



Curriculum Plan: Performing Arts

Drama KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Introduction to Drama</u> Group building and basic skills- Still Image, Narration, Mime using Fairy tales and Pantomimes Origin and storytelling, Elements of Pantomime, Use of costume, character and props.</p>	<p><u>Fairy-Tales and Pantomimes</u> Origin and storytelling, Elements of Pantomime, Use of costume, character and props.</p>	<p><u>Roald Dahl</u> Exploring and understanding the different characters, plots and stories written by Roald Dahl.</p>		<p><u>Musical Theatre</u> The Lion King An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	
Year 8	<p><u>Physical Theatre</u> Learning the basics of Physical Theatre. Using poetry as stimulus for creating drama. Music, Mime and Movement</p>	<p><u>Music, Mime and Movement</u> Performing an imaginative and believable character and incorporate the use of music, mime and mask.</p>	<p><u>Macbeth</u> Exploring the themes of the script and creating a character that uses voice, movement and gesture. Performing from a script</p>		<p><u>Musical Theatre</u> Matilda An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	
Year 9	<p><u>Devising from a Stimulus</u> War/Refugees Using drama strategies and mediums to explore current topics and themes.</p>		<p><u>Romeo and Juliet</u> Learning the basic skills of stage combat. Exploring the story of Romeo and Juliet and combine skills and script for performance. Performing from a script.</p>		<p><u>Duologues/Plays</u> Learning key themes of the play and communicating these to an audience, reading scripts and performing a range of duologues.</p>	



Dance KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Introduction to Dance</u> Introduction to movement: Being able to perform a range of gestures and develop movement sequences.</p>	<p><u>Dance by Chance</u> Introduction to choreography by chance. Use of chance techniques using A/S/D/R content and students create their own motif.</p>	<p><u>Street/Urban Dance</u> Exploring a range different actions associated with the genre. They will learn about motif and development.</p>		<p><u>Musical Theatre</u> The Lion King An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	
Year 8	<p><u>World Dance</u> Exploring different Dance styles. African, Bollywood Samba.</p>		<p><u>Parkour</u> Understanding the basic philosophy of Parkour Dance, stylistic dynamics and safety fundamentals of Parkour.</p>		<p><u>Musical Theatre</u> Matilda An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	
Year 9	<p><u>Dance through the Decades</u> The students will be introduced to a range of dance styles and movements that range from 1920's through to modern day.</p>		<p><u>Professional Dance Works and Practitioners</u> Students explore professional dance works whilst developing expressive quality and ability to communicate a theme and style of the practitioner.</p>		<p><u>Musical Theatre</u> An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	



Music KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Rhythm and Pulse</u> Exploring traditional music from around the world. This serves to introduce students to the 'elements of music', ensemble performance and composition.</p>	<p><u>Keyboard Skills 1</u> Students will begin to develop their keyboard performance skills. Developing their knowledge of melody, harmony, and notation along the way.</p>	<p><u>Chord sequences and popular music</u> Students will learn about chord sequences and melody writing as they are used in popular music.</p>	<p><u>Music for dance</u> Students will begin to develop music technology skills while learning about the genre of Dance music. Students will use music technology to compose their own short dance tracks.</p>	<p><u>Music and image</u> An introduction to how music is used to represent images. Students will learn about the orchestra, romantic programme music. Students will then compose their own short themes representing characters from the lion king</p>	<p><u>Musical Theatre</u> An introduction to the musical aspects of musical theatre. Including vocal performance and underscoring. Using examples from The Lion King</p>
Year 8	<p><u>World Rhythms</u> Exploring different rhythmic traditions from around the world. Samba, bhangra and taiko</p>		<p><u>The Blues</u> The Blues Students will learn about the tradition of the blues. Improvisation, lyric writing and composition</p>		<p><u>Musical Theatre</u> Matilda An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p>	
Year 9	<p><u>Popular music performance skills</u> Students will follow a musical futures approach to building an ensemble performance. Students will practise using keyboards, guitars, bass guitar and drums to create a performance of a piece of popular music.</p>		<p><u>Composition techniques</u> Exploration of composition techniques using music technology and written notation to create pieces of music in a variety of styles. Students will study the music of great composers and musicians and create their own compositions in a style of their choice.</p>		<p><u>Hamilton</u> Students will learn about the narrative and music of Hamilton. They will then use music technology to produce their own beats and create their own raps to perform.</p>	

KS4 -GCSE AQA DRAMA

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 10	<p><u>Introduction to GCSE Drama Theatre Styles:</u> An exploration of multiple theatre styles, their conventions and different performance techniques.</p>	<p><u>Component 2</u> Using a theme of Social Media, creating a piece of Drama using Drama skills.</p> <p><u>Introduction to Portfolio</u> Students will create a devising portfolio that both explain, analyses and evaluates their creative journey of devising.</p>	<p><u>Component 2</u> How to use a stimuli preparation. Using the theme of war. Creating a piece of Drama using Drama skills.</p> <p>Introduction to Portfolio Students will create a devising portfolio that both explain, analyses and evaluates their creative journey of devising.</p>	<p><u>Introduction to Component 1 –</u> Theatre makers in Practice. – Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Intervention portfolio Final drafts and marking of portfolios.</p>	<p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Exam practice for Live theatre review section.</p>	<p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer. Mock Exam</p>
Year 11	<p><u>Component 3</u> Students will learn and perform a monologue/Duologue, this will be directed by the teacher.</p>	<p><u>Component 3</u> Performance from a text Students will write a character evaluation of who their character is - learn lines for monologue/ Duologue performance. - Finalise Performance.</p>	<p><u>Component 1</u> Blood Brothers Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Exam practice for Live theatre review section</p>	<p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p>	<p><u>Component 1</u> _Written Drama Exam. Written exam 1 hour and 30 minutes. - Part 1 -1 question, split into 5 parts about bringing the text to life. - Part 2- 2 questions evaluating the use of performance elements in the show.</p>	<p>Reflection and evaluation of the year/Preparation for A Level Drama and Theatre Studies course.</p>

KS4: BTEC - Dance

BTEC Year 10	Autumn half term 1	Autumn half term 2	Spring half term 1	Spring half term 2	Summer half term 1	Summer half term 2
	<p><u>Component 1- Exploring the Performing Arts- Delivery</u> Students will explore the Performing Arts and Dance. Learners will study; <i>Rosas danst Rosas, A Linha Curva, James Cousins Dance Company.</i></p> <p>Students will investigate all three professional works covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works.</p> <p>Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of the three-professional works.</p>	<p><u>Component 1- Exploring the Performing Arts- Delivery</u> Students will explore the Performing Arts and Dance. Learners will study; <i>Rosas danst Rosas, A Linha Curva, James Cousins Dance Company.</i></p> <p>Students will investigate all three professional works covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created.</p> <p>Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of the three-professional works.</p>	<p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u></p> <p>Students will be provided with a brief which they respond to by exploring in depth the themes and ideas from professional works</p> <p>Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works.</p> <p>Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p>	<p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u></p> <p>Students will be provided with a brief which they respond to by exploring in depth the themes and ideas from following professional works;</p> <p>Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works.</p> <p>Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p>	<p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u></p> <p>Students will be provided with a brief which they respond to by exploring in depth the themes and ideas of one of the following professional works;</p> <p>Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created.</p> <p>Students will also cover the skills and responsibilities required and the influences of other works.</p> <p>Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p>	<p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Delivery</u></p> <p>Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p>



BTEC Year 11	Autumn half term 1	Autumn half term 2	Easter half term 1	Easter half term 2	Summer half term 1	Summer half term 2
	<p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Delivery</u> Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p> <p><u>Component 3- Responding to a Brief- Delivery</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>	<p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Summative Assessment</u> Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire which links to the assessment theme. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p> <p><u>Component 3- Responding to a Brief- Delivery</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>	<p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>	<p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>	<p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>	<p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p>

KS4: BTEC - Music

Year 10	Autumn half term 1	Autumn half term 2	Easter half term 1	Easter half term 2	Summer half term 1	Summer half term 2
	<p><u>BTEC Music Component 1</u> Students will explore popular music styles through workshop style teaching. Students will learn to perform, analyse and compose music from hip hop, electronic, dance, samba and reggae. They will then produce a product based on one of these styles.</p>	<p><u>BTEC Music Component 1</u> Students will explore composing music for media. They will create a film composition and learn how to use tonality, chromaticism, harmony and texture to build suspense within a piece of music.</p> <p>Throughout students will be developing their ability to analyse and perform unfamiliar pieces of music.</p>	<p><u>BTEC Music Component 1 Assessment</u> Students will create three musical products of 60-90 seconds each. These, alongside a written commentary, will demonstrate an understanding of the styles taught in the first term.</p> <p>Students will also complete written work demonstrating their understanding of the technical and musical features of different styles of music.</p> <p><u>Students will use this time to research styles, create musical products, and develop and improve their work.</u></p>	<p><u>Component 2</u> Students will focus during this time on developing their ability to create a live performance. They will develop their understanding of how to learn new pieces of music from a lead sheet and use this to create covers and arrangements.</p>	<p><u>Component 3.</u> Students will create a performance, composition or arrangement based on an existing piece of music. The arrangement must be in music style different to that of the original track.</p> <p>This is in preparation for the controlled assessment at the end of year 11.</p>	



Component 2 –

Students will set targets and work to develop their skills.

Students may choose to develop skills in performance, composition or production. They will create a portfolio of evidence to show how they have progressed in meeting these targets.

Component 2

Students will complete their component 2 controlled assessment.

Component 3

Students will spend time researching their chosen piece and style for component 3. They will develop an understanding of the original piece of music and the style within which they plan to do their arrangement.

They will write a plan outlining how they will create their musical product for component 3.

Component 3

Students will create a musical product. This product will be a piece of music arranged into a different style.

They will then create a commentary analysing their product, explaining their process and evaluating the success of their outcome.

Component 3

Students will rehearse and complete component 3 of their course.

Reflection and evaluation of the year.

Greatfields Performing Arts

Greatfields Performing Arts department enables students to study the arts and value the important role they play within the curriculum. The Performing Arts curriculum includes Dance, Drama and Music. Students acquire and extend their knowledge by developing their key skills and self within the Performing Arts.

Students will explore a range of Performing Arts techniques, skills, styles, genres and themes.

The Performing Arts department will encourage students to develop and contribute towards:

Learning and acquiring key life skills, such as; communication, cooperation, self-confidence, working with others, and independence; Schemes of work aim to build skills in understanding and applying knowledge of the Performing Arts. Through Dance, Drama and Music students are able to participate in a way which differs from any other area of learning. Student's creativity and confidence are developed as well as their cultural and social awareness, allowing every student the chance to succeed within the Performing Arts. Students will also learn to analyse in a supportive manner the work of others and then apply these transferable skills to all areas of their academic, personal and professional life.

Students at Greatfields School have the opportunity to attend a range of extra-curricular Performing Arts clubs, as well as being involved in numerous performance opportunities. Students will have the opportunity to perform at various events within the borough and also at national competitions, we ensure students are exposed to a range of live theatre performances and are able to work with professional artists and practitioners working within the industry.

Please click on the link below to see our programme of study for Performing Arts: