friends and the country? How can we use what we know about the trenches to help re-create improvised scenes? Dance Who is the choreographer Rosie Kay? How can we perform with power in movement? How do choreographic devices improve our movement? Music How can instruments be used to represent war? What is the importance of brass instruments in music which represents battle and war? The musical elements are important features of composition. What are these?</p>	<p>Carnival Drama What skills do we need to perform Commedia Dell’Arte? Why do you think voice and physicality are important in Commedia? How important is characterisation within a Commedia Dell’Arte performance? Dance Samba dance – what is important about this style? A Linha Curva – what does this mean? What skills do we need to show in samba dance? How is Samba performed? Music What sort of music is used in the famous Rio de Janerio carnival in Brazil? The music has been influenced heavily by the slave trade. Why? The music is heavily percussive. What is your understanding of the rhythms used in this music?</p>
Content (Linked to TCs):	Be Dramatic Dance - Students will understand and apply expressive skills to dance to make a	Superhero Dance – Students will learn jazz style movement to a marvel theme tune. Links to TC1 and TC2.	Power Dance- Students will understand the theme of power through dance by looking at the contemporary style professional work 5	The World Dance - Students will understand and practically explore the style samba dance. Links to TC1.



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dramatic performance. Students will explore the use of expressive skills within the style musical theatre Jazz. Students will motif inspired by Matilda's 'Revoluting Children' and explore how expressive skills can improve characterisation and apply these to performance. [Links to TC 1](#). Students will then partner work and contact that highlights rebellion and revolting.

Expressive Skills:
Aspects that contribute to performance and that engage the audience, such as focus, facial expression and musicality

Physical Skills:
Aspects that create an effective performance such as posture, stamina, balance, coordination, control, flexibility and strength.

[Links to TC2, TC3, TC4, TC5 and TC6.](#)

Drama –
Students will explore the history of silent movies and develop their knowledge of 'stock characters' from Year

Students will explore the style of jazz and the stylistic qualities of Jazz. Students will develop the movement learnt whilst applying varying choreographic devices to fit with the theme of superhero. [Links to TC3 and TC4.](#)

Students will apply characterisation of a marvel character to their performance and through contact work will show the relationship of these characters on stage. [Links to TC5.](#)

Students will learn a variation of lifts for performance to develop their strength and stamina. [Links to TC2 and TC5.](#)

Drama –
Students will identify the key elements of the 'Superhero' genre and create an original 'Superhero' as part of a group. They will use the skill of narration developed in Year 7 to help develop their storyline and characterisation. [Link to TS3, TS4 and TS5.](#)

Students will develop their knowledge of characterisation and performance by using techniques such as hot-seating, split-scenes, cross cutting and through the use of placards. [Link to TS3 and TS6.](#)

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Soldiers. [Links to TC1](#). Students will practically explore the three specific parts of 5 Soldiers and practically create their own work inspired by the work of Rosie kay.

These 3 parts are:

- 1 – Drill Section
- 2 – Training, play and letting off steam.
- 3 – Headley court rehabilitation centre.

Students will use choreographic devices to develop their own work.

- Transitions
- Canon
- Formation
- Unison
- Levels
- Contact

[Links to TC3, TC4 and TC5.](#)

Students will analyse their performance compared to previous ones to achieve their personal best. [Links to TC6.](#)

Drama –
Students will develop their knowledge from Year 8 History of World War 1. They will develop an understanding of key moments from across the war and develop character through the use of improvisation and tableaux. [Link to TS1, TS3, TS4 and TS5.](#) Students will devise a piece of theatre based around WW1, using the skills and knowledge developed throughout the topic:

- Signing up of war
- Conscientious objectors
- Christmas Day Truce
- Impact of war on children

[Link to TS4 and TS5.](#)



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Students will understand how themes in Brazil has influenced their style of dance. [Links to TC1 and TC2](#). Students will explore this style throughout the GCSE set work 'A Linha Curva'. Students will gain knowledge about this set work and learn information such as style, choreographer, and inspiration for movement and technical requirements. (Lighting, costume and sound). [Links to TC2, TC3, TC4 and TC5.](#) Students will respond practically to a given stimuli and the practitioner Itzik Galili and will be assessed in a class performance in the samba style. [Links to TC5 and TC6.](#)

Drama –
Students will begin to understand both practically and theoretically a style of street theatre called Commedia Dell'Arte. [Link to TS4 and TS5.](#)

Students will develop their physicality developed through National Theatre workshops to show their understanding of character and story lines used throughout this style of performance. [Link to TS6.](#)

Students will understand and apply dramatic skills to re-create and develop characterisation in relation to a scenario. They will use this knowledge and understanding to devise their own piece based on a traditional Commedia Dell'Arte storyline.

They will continue to develop their drama performance techniques such as

- Facial Expressions
- Body Language
- Levels
- Tone of Voice
- Use of space

both individually and as a group. [Link to TS1 and TS3](#) Students will develop their performance ready for assessment outside. Skills such as projection will be



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7 – topic The World. [Link to TS4, TS5 and TS6](#) .

Students will use skills such as improvisation, devising and storytelling to be able to develop and create their own interpretation of a silent movie. [Link to TS5](#).

They will develop their performance skills of facial expressions, mime, exaggeration and body language to be able to portray a story.

[Link to TS1, TS2 and TS3](#).

Music –

Students learn about ‘rag time’.

Students learn about the composers/ performers of ‘rag time music’

To develop keyboard skills and to learn to read treble clef notation.

Students will compose a piece of music to represent a short sketch completed in drama.

Students will listen to a variety of music and will identify instruments and specific features such as tonality, dynamics, pitch and tempo.

[Link to TS1, TS2, TS3, TS4, TS5 and TS6](#).

Students will work as a group to devise a short trailer for their final performance using their skills:

- Facial Expressions
- Tone of Voice
- Body Language

[Link to TS1 and TS2](#).

Music –

Students learn about the topic Superhero’s’ and how they are represented using leitmotif.

Students learn about the composers/ performers of film music/ music for TV.

To develop keyboard skills and to learn to read treble clef notation.

Students will listen to a variety of music and will identify instruments and specific features such as tonality, dynamics, pitch and tempo.

[Link to TS1, TS2, TS3, TS4, TS5 and TS6](#).

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Students will devise in groups using key drama skills:

- Facial Expressions
- Body Language
- Levels
- Tone of Voice
- Use of space

[Link to TS1, TS2 and TS3](#).

Music –

Students learn about the topic ‘Power’ and will explore war and how music and instruments are used.

Students will listen to and will analyse different works and will be able to identify different features and techniques used.

Students will be able to play a variety of themes which represent WWII.

To develop keyboard skills and to learn to read treble clef notation.

Students will learn to compose a backing track for a WWII scenario on Cubase/ Reason/ Sibelius.

[Link to TS1, TS2, TS3, TS4, TS5 and TS6](#).

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developed throughout the topic to help with this. [Link to TS2](#).

Music –

Students learn about the music of ‘Samba’ and will explore where it is from, instruments used and specific musical features such as syncopation, polyrhythms, cross-rhythms, call and response, and the structure of a samba.

Students will listen to and will analyse different works.

Students will perform a samba as a whole class and in small group ensembles.

To develop keyboard skills and to learn to read treble clef notation.

Students will learn to compose and perform their own samba.

[Link to TS1, TS2, TS3, TS4, TS5 and TS6](#).





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Vocabulary Instruction:	<p>Drama: Expressions, Devising, Responding</p> <p>Music: Composition, palette, harmony, melody, chords, features, device</p> <p>Dance: Expressions, choreograph, musicality</p>	<p>Drama: Expressions, Narration, Rehearsing</p> <p>Music: Atmosphere, emotion, expression, timbre, device</p> <p>Dance: canon, contact, accumulation</p>	<p>Drama: Narration, Improvisation, Scenario, Expressions</p> <p>Music: Layering, repetition, sequence, tonality, composition</p> <p>Dance: formation, dynamics, accumulation, expressions</p>	<p>Drama: Exaggeration, Audience, Space, Scenario, Projection</p> <p>Music: Syncopation, ensemble, percussion, band, pulse, rhythm</p> <p>Dance: Formation, dynamics, capoeira, relationship</p>
Assessment:	<p>Dance Summative assessment 1 – October</p> <p>Drama Summative Assessment 1 (Oct) – performance and written evaluation of key skills.</p> <p>Music Summative Assessment 1 (Oct) – performance and listening.</p>	<p>Dance Summative assessment 2 – December</p> <p>Drama Summative Assessment 2 (Dec) – performance and written evaluation of key skills.</p> <p>Music Summative Assessment 2 (Dec) – performance and listening.</p>	<p>Dance Summative assessment 3 – March</p> <p>Drama Formative Assessment (Feb) – knowledge quiz Summative Assessment 4 (Mar) – performance and written evaluation of key skills.</p> <p>Music Formative Assessment – 2 Listening quizzes Summative Assessment 4 (Mar) – performance, composition and listening.</p>	<p>Dance Summative assessment 4 – July</p> <p>Drama Formative Assessment (Apr) – knowledge quiz Summative Assessment 5 (Jun/Jul) – performance and written evaluation of key skills.</p> <p>Music Formative Assessment – Listening quiz - knowledge Summative Assessment 4 (Jun/Jul) – performance and listening.</p>
Key/Historical misconceptions in this unit:	<p>Dance Students learn about the historical links of musical theatre.</p> <p>Drama Understanding key dates of the silent movie era. Knowledge of key characters, style of acting and storylines.</p>	<p>Dance A link to the history of jazz dance.</p> <p>Drama Understanding the development of Superhero movies. Knowledge of key characters, style of acting and storylines.</p>	<p>Dance Students learn about war and the effects war had on the soldiers.</p> <p>Drama Key dates of World War 1 – The Great War. Understanding the development of the propaganda and conscientious objectors and the impact they had on the war. Knowledge of the impact they war had on children.</p>	<p>Dance Students explore the history of Samba dance whilst studying the work 'A Linha Curva'.</p> <p>Drama Key dates of and history of the origins of Commedia Dell'Arte. Knowledge of key characters, style of acting and storylines.</p>
Sequencing:	<p>We have chosen to sequence the year 8 curriculum like this because... We have chosen over arching themes to allow for creativity whilst teaching the essential skills needed for music, drama and dance. Our 'Performing Art' themes entwine in order to thoroughly embed the knowledge of these themes allowing the students to explore and create. This is in order for them to be successful in KS4 whilst allowing them to enjoy the arts and develop as a performer. We have made cross-curricular links where possible to reinforce the subjects taught.</p>			



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<p>Values:</p>	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Working with others in paired work and in groups. Listening to the teachers and using the modelled examples to support their progress. Supporting each other and asking for help when needed. Being kind and helpful when packing away resources. Being respectful to students when performing and following theatre etiquette.</p> <p>Curiosity – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music, dance and drama.</p> <p>Courage – Performing to each other. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed.</p>		
<p>National Curriculum Plus:</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>Careers: Understanding the theatre. Jobs in industry, exploring practitioners, live visits to theatres, performances. Opportunity to do holiday workshops at top musical theatre schools where you can study post 16.</p> <p>PSHE/SMSC: Exploring different cultures, improving confidence, working as a team, listening to others' opinions.</p> <p>Dance:</p> <ul style="list-style-type: none"> • Landau Dance Company. Rehearsals are after school twice a week, Dance show once a year in March • Workshops with dance professionals in the industry • Dance festivals • Dance trips abroad to dance. (Disneyland Paris) • Theatre trips to watch professional work we are studying in class. • The school musical show once a year. <p>Drama:</p> <ul style="list-style-type: none"> • Drama club once a week – development of skills • Theatre trips to watch professional work we are studying in class. • The school musical show once a year. • Workshops with drama professionals in the industry <p>Music:</p> <ul style="list-style-type: none"> • Concert band – once per week • Choir- once per week • Christmas Carol Concert • Strawberry Prom • Visiting performers and composers 		
<p>KS3 – Y9</p>	<p>Term 1 and 2 Aug-Dec</p>	<p>Term 3 and 4 Jan-March</p>	<p>Term 5 Apr-May</p>
<p>Year 9 The Big Question</p>	<p>What journey will 'Performing Arts' take us on?</p>		



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<p>Big Picture Questions</p>	<p style="text-align: center;">Atmosphere</p> <p style="text-align: center;">Drama</p> <p>What is the importance of atmosphere with a performance? What impact can lighting and sound have on atmosphere? How can the atmosphere take the audience on a journey?</p> <p style="text-align: center;">Dance</p> <p>How can we show atmosphere in choreography? How does contact work create a specific atmosphere? How to production elements support a specific atmosphere in dance?</p> <p style="text-align: center;">Music</p> <p>What is atmosphere? How does music create atmosphere? What is a leitmotif?</p>	<p style="text-align: center;">Conflict</p> <p style="text-align: center;">Drama</p> <p>How does the word Persecution relate to conflict? How can we use imagery of conflict to create a performance? Home – what impact does this have on conflict?</p> <p style="text-align: center;">Dance</p> <p>How does Everybody’s talking about Jamie explore the theme of Conflict? How to show inner conflict through movement? What skills do we use to show conflict in our choreography?</p> <p style="text-align: center;">Music</p> <p>What are the different forms conflict within society? How is conflict represented within the arts? Do people understand how the arts relate to different sorts of conflict.</p>	<p style="text-align: center;">The world – Journey</p> <p style="text-align: center;">Drama</p> <p>Who is Steven Berkoff? How does the word metamorphosis reflect a journey? How can we adapt the script using Berkoff’s techniques to show the journey of Gregor and the Samsa family?</p> <p style="text-align: center;">Dance</p> <p>Performing arts- the stage or production? How do we work successfully as a performing arts company? How do production elements help support performers on stage?</p> <p style="text-align: center;">Music</p> <p>Are you aware of the different styles of music, dance and drama across the world? How is the arts used in different places of the world within society? How can music, dance and drama be used for celebration?</p>
<p>Content (Linked to TCs):</p>	<p>Atmosphere</p> <p>Dance – Students will explore the theme of atmosphere whilst learning new repertoire from a current contemporary choreographer. Students will learn and perform this repertoire from either Matthew Bourne of Christopher Bruce in groups. Students will learn a duet motif taught by the teacher and develop this movement using a range of choreographic devices.</p> <ul style="list-style-type: none"> • Contact work • Lifts • Levels • Relationships • Dynamics • Space <p>Links to TC1, TC2, TC3, TC4, TC5 and TC6.</p>	<p>Conflict</p> <p>Dance - Students will explore the style of musical theatre jazz/commercial hip hop. Links to TC1. Students will explore the musical theatre piece ‘Everybody’s talking about Jamie’ and the stylistic qualities of musical theatre Jazz. Links to TC1 and TC2. Students will look at specific areas from the musical to develop their key knowledge. This includes:</p> <ul style="list-style-type: none"> • The plot • Key characters • Links to conflict • Qualities of musical theatre jazz. 	<p>The World – Journey</p> <p>Dance - This will be a mock of Unit 1 in GCSE performing arts to prepare students in their last term of KS3 performing arts. Students will explore the theme of ‘World – Journey.’ Students will get a stimulus/brief to work with this term and create a performance on Links to TC3 and TC4. Students will explore in detail:</p> <ul style="list-style-type: none"> • The roles within performing arts • The rehearsal process • Putting on a performance • The production elements of performing arts • Health and safety requirements • Marketing for a performance

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Drama –

Students will explore and develop their understanding of technical elements such as lighting and sound to help create atmosphere within a performance. [Link to TS1, TS2 and TS5.](#)

Students will use different stimuli to devise a performance with the key focus being on creating an atmosphere for the audience. [Link to TS4.](#)

Students will use this knowledge paired with their knowledge of key dramatic techniques to devise a performance.

- Facial Expressions
- Body Language
- Levels
- Tone of Voice
- Use of space

[Link to TS3 and TS6.](#)

Music –

- Performance, composition and listening through film and programme music. [TC1/TC2:](#)
- 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 used in film, game and programme music. [TC3:](#)
- To learn how to use Cubase, Sibelius, Reason. [TC4:](#)
- To explore tonality and to use this to support composition [TC5:](#)
- Pupils should listen with increasing discrimination to film, game and programme music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen, and its history, specifically the development of film. [TC6:](#)

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Students will learn repertoire to the opening number of the musical ‘And they don’t even know it’ and perform this as a class for their performance. [Links to TC1 and TC2.](#)

Students will develop their characterisation before performing to give a successful performance. [Links to TC3.](#)

Students will analyse their performance to give improvement to achieve their personal best. [Links to TC5 and TC6.](#)

Drama –

Students will explore the theme of conflict through a variety of stimuli. The first being the word ‘Persecution’ using the drama technique of tableaux, the second being a book called The Arrival and exploring this through the techniques of mime, and finally the third being a poem called Home by Warsan Shire using the technique of choral movement. [Link to TS4, TS5 and TS6.](#)

Students will devise a performance that uses elements of the stimuli and drama techniques to show their knowledge of the theme conflict.

- Facial Expressions
- Body Language
- Levels
- Tone of Voice
- Use of space

[Link to TS1, TS2 and TS3.](#)

Music –

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- Social media and performing arts.
- Skills needed in performing arts.

Students will work as a company creating a performance idea around a brief (linked to journey) and present this to the class. [Links to TC5, and TC6.](#)

Drama –

Students will explore the theme of ‘Journey’ through the development of a theatre practitioner – Steven Berkoff. They will explore Berkoff’s techniques through his play Metamorphosis.

- Mime
- Stylised movement/speech patterns (slow motion/robotic)
- Exaggerated vocal work
- Direct address
- Gesture/pose
- Tableaux
- Mask
- People as props
- Minimalism – hardly any costume, props, set

[Link to TS3, TS4, TS5 and TS6.](#)

They will develop their dramatic skills alongside Berkoff’s techniques to create a performance using a script following the theme of ‘Journey’.

- Facial Expressions
- Body Language
- Levels
- Tone of Voice
- Use of space

[Link to TS1 and TS2.](#)

Music –

- To explore a range of famous composers who have written pieces of music to



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		<ul style="list-style-type: none"> To explore the different sorts of conflict within the world through Music TC1,2,3,6 To compose and perform music to represent conflict TC1,2,3,45 	<p>represent stories, pictures, images Links to TC2, 6</p> <ul style="list-style-type: none"> To compose and perform music in the style of the genre explored Links to TC4, 5 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 world music genres Links to TC1, 2. To listen to Jeff Wain's 'War of the Worlds', Gustav Holst's 'The Planets', and identify key musical features, yet understand how the music has represented the theme it portrays. Links to TC2, 6.
Vocabulary Instruction:	<p>Drama: Improvisation, Expressions, Technology</p> <p>Music: Atmosphere, emotion, mood, theme, motif, devices, composition</p> <p>Dance: Musicality, development, motif</p>	<p>Drama: Persecution, Devising, Atmosphere</p> <p>Music: Layering, structure, texture, brief, performance, audience</p> <p>Dance: Expression, ensemble, musicality</p>	<p>Drama: Berkoff, Total Theatre, Exaggeration, Scene.</p> <p>Music: Cluster, sound, effect, devise, device, compose, perform</p> <p>Dance: Devising, stimulus, choreograph</p>
Assessment:	<p>Dance Summative assessment 1 – December</p> <p>Drama Formative Assessment (Oct) – knowledge quiz Summative Assessment 1 (Dec) – performance of devised work and written evaluation of key skills throughout the topic.</p> <p>Music Formative Assessment - Performance (Oct), Composition (Dec) Summative Assessment 1 (Dec) – Final review of atmosphere – Written evaluation of work</p>	<p>Dance Summative assessment 2 – March/April</p> <p>Drama Formative Assessment (Feb) – knowledge quiz Summative Assessment 2 (Apr) – performance of devised work and written evaluation of key skills throughout the topic.</p> <p>Music Formative Assessment - Performance (Feb), Composition (Apr) Summative Assessment 2 (Apr) – Final review of conflict– Written evaluation of work.</p>	<p>Dance Summative assessment 3 – July</p> <p>Drama Formative Assessment (May) – knowledge quiz Summative Assessment 2 (Jun/Jul) – performance of script work and written evaluation of key skills throughout the topic.</p> <p>Music Formative Assessment - Performance (May) Summative Assessment 3 (Jul) - Final review of Journey – Written evaluation of work</p>



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Key/Historical misconceptions in this unit:	<p>Dance Students explore how contemporary choreographers use historical themes in their work. For example Matthew Bourne and his link to WW2 in his adaptation of Cinderella.</p> <p>Drama</p> <p>Music That music does not enhance the action on screen. That music is not important to film/TV. The difference between major and minor. That only one melody line can be used.</p>	<p>Dance Students explore conflict and the inner conflict of the character in the musical 'Everybody's talking about Jamie'.</p> <p>Drama</p> <p>Music Following the correct shape of the melody line – reading of notation and matching the correct pitch. Using the correct notes of the keyboard. Using layers within composition work to make compositions more interesting.</p>	<p>Dance Students explore historical context of practitioners they use as inspiration for performance ideas and moments in history and inspiration for their performance idea based on 'Journey'.</p> <p>Drama</p> <p>Music Lack of understanding of composers</p>
Sequencing:	<p>We have chosen to sequence the year 9 curriculum like this because... We have chosen over arching themes to allow for creativity whilst teaching the essential skills needed for music, drama and dance. Our 'Performing Art' themes entwine in order to thoroughly embed the knowledge of these themes allowing the students to explore and create. This is in order for them to be successful in KS4 whilst allowing them to enjoy the arts and develop as a performer. We have made cross-curricular links where possible to reinforce the subjects taught.</p>		
Values:	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Working with others in paired work and in groups. Listening to the teachers and using the modelled examples to support their progress. Supporting each other and asking for help when needed. Being kind and helpful when packing away resources. Being respectful to students when performing and following theatre etiquette.</p> <p>Curiosity – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music, dance and drama.</p> <p>Courage – Performing to each other. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed.</p>		
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>Topic 1: Careers: Understanding the theatre. Job's in industry, exploring practitioners, live visits to theatres, performances. PSHE/SMSC: Exploring different cultures, improving confidence, working as a team, listening to others opinions.</p> <p>Topic 2: Careers: Understanding the theatre. Job's in industry, exploring practitioners, live visits to theatres, performances. PSHE/SMSC: Exploring different cultures, improving confidence, working as a team, listening to others opinions.</p> <p>Topic 3: Careers: Understanding the theatre. Job's in industry, exploring practitioners, live visits to theatres, performances. PSHE/SMSC: Exploring different cultures, improving confidence, working as a team, listening to others opinions. Inner Conflict, mental health, aspirations.</p> <p>Dance:</p> <ul style="list-style-type: none"> Landau Dance Company. Rehearsals are after school twice a week, Dance show once a year in March 		



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- Workshops with dance professionals in the industry
- Dance festivals
- Dance trips abroad to dance. (Disneyland Paris)
- Theatre trips to watch professional work we are studying in class.
- The school musical show once a year.

Drama:

- Drama club once a week – development of skills
- Theatre trips to watch professional work we are studying in class.
- The school musical show once a year.
- Workshops with drama professionals in the industry

Music:

- Concert band – once per week
- Choir- once per week
- Christmas Carol Concert
- Strawberry Prom
- Visiting performers and composers