

## PERFORMING ARTS

At James Calvert Spence College, we provide a broad and balanced, ambitious curriculum for all pupils. Our performing arts curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of drama and music. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below:

Assessment: This includes one key piece of assessed work per term						
Year	Autumn Term		Spring Term		Summer Term	
7	In <b>Drama</b> , pupils will study a variety of different drama techniques surrounding the theme of Haunted House, including: freeze frame, proxemics, cross-cutting, soundscapes, and improvisation. Pupils will use the different techniques practically and will evaluate their progress.	In <b>Music</b> , pupils will learn about the fundamental core elements of music, the building bricks including: pitch, dynamics, timbre, tempo, duration and texture. They will explore different instruments and keyboard skills by playing a variety of pieces with different tones.	This term, in <b>Drama</b> , the pupils will look at different points in theatrical history, including: Ancient Greek drama, Commedia Dell'Arte, Shakespeare and more. They will perform in different styles using a variety of drama techniques and will evaluate their performances.	In <b>Music</b> , pupils will be developing their knowledge of musical notation and exploring different types of notation and rhythms using a mixture of graphic scores and staff notation. They will put this into practice using keyboards and percussion instruments and will evaluate their own performances.	This term, in <b>Drama</b> , the pupils will study the importance of physicality and non verbal communication. Specifically looking at mime performance, they will take inspiration from Mr Bean and Commedia D'arte. They will continue to develop their performance skills and will evaluate their performances.	In <b>Music</b> , the pupils will continue to develop their knowledge of timbres by exploring The instruments of the Orchestra. They will be playing pieces, focusing on each section of the orchestra using tones on the keyboard and percussion instruments.
8	In <b>Drama</b> , this term, pupils will be studying Shakespeare. Looking at a variety of	In <b>Music</b> , this term, pupils will be looking at hooks and riff, they will learn about the variety	In <b>Drama</b> , this term, the pupils will be studying a range of non-naturalistic drama	In <b>Music</b> , the pupils will be looking at variations in music. Exploring the use of	In <b>Drama</b> , this term, pupils will look at the style of musical theatre. The pupils will	In <b>Music</b> , the pupils will study Jazz music and its impact on modern day music.

	comedies and tragedies. They will style theatre venues and performance spaces and continue developing their vocal techniques when speaking in iambic pentameter and verse and practical techniques in performance.	of hooks and what makes music so appealing. The pupils will continue to broaden their musical knowledge by developing their instrumental skills by playing a range of them on the keyboards. They will develop their skills of tonality and rhythms.	practitioners: including Brecht and Artaud. They will devise performances based on the practitioners techniques and evaluate their performances as well the impact on modern day theatre. This continues developing their vocal and physical drama techniques.	musical elements can be used to adapt original pieces and change it to create something new. They will be continuing to develop their instrumental skills and notation skills in the unit and will be performing and evaluating their performances	immerse themselves in thoughtful characterisation, develop some basic dance skills and combine their drama and music skills together - specifically looking at Shrek the musical. Pupils will explore over-exaggeration, using more sophisticated drama techniques and puppetry.	Looking at modal and ragtime jazz - specifically introducing the 12-bar blues and modes in modular music. They will continue building their music theory skills from the skills from the previous units and work on developing compositions
9	In <b>Drama</b> , this term, the pupils will be building on their practitioner knowledge, looking at the style of naturalism and method acting through the Stanislavski system. We will study in depth the techniques associated with naturalism, through the study of Blood Brothers. They will create performances in a naturalistic style and evaluate them.	In <b>Music</b> , the pupils will study film music. With a focus on popular leitmotifs. They will learn how to play some timeless classics, such as James Bond, Star Wars and Harry Potter on the keyboards and continue to hone their musical timing skills and ability through more complex performance pieces.	In <b>Drama</b> , this term, the pupils will study the style of physical theatre. Looking into the drama practitioner Frantic Assembly, pupils will study the importance of movement and dynamics in performance to create tension in performance. They will also get a chance to try out stage combat.	In <b>Music</b> , the pupils will be composing and playing a variety of video game music. Students will be exploring how to create character motifs, sound effects and level up effects. They will also play a range of classic video games leitmotifs, in addition to continuing practicing their instrumental skills.	In <b>Drama</b> , this term, the pupils will be studying verbatim theatre, and creating performances based on their own experiences and interviews with people who interest them. This will prepare them for our BTEC performing arts course in Y10 as it allows pupils to devise in a specific style.	In <b>Music</b> , pupils will be looking at 'what makes a good song?' They will be looking at different chord progressions and instrumentations which make songs recognisable and catchy, as well as learning to play some of them along the way. They will then have the opportunity to compose their own music performance.
10	<b>BTEC Performing Arts</b> This term, pupils will be preparing for their Unit 1 Performing Assessment. Pupils will study the styles of a range of different practitioners, including: Stanislavski, Brecht, Frantic Assembly, Artaud and Boal. They will select and perfect their pieces in preparation for a		<b>BTEC Performing Arts</b> This term, pupils will start their Unit 2 Creating unit. They will choose their discipline and create a performance or technical piece which matches the exam board brief. They will have time in lessons to create their performance and complete their written log booklet.		<b>BTEC Performing Arts</b> Students will begin preparation for their third unit, understanding what is required to work in the performing Arts industry and how they can fundraise in order to achieve this. This will prepare them for Unit 3 in Year 11.	

	performance, logging their research and practice as they go. They will complete their first unit of their qualification with a performance and completing their written coursework.	They will complete their second unit of their qualification with a performance and completing their written coursework.	
11	<b>BTEC Performing Arts</b> This term, pupils will begin their preparation for Unit 3: Performing Arts in practice. Pupils will choose their discipline and create a performance or technical piece which matches the exam board brief. Pupils will be performing and having the opportunity to be self and peer evaluating their work.	<b>BTEC Performing Arts</b> This term, pupils will continue to develop their Unit 3 Performance increasing their knowledge and understanding of how the performing arts industry works and how they can put on performing art pieces themselves. Pupils will be performing and having the opportunity to be self and peer evaluating their work.	<b>BTEC Performing Arts</b> This term, pupils will complete their third unit of their qualification with a performance and completing their written coursework. Pupils will be performing and having the opportunity to be self and peer evaluating their work.

Examples of on-going assessment and feedback in lessons	
<ul style="list-style-type: none"> <li>• Verbal feedback by the teacher to the whole class which pupils act on in the lesson</li> <li>• Pupils self-assess or peer-assess work with a clear framework guiding them through this</li> <li>• Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently</li> <li>• Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback</li> <li>• Use of tailored questioning by the teacher</li> </ul>	