

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: Assessments are provided in line with the school's assessment schedule and written feedback is calendared for pupils. We also provide live feedback as described below.			
Year	Autumn Term	Spring Term	Summer Term
7	In Music , 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.	In Music , 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.	In Music , 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 Music , this term, pupils will be looking at hooks and riff, they will learn about the variety 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.	In Music , the pupils will be looking at variations in music. Exploring the use of 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	In Music , the pupils will study Jazz music and its impact on modern day music. 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 Music , the pupils will study film music. With a focus on popular leitmotifs. They will learn how to play some timeless classics, such as	In Music , the pupils will be composing and playing a variety of video game music. Students will be exploring how to create	In Music , pupils will be looking at 'what makes a good song?' They will be looking at different chord progressions

	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.	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.	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	<p>BTEC Performing Arts</p> <p>This term, pupils will be preparing for their Unit 1 Performing Assessment. Pupils will study the styles of a range of different practitioners and specific techniques. They will select and perfect their pieces in preparation for a 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.</p>	<p>BTEC Performing Arts</p> <p>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.</p> <p>They will complete their second unit of their qualification with a performance and completing their written coursework.</p>	<p>BTEC Performing Arts</p> <p>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.</p>
11	<p>BTEC Performing Arts</p> <p>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.</p>	<p>BTEC Performing Arts</p> <p>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.</p>	<p>BTEC Performing Arts</p> <p>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.</p>

Examples of on-going assessment and feedback in lessons

- Verbal feedback by the teacher to the whole class which pupils act on in the lesson
- Pupils self-assess or peer-assess work with a clear framework guiding them through this
- Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently
- Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback
- Use of tailored questioning by the teacher