



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Performing Arts	Year group	7
<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; • successfully adapted, designed and developed for pupils with special educational needs and/or disabilities 		



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- 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.

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.



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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.

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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

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 6 Jun-Jul

The Big Question

Explore, Imagine and Wonder. Where will the arts take me?



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<p>Big picture questions:</p>	<p style="text-align: center;">The World</p> <p style="text-align: center;">Drama</p> <p style="text-align: center;">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 style="text-align: center;">Dance</p> <p style="text-align: center;">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 style="text-align: center;">Music</p> <p style="text-align: center;">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>
<p>Content (Linked to TCs):</p>	<p>The World</p> <p>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:</p> <ul style="list-style-type: none"> • Egypt – tutting • Brazil - Samba • America – hip-hop • India - Bollywood <p>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.</p> <p>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. Link to TS1, TS2 and TS3.</p> <p>Music – Students will learn about the music on Indonesia. Students will learn about the different instruments that are used; metallophones, gongs.</p>



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	<p>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</p>
<p>Vocabulary Instruction:</p>	<p>Drama: Audience, Devising, Expressions, Narration.</p> <p>Music: Ensemble, cycle, instrumentation, syncopation, improvisation</p> <p>Dance: dynamics, relationships, expressions, choreograph, extension</p>
<p>Assessment:</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>
<p>Key/Historical misconceptions in this unit:</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> <p>Music Students sometimes confuse the genre of Indonesia with India. Students sometimes struggle performing as an ensemble.</p>
<p>Sequencing:</p>	<p>We have chosen to sequence the year 7 curriculum like this because... We have made cross-curricular links where possible to reinforce the subjects taught. We have chosen the themes to allow for creativity whilst teaching the essentials needed for music, drama and dance. This is in order for them to be successful in KS4 whilst allowing them to enjoy the arts and develop as a performer.</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

Curriculum overview



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Threshold concepts MUSIC:

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

- Pupils should build on their previous knowledge and skills through devising, performing and responding.**
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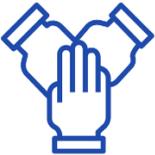
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KS2 National Curriculum summary:

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	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
					
CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

Term 6 Jun-Jul

The Big Question

How can we use the power of creativity within performing?



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<p>Big picture questions:</p>	<p style="text-align: center;">Carnival Drama</p> <p style="text-align: center;">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?</p> <p style="text-align: center;">Dance</p> <p style="text-align: center;">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?</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">What sort of music is used in the famous Rio de Janeiro 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>
<p>Content (Linked to TCs):</p>	<p>The World</p> <p>Dance - Students will understand and practically explore the style samba dance. Links to TC1. 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.</p> <p>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:</p> <ul style="list-style-type: none"> • Facial Expressions • Body Language • Levels • Tone of Voice • Use of space <p>- 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 developed throughout the topic to help with this. Link to TS2.</p>



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	<p>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.</p> <p>Link to TS1, TS2, TS3, TS4, TS5 and TS6.</p>
<p>Vocabulary Instruction:</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>
<p>Assessment:</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> <p>Music Students confuse the genre Samba. Students have difficulty with performing the cross rhythms and have difficulty remembering the key terms. Students struggle to perform as an ensemble.</p>
<p>Key/Historical misconceptions in this unit:</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> <p>Music Students sometimes confuse the genre of Indonesia with India. Students sometimes struggle performing as an ensemble.</p>



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Sequencing:	We have chosen to sequence the year 8 curriculum like this because... We have made cross-curricular links where possible to reinforce the subjects taught. We have chosen the themes to allow for creativity whilst teaching the essentials needed for music, drama and dance. This is in order for them to be successful in KS4 whilst allowing them to enjoy the arts and develop as a performer.
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: 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. Curiosity – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music, dance and drama. Courage – Performing to each other. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed.
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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.
- 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.



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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

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 6 Jun-Jul

The Big Question

What journey will 'Performing Arts' take us on?



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<p>Big picture questions:</p>	<p style="text-align: center;">The world – Journey</p> <p style="text-align: center;">Drama</p> <p style="text-align: center;">Who is Steven Berkoff?</p> <p style="text-align: center;">How does the word metamorphosis reflect a journey?</p> <p style="text-align: center;">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 style="text-align: center;">Performing arts- the stage or production?</p> <p style="text-align: center;">How do we work successfully as a performing arts company?</p> <p style="text-align: center;">How do production elements help support performers on stage?</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">Are you aware of the different styles of music, dance and drama across the world?</p> <p style="text-align: center;">How is the arts used in different places of the world within society?</p> <p style="text-align: center;">How can music, dance and drama be used for celebration?</p>
<p>Content (Linked to TCs):</p>	<p>The World</p> <p>Dance -</p> <p>Students will understand and practically explore the style samba dance. Links to TC1.</p> <p>Students will understand how themes in Brazil has influenced their style of dance. Links to TC1 and TC2.</p> <p>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.</p> <p>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.</p> <p>Drama –</p> <p>Students will begin to understand both practically and theoretically a style of street theatre called Commedia Dell’Arte. Link to TS4 and TS5.</p> <p>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.</p> <p>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.</p> <p>They will continue to develop their drama performance techniques such as</p> <ul style="list-style-type: none"> • Facial Expressions • Body Language • Levels • Tone of Voice • Use of space <p>- both individually and as a group. Link to TS1 and TS3</p> <p>Students will develop their performance ready for assessment outside. Skills such as projection will be developed throughout the topic to help with this. Link to TS2.</p> <p>Music –</p>



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	<ul style="list-style-type: none"> To explore a range of famous composers who have written pieces of music to represent stories, pictures, images Links to TC2, 6 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’, Gustov 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: 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 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>
Key/Historical misconceptions in this unit:	<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... It builds upon prior learning which is essential for GCSE Music and for Technical Award Performing Arts. Our sequencing and ‘theme’ based learning, builds upon knowledge and context learnt in other subjects, such as; war, conflict. 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>



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Courage – Performing to each other. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed.

National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include:

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.

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.

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.

Dance:

- 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.

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



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Curriculum overview

Subject	Performing Arts	Year group	10
<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; • successfully adapted, designed and developed for pupils with special educational needs and/or disabilities 		



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- 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.
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- TC4:** Musicians should use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
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- 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.
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- TC6** - Actors will observe and develop knowledge of professional practice and practitioners and be able to implement this to their own work.



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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:

DANCE KS2

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

Students perform dances using a range of movement patterns

DANCE KS3

Students will perform dances using advanced dance techniques within a range of dance styles and forms

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

Term 6 Jun-Jul

The Big Question

Unlocking Your Creativity in Performance and Production – Where Can it Lead Me in the Arts?

Big picture questions:

1. Performance or Production?
2. What are the skills needed to work collaboratively?
3. Target audience, important or not?



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Content (Linked to TCs):	Unit 2 – The performance/production. Students will build on knowledge and understanding and explore production/ performance in a creative yet structured form as both an individual and as a member of a group. Students will build on the knowledge, disciplines and specific skills areas developed in Unit 1 and to work as a member of an ensemble creating a performance suitable for an audience. Students will be expected to make informed choices about the disciplines and skills to be employed and should work collaboratively with others
Vocabulary Instruction:	Unit 2: Stimulus, Devising, ensemble, rehearsing, choreograph, reflection, performance,
Assessment:	Dance Summative assessment 3 – July Drama Formative Assessment (May) – knowledge quiz Summative Assessment 2 (Jun/Jul) – performance of script work and written evaluation of key skills throughout the topic. Music Formative Assessment - Performance (May) Summative Assessment 3 (Jul) - Final review of Journey – Written evaluation of work
Key/Historical misconceptions in this unit:	Performing Arts Links: The difference between the roles and responsibilities and they influence a performance. Understanding the development of a ‘pitch’ and a ‘performance’ and how they work together. Development of a theatre company and all the aspects that are required.
Sequencing:	We have chosen to sequence the year X curriculum like this because... Development of Skills workshops must be first to complete a baseline assessment of students and to check understanding of key skills learnt in key stage 3. Unit 1 must be complete first as students have the option to use ideas developed in unit 1 for their unit 2 exam in year 11. Unit 3 is completed in year 10 as students then have the opportunity to retake this exam in year 11 if they need to.
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: Compassion: Students show compassion by watching other students work in their performance for assessment and give feedback. Students learn audience etiquette and compassion for their peers who are performing. Curiosity Students show curiosity by making curriculum links between dance and PE and exploring how performing arts opens up a number of different job opportunities in the future on stage such as performing and TV presenting as well as backstage such as make-up artists, costume designers, script writing and directing. Courage Students show courage weekly by sharing ideas in front of the class, modelling practical work in front of the class and performing their assessment 1 group as a time to the rest of the class as an audience.



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National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)

Careers: Understanding the theatre, jobs in the industry, live theatre, practitioner and exploring and visits.

PSHE: Working as a team, problem solving, theme related workshops and topics which link to musicals and live theatre. Cultural experiences, Hamilton (History), Trestle Masks (Expression), Brecht (Breaking down the fourth wall), Hairspray (Cultures, societies, acceptance.

ENGLISH: Text shared as a stimulus, song lyrics, poems, monologues.

UNIT 2: Mental Health, Inform, Education and Entertain. British Value - all briefs set by the exam board.

Dance:

- 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.

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