



St Katherine's School

Performing Arts Curriculum Guide

Year 7

Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club

Term	Topic
1&2	Foundations of drama. Introduction to Drama. Students are establishing their drama tool kit developing physical skills such as - mime, exaggeration, tableaux, levels. Overarching theme; building confidence.
3&4	Wolves. Stimulus work based on a mystery genre. Developing drama techniques such as whole class role play, exaggeration, proxemics, plot/action-tableaux, story telling, semiotics, mime, levels. Characterisation skills - facial expressions, body language, eye contact. Overarching theme: Creating suspense
5&6	Black Box Theatre. Devising theatre using props, lighting, sound and the actor. Social and cultural context; Drama techniques - monologues/dialogues, tableaux, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; to understand symbolism through set design. Stimuli based work discussing equality, inclusion and diversity in our society with a focus on BAME and LGBTQ+ groups.

Assessment

Subject		Drama	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	75%
In class; evaluation assessment	End of year	High	25%

Music

Term	Topic
1	Elements of Music Students learn about the main elements of music; pulse, rhythm, tempo, pitch and dynamics. They do this through a series of practical activities focussed around listening

	combined with whole class and paired performing/composing.
2	Winter songs project Students are given the opportunity to explore melody, rhythm and harmony through a composing project. Students compose a short musical or lyric idea which can form part of a Winter themed song which is then learnt by the entire year group culminating in a whole year group performance.
3	Theme and Variations Students learn about how composers have developed compositions through writing a main theme and then creating a set of variations from this. They study Mozart's Variations in C major and also compose their own set of variations based on Twinkle Twinkle Little Star, focussing on the individual musical elements studied in term 1.
4	Instruments of the orchestra Students learn about different instruments and their families. They learn to identify them aurally and do so through studying a range of pieces from well known composers such as Benjamin Britten, Saint Seans and Beethoven. The project culminates in a whole class performance on a range of instruments with pupils encouraged to play their own instruments.
5	Folk music Students learn about the folk music tradition of the British Isles alongside folk music from other countries. They learn to sing folk songs with a focus on melody and harmony and create their own arrangement of a well known folk song.
6	West African Music Students learn about the main musical features of West African music through listening to and performing various pieces. Students use djembes to consolidate their understanding of call and response and also polyrhythms. Students create their own African composition in groups.

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Year 8

Drama

Assessment: Students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic which will be recorded via school iPad. This is to enable students to reflect on their work process and help them to peer and self assess confidently. Crucial skills required for KS4/5 drama and/or performing arts.

Support: Students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club.

Term	Topic
1&2	The boy in striped Pajamas. Scripted work. Students will work on a variety of scenes to develop their understanding and portrayal of these 2 characters, with opportunities to direct as well as act. Drama techniques - duologue, freeze frame, hot seating, role on the wall, forum theatre. Characterisation skills - tone, pace, pause, body language, facial expressions and eye contact. Overarching theme; innocence vs ignorance and the idea of being complicit.
3&4	Stage Combat Devising. Devising work. Learning a variety of specialist stage combat sequencing and choreography for believable performance. Drama techniques - Slow motion, tableaux, marking the moment, thought track. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; Action - reaction.
5&6	Warden X. Stimuli based work to create short scenarios as whole class role play. Drama techniques; mood/atmosphere, 3rd person narration, verbatim script work, tableaux, soundscape, marking the moment. Characterisation skills - facial expression, body language, eye contact, vocal tone. Overarching theme; Crime and punishment and how its structure has changed overtime to support young people.

Assessment

Subject		Drama	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Music

Term	Topic
1	<p>Gamelan Students learn about this traditional music from Indonesia through a series of workshop based lessons using glockenspiels. Students are encouraged to internalise melodies and learn them from memory. Students recap the key musical elements of pulse and rhythm and focus also on texture and timbre.</p>
2	<p>Chords Students learn what chords are, how they are formed and their function in a piece of music. They do this through listening to a range of songs and a series of practical activities to build their understanding of chords.</p>
3	<p>Songwriting Students build on their work on chords from term 2 and look at song structures and effective chord sequences. They do this through listening to and analysing a range of different songs. This project culminates in students writing their own simple song from a range of given templates.</p>
4	<p>Computer game music Students focus on the musical elements of melody and rhythm to understand what makes an effective piece of computer game music. They perform some of these and compose their own short melodic ideas that could be developed into a computer game piece.</p>
5	<p>Programme music Students listen to a range of programme music (<i>music which tells a story</i>) with a particular focus on Carnival of The Animals by Saint-Saëns. They analyse the music focussing on how the composer has used the elements of music to create certain effects. Students then compose their own programme music pieces from a choice of given briefs.</p>
6	<p>Minimalism Students listen to minimalist music by composers such as John Adams, Terry Riley and Steve Reich. They learn about the concept of a melodic cell and various development techniques in order to help them compose their own minimalist piece of music.</p>

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Year 9

Drama

Assessment: Students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic which will be recorded via school iPad. This is to enable students to reflect on their work process and help them to peer and self assess confidently. Crucial skills required for KS4/5 drama and/or performing arts.

Support: Students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club.

Term	Topic
1&2	Who is Michael Stewart? Stimulus based exploration incorporating Frantic Assembly's theatrical skills of physical theatre in performance. Drama techniques - physical theatre, Hot seating, levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; prejudice and discrimination.
3&4	Noughts & Crosses by Malorie Blackman. Scripted work. Students are learning to build character relationships. Characterisation skills - voice; tone, projection, facial expressions and body language. Drama skills - directing scenes using text and subtext to layer performance. Overarching themes; love and hatred, fighting for justice connecting these ideas to the world around them.
5&6	Refugee boy. Devising work based on Benjamin Zephaniah's and Lemn Sissay's 'Refugee Boy' looking at the social context of immigration. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; identity and compassion.

Assessment

Subject		Drama	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Music

Term	Topic
1	<p>Bass lines</p> <p>Students learn about the function and characteristics of bass lines and learn to recognise and play a range of different types of bass line. They focus specifically on the ground bass technique through studying Pachelbel's Canon. They learn the Pachelbel's Canon bass line and compose their own melodies to fit with it using a DAW.</p>
2	<p>Reggae</p> <p>Students learn about the main musical features of reggae music through listening and appraising. They learn to play the off beat chord pattern typical of reggae music and also perform some well known reggae songs such as <i>One Love</i> and <i>Three Little Birds</i> by Bob Marley.</p>
3	<p>Film Music</p> <p>Students learn about the impact of music in films. They look at the different ways in which music can be used in films and study some famous film themes. They use their knowledge of the elements of music to compose musical ideas for specific film scenes or characters using a DAW.</p>
4	<p>Hooks and riffs</p> <p>Students learn about what hooks and riffs are and why they are important in a song or piece of music. They listen to examples and learn to play some iconic hooks and riffs alongside composing some of their own.</p>
5	<p>Dance music</p> <p>Students learn about music which has been written specifically for the purpose of dancing from the Baroque era to club dance music. They focus on the idea of pulse and time signatures and compose their own EDM tracks using a DAW.</p>
6	<p>Cover versions and remixes</p> <p>Students listen to a range of original songs and cover versions, comparing and contrasting the musical features of each. They then create, rehearse and perform their own cover version of a song/piece of their choice.</p>

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Year 10

Drama GCSE

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and full mock exams. They will interleave written learning and have opportunities to evaluate live theatre.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, choir.

Term	Topic
1	Course introduction. Component 1: Understanding drama. Section A: Theatre Terminology Section C: Live theatre. Expectations, standards outline of course structure: component breakdown. How you are examined in GCSE, requirements: subject specific terminology, set texts, script and devising performances, logbooks and written exam including opportunity to watch live theatre.
2	Component 2: Devising drama. Students will learn a variety of drama skills and techniques through workshop style lessons to deepen their knowledge and breadth of skill as a performer. Students will go through a mock examination including both live recorded performance and written logbook. The devised piece is based upon drama practitioners and their style of theatrical performance. Researching into who they are, the type of performance they create and its purpose.
3	Component 1: Understanding drama. Section b Set text Blood Brothers. Students must study and explore practically a set text. This aims to develop knowledge and understanding of the characteristics and context of a whole play as well as develop ideas for practical interpretation.
4	Component 1: Revision Section A: Terminology Section B: Blood Brothers (Revise question format) Section C: Live theatre. Students will go through a mock examination of component 1 as a complete unit of work.
5	Component 2: Devising performance. Students will study and research inspirational practitioners to develop ideas based on a variety of Stimuli for formal examination. Students will start with initial research and planning to create their performance in response to the task.
6	Component 2: Development of Devised piece. Students will be assign groups and revisit stimulus & research from term 1. They will start to draft Section 1, 2 & 3 of Devising Log in preparation for formal examination.

Assessment

Subject		Performing Arts	
Assessment type	Frequency	Control	Weighting
Component 1	annual	High	40%

Component 2	annual	High	40%
Component 3	Annual	High	20%
Class tasks and homework	On going	Medium	

Music

Term	Topic
1	<p>Course introduction</p> <p>Music theory: note lengths, rhythm, time signatures, simple and compound time signatures, stave notation, clefs, note names, structure, dynamics, instrumentation through Game of Thrones. Baseline assessment.</p> <p>Listening: Game of Thrones and selected wider listening</p> <p>Introducing composition: a series of short composition exercises (melody exercises, structure analysis, accompaniments, developing themes)</p> <p>Performing: investigating the mark scheme and listening to examples</p>
2	<p>Music theory: performance directions, dynamics, texture, harmony, structure through Game of Thrones. Rhythmic dictation.</p> <p>Listening: Fusions; Release</p> <p>Introducing composition: continue working on showstopper</p> <p>Performing: class concert</p>
3	<p>Music theory: intervals up to a 5th. Dictation.</p> <p>Listening: Fusions; Samba Em Preludio and introduce essay writing (paragraphs)</p> <p>Composition: introduce free composition (continuation of showstopper or a fresh start)</p> <p>Performing: working on feedback given in Nov/Dec and intervention/support where required</p>
4	<p>Music theory: identifying chord progressions using I, IV, V and VI in familiar and unfamiliar extracts</p> <p>Listening: Vocal music; Music For A While (Purcell)</p> <p>Composition: free composition first draft</p> <p>Performing: AFL good examples of ensemble performing and investigating mark scheme</p>
5	<p>Music theory: melodic dictation of melodies (in a major and minor key)</p> <p>Listening: Vocal music; Killer Queen plus prep for Y10 exam</p> <p>Composition: continue with free composition</p> <p>Performing: ensemble performance</p>
6	<p>Music theory: practice papers and intervention planning for Y11</p> <p>Listening: Music for stage and screen; prep work</p> <p>Composition: continue with free composition</p> <p>Performing: interventions and opportunities to re-sit</p>

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
Mock solo performance	Annual	High	15%

Mock ensemble performance	Annual	High	15%
In class; composing assessments	Ongoing	Medium	30%
Mock listening exam	Annual	High	40%

Year 11

Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and full mock exams. They will interleave written learning and have opportunities to evaluate live theatre.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, choir.

Term	Topic
1	Component 2: Refinement & performance of Devised piece; final submission of devising log. Complete assessed Devising performance (internal practical exam)
2	Component 1: Section A: Terminology. Section B: Act 2 Blood Brothers (revise question format) Section C: Live theatre. Revision. Students will revise theory in practise of the exam in lessons. This will take the format of class workshops, discussions, homework, mock exams.
3	Component 3: Texts in practice. Scripted extracts. Students will be allocated groups and scripts to develop their ability to convey believable character, how they interpret text for a live audience and have an awareness for the realisation of the piece as a whole.
4	Component 3: Texts in practice. Scripted extracts. Students will rehearse and prepare their performance extracts ready for an external assessor and live audience. (External practical exam)
5	Component 1: Revision and exam preparation
6	Component 1: Revision and exam preparation (External written exam)

Assessment

Subject		Performing Arts	
Assessment type	Frequency	Control	Weighting
Component 2		High - in class internally assessed	30%
Component 3		High - in class externally assessed	40%
In class work and homework	Fortnightly	Medium	

Music

Term	Topic
1	Listening: AOS4; Western Classical Tradition 1910 onwards Composing: complete free choice composition, score and programme note : start composition to a brief
2	Listening: AOS4; Western Classical Tradition 1910 onwards Performing: prepare and deliver performances
3	Composing: continue to work on composition to a brief Listening: study pieces; Paul Simon Graceland
4	Composing: complete composition to a brief, score and programme note Listening: revision of study pieces; 1) Mozart Clarinet Concerto in A, 3rd movt. 2) Paul Simon; Graceland
5	Listening: further revision of study pieces and 4 areas of study (see above)
6	Listening exam

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
Solo performance	Annual	High	15%
Ensemble performance	Annual	High	15%
Free composition	Annual	Medium	15%
Composition to a brief	Annual	Medium	15%
Mock listening exam	Annual	High	40%

