

PERFORMING ARTS & MUSIC – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

Our purpose and objective in the Performing Arts faculty is to nurture passionate, imaginative and inquisitive individuals who see the world from an artistic perspective, enjoying and celebrating past and present art forms generated from an array of different cultures. The Performing Arts curriculum prepares students to become independent, respectful and creative individuals. A range of topics allow students to develop an understanding and appreciation of the arts formed in a contemporary society and throughout the world. These themes are explored through a range of different creative styles, practitioners and mediums. Furthermore, the Performing Arts curriculum promotes a sense of pride, encourages confidence, resilience and develops relationships.

In Key Stage 3 learners are given the opportunity to secure the foundation of Performing Arts education and implement skills that are important for life long lessons. Key Stages 4 and 5 aim to allow learners to develop a deeper understanding of the Performing Arts; its culture, background and influences. These Key Stages also serve to promote leadership and independence that will support them to further their learning. The curriculum also provides students with an accurate knowledge of how the Performing Arts industry operates in today's society. Additionally, the programme of study throughout the key stages places an emphasis on written expression and literacy, supporting students to write analytically about the Performing Arts, crafting critical responses and accurately employing subject related terminology.

As a faculty we pride ourselves on supporting students throughout their performing arts career. Our intervention programme stretches and nurtures students to further their progression in the subject area with access to 1:1 support with subject specialists. This intervention is inclusive to all students and allows individuals to flourish into accomplished artists.

Both subjects promote an overall appreciation of the arts both inside and outside of the classroom developing discipline, control and focus allowing them to grow into well rounded adults. Students are introduced to a range of opportunities to develop their expertise through extra-curricular activities including the school musical, Shakespeare for Schools Festival and concerts and events, celebrating the student's talents within the local community, allowing them to develop their professionalism within the Performing Arts sector.

MUSIC – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Skills Development		Composing
	Developing Repertoire		Theory

Key Stage 3	7	An introduction to Vocal Skills	An introduction to Musical Elements	An introduction to Rhythmic Notation	An introduction to Keyboard Skills	An Introduction to the Ukulele	An introduction to Ensemble Skills	
	8	Developing Instrument Skills	Developing an Understanding of DAWs	Developing Musical Elements - Blues	Developing Musical Elements - Reggae	Developing Live Performance Skills	Developing Compositional Skills	
	9	Applying Ensemble Techniques	Applying DAW Techniques	Applying Instrumental Techniques	Applying Compositional Techniques	Applying Musical Elements – Arranging and Producing	Applying Musical Elements – Arranging and Performing	
	<p><i>By the end of Key Stage 3, students should play confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. They will have developed a solid understanding of theory, improvisation and composition and have the tools to develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Learners will have developed skills that allow them to 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. As well as developing themselves as musicians, students will also hone their transferable skills, such team work, leadership, communication, dependability, adaptability and resilience.</i></p>							
Key Stage 4	10	Component 1	Component 1	Component 1 Assessment	Component 2	Component 2	Component 2	
		Component 3	Component 3	Component 3	Component 3	Component 3	Component 3	
	11	Component 2	Component 2 Assessment	Component 3	Component 3	Component 3	Component 3 Assessment	REVISION
		Component 3	Component 3					
<p><i>Music in Key Stage 4 allows learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have focused on responding to musical briefs using musical skills and techniques, proving their aptitude in the subject. Students will understand the processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance. They will also appreciate and develop strong attitudes that are considered most important in the music sector, including personal management skills and communication.</i></p>								

DRAMA – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Skills Development		Theory
	Script Study		Devising

7	Introduction to Drama	The Twits	History of Comedy	Mischief Theatre	Bullying	Devising from a stimulus
8	Theatre Styles	Darkwood Manor	Theatre History	Homelessness	Dear Evan Hansen	Devising from a Stimulus
9	Teechers	Peer Pressure	A Monster Calls	Blackout	Practitioners	Devising from a Stimulus
<p><i>By the end of KS3 students should understand a range of theatrical styles and the background and history linked to them. Students will have developed a variety of techniques needed for both script work and devising to allow them to develop onto the KS4 curriculum. Students will develop social skills such as team work, communication, problem solving and creative thinking to allow them to develop as confident individuals. Students will have ample opportunities to reflect upon their work in both verbal and written form, in preparation for the reflective analysis needed at KS4.</i></p>						
10 BTEC/TECH 12	Practical – Exploring the Performing Arts	Practical – Exploring the Performing Arts	Component 1 – Exploring the Performing Arts PSA	Component 1 – Exploring the Performing Arts PSA	Component 3 – Performing to a Brief Mock	Practical – Developing Skills and Techniques in the Performing Arts
	Theory – Analysing the Performing Arts	Theory – Analysing the Performing Arts				Reflection – Analysing the Performance
11 BTEC/TECH 12	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 3 – Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	
<p><i>By the end of KS4 students would have studied three theatrical practitioners and four dramatic texts. Alongside the text work students will develop an understanding of the Performing Arts industry and the job roles included. Devising also plays an important part in KS4 and students will have the opportunity to experiment with a range of dramatic devises to allow them develop their directing, playwriting and theatre making skills. KS4 lays the foundations for students wanting to continue Performing Arts at KS5.</i></p>						

PERFORMING ARTS: WIDER CURRICULUM

KS3	KS4
<p>Year 9 Theatre trips in preparation for options School Musical Shakespeare for Schools Festival National Connections Broadway in Bourne Workshops with Tolethorpe Youth Theatre</p>	<p>Theatre visits linked to studied texts/practitioners/styles. School Musical Shakespeare for Schools Festival National Connections Broadway in Bourne Workshops with Tolethorpe Youth Theatre, Shakespeare for Schools and ex students who are working in the industry.</p>
<p>KS4/5 – Leading workshops with local primary schools.</p>	

MUSIC: WIDER CURRICULUM

KS3	KS4
<p>Shakespeare for Schools workshop / Celebration Day trip / Musical trip / Live music performance/ Artist Music workshops / Christmas Lights switch on / Performance at the Butterfield Centre / Performance at Primary (Feeder) schools</p>	<p>Stamford College 'Battle of the Bands' Theatre Trips Shakespeare for Schools workshop Christmas Lights Switch on</p>
<p>Oundle Festival / Shakespeare for Schools festival / BA Battle of the bands / Stamford College Battle of the Bands / Key Change Festival/ Concerts</p>	
<p>KS3 Drama club Open door rehearsals</p>	<p>Studio sessions Drama Club Live Lounge</p>
<p>Musical band & theatre rehearsals / Choir / Band workshops / Shakespeare for Schools / Musical / Christmas & Summer Concerts / End of Term Shows / Primary Previews Broadway in Bourne / Live Lounge Sessions/ Visiting professionals in the industry / Alumni in the industry visits / Arts Award / Peripatetic lessons</p>	
<p>Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from Performing Arts too detailed to list here</i></p>	

MUSIC: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Year 7	Vocal Skills	Musical Elements	Rhythmic Notation	Keyboard Skills	The Ukulele	Band Skills
	<p>Vocal technique</p> <p>Warm up technique</p> <p>Appreciation of the history behind the voice</p> <p>Reading skills</p> <p>Understanding of Melody, Unison and Harmony</p>	<p>Exploring how music is made.</p> <p>Developing the concept of inter-related dimensions and how they combine to create styles.</p> <p>Compositional skills.</p> <p>The expressive use of inter-related dimensions (elements of music)</p>	<p>Explore the fundamentals of rhythm through the study of various notational systems.</p> <p>Develop an understanding of note values, rests, and dynamics.</p> <p>Performing rhythms using body percussion and instruments.</p>	<p>Develop foundational techniques for playing the keyboard - focusing on posture, hand positioning, and finger dexterity.</p> <p>Learn to read music notation specific to the keyboard, including understanding scales, chords, and simple melodies</p>	<p>Rhythm and timing.</p> <p>Performing as part of an ensemble</p> <p>Leading an ensemble</p> <p>Developing skills on an individual instrument</p> <p>Developing an understanding of chord progression</p>	<p>Explore the essential techniques for playing in a group setting, focusing on collaboration, communication, and ensemble playing.</p> <p>Develop an understanding of dynamics, timing, and blending sounds with others.</p>
Year 8	Instrument Skills	Understanding of DAWs	Musical Elements – The Blues	Musical Elements - Reggae	Live Performance Skills	Composition Skills
	<p>Develop essential techniques such as proper posture, hand positioning, and breath control, alongside fundamental music theory related to their instrument.</p> <p>Practice scales, simple pieces, and techniques tailored to their instrument, while also exploring different musical genres.</p>	<p>Exploring the use of technology in music through Digital Audio Workstations.</p> <p>Developing an understanding of a range of techniques used when recording music, including but not limited to; Setting up new projects, using Software Instruments, Loops and Samples, Automation, track manipulation including effects.</p>	<p>Explore the rich history and cultural significance of blues music, learning about its roots and key artists.</p> <p>Study the characteristic features of the genre, including the 12-bar blues structure, blue notes, and call-and-response patterns.</p> <p>Listening exercises to iconic blues tracks, fostering an appreciation for the genre’s emotional depth and storytelling elements.</p>	<p>Learn about the historical context of reggae, exploring its roots in Jamaican culture and its global impact.</p> <p>Appreciate the characteristics of reggae, including its offbeat rhythms, basslines, and lyrical themes of social justice and peace.</p> <p>Analyse key reggae tracks, gaining insights into song structure and lyrical content</p>	<p>Develop essential techniques for performing confidently in front of an audience.</p> <p>Learn about stage presence, effective communication, and the importance of audience engagement.</p> <p>Through practical rehearsals, students will work on ensemble coordination, timing, and dynamics.</p> <p>Receive feedback on their performances to help refine their skills.</p>	<p>Learn fundamental concepts of composition, including melody, harmony, rhythm, and form, as well as the use of dynamics and texture.</p> <p>Experiment with different instruments and software to create original pieces, developing their individual style and voice.</p>

Year 9	Ensemble Techniques	DAW Techniques	Instrumental Techniques	Compositional Techniques	Musical Elements – Arranging and Performing	Musical Elements – Arranging and Producing
	<p>Focus on the skills necessary for effective group performance, including rehearsal techniques.</p> <p>Learn about the roles and responsibilities of different musicians within an ensemble, including listening, blending, and responding to one another.</p> <p>Explore techniques for achieving balance, dynamics, and cohesive phrasing, while also honing an ability to follow a conductor or lead.</p>	<p>Develop a further understanding of the use of technology in the music industry through Digital Audio Workstations.</p> <p>Explore more advanced DAW techniques, including but not limited to; Step Time Input, The Piano roll, Splicing and quantization.</p>	<p>Focus on developing their practical skills on a chosen instrument.</p> <p>Learn how to play basic scales, chords, and melodies, along with techniques like finger positioning, posture, and rhythm control.</p> <p>Develop an understanding in recording progress throughout the developmental process.</p>	<p>Explore how music enhances storytelling in film.</p> <p>Learn how to compose music that reflects mood, emotion, and character, using techniques such as leitmotifs, dynamic contrast, and thematic development.</p> <p>Experiment with different musical elements like harmony, rhythm, and orchestration to create soundtracks that evoke specific atmospheres.</p>	<p>Further the understanding of the core elements of music—such as melody, harmony, rhythm, and texture through arranging and performing.</p> <p>Learn how to adapt and rearrange music for different instruments and voices.</p> <p>Perform an arranged piece of music to an audience.</p>	<p>Learn how to structure and modify musical elements such as melody, harmony, and rhythm to create original arrangements.</p> <p>Explore music production techniques using Digital Audio Workstations (DAWs), developing skills in layering tracks, adding effects, and balancing sound levels.</p> <p>Experiment with blending different genres and styles to craft unique compositions.</p>
KS4	Component 1		Component 2		Component 3	
	<p>Develop a comprehensive understanding of the music industry, focusing on the exploration of various music products and the development of technical and creative skills.</p> <p>Investigate different styles, genres, and roles within the industry, gaining insight into how music is created, performed, and produced.</p>		<p>Develop technical and creative skills through practical music production and performance.</p> <p>Build proficiency in key areas such as instrumental performance, sequencing, and music production techniques.</p> <p>Explore how to plan, rehearse, and refine work, applying knowledge of music elements to produce quality outcomes.</p>		<p>Creates an opportunity to respond to a music industry brief which knowledge, creativity, and technical skills are applied in a real-world context.</p> <p>Focuses on planning, developing, and presenting a music product, whether through performance or production, in response to a set brief.</p>	

PERFORMING ARTS: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Year 7	Introduction to Drama	The Twits	The History of Comedy	Mischief Theatre	Bullying	Devising from a Stimulus
	Physical skills: Nonverbal communication Exaggeration Shape, size and weight Group work Teamwork and communication	Experiment with stereotypes and start embedding subtle habits, to block the space effectively for an audience. Understand the basic use of lighting, sound and costume to enhance a performance through the structure of script work, developing student's literacy skills.	Develop an understanding of theatre history & how to perform comedy. Workshops on how to present stock characters, vocal and movement skills, choreography of routines. Use of space and blocking the space, analysis of two styles of performance within the genre of comedy.	Devising an original piece of drama based on the practitioners Mischief Theatre. Encouraging students to use their creative thinking in a small ensemble. The focus is on creative skills & the importance of team work and acceptance within Drama.	Explore script study, performance poetry and characterisation techniques. Understand how drama can be an important element when showing issues in society. Social skills are also explored including communication, acceptance, discussion and empathy.	Introduction to the basic skills of the theatrical style, physical theatre. Work as a small ensemble to write and perform a piece of theatre based on a well-known fairy-tale, focussing on narrative and stock characters throughout the process.
Year 8	Theatre Styles	Page to Stage	Theatre History	Epic Theatre	Social Media	Devising from a stimulus
	Recap on prior learning gained in Year 7 and develop understanding of different styles including Chorus work, Physical Theatre and Theatre in Education.	Re-visit the skills developed in Year 7 and whilst also exploring skills linked to script work. Focus on staging, characterisation and the ability to analyse and take a script from the process of page to stage.	Explore different periods of theatre history and the type of theatre that was prominent at that time. Focus on both script and devising and include both the theory and performance skills included.	Develop theatrical techniques used in Epic Theatre to educate an audience on the subject matter. Develop their exploration and research skills when developing their final performance	Explore script study, and further develop how theatre can educate on social factors. Social skills are also explored including communication, acceptance, discussion and empathy.	The skills of devising are prominent allowing students to reflect on all of the skills that they have developed so far Develop understanding of performance space and how it can enhance a performance piece

Year 9	Teachers	Peer Pressure	A Monster Calls	Blackout	Practitioners	Devising Drama
	Develop characterisation skills, focussing on multi role play and archetypes Experiment with techniques to aid them with learning lines and blocking and directing scenes	Work as a small theatre company, developing their devising skills to create a piece of Theatre in Education based on 'Andy's Story' Explore and experiment with a selection of skills used in Theatre in Education such as: Direct audience address, audience participation, chorus work and ensemble work, to develop their devised work further	Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more abstract. Focus on working as an ensemble, whilst also exploring important social messages.	Explore the style of non-naturalistic, through the use of a script study that discusses themes such as equality, diversity and acceptance. Focus on characterisation, working as an ensemble and how to stage a script effectively.	Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more contemporary. Develop an understanding of a range of practitioners, whilst also gaining an understanding of theatre history.	Develop theatrical techniques used in a Docudrama to educate an audience on the subject matter, these include: Narration, flashbacks, hot seating, characterisation and the use of media Exploration and research skills when developing their final performance to enable them to educate an audience on the subject matter
KS4	Exploring Performing Arts		Developing Skills & Techniques		Exploring a Brief	
	Acting styles and genres, characterisation, vocal awareness, analysis of text and genre, devising, the application of theatrical techniques and strategies, directing others		Development of performance/design and interpretative skill Develop skills and techniques during the rehearsal process Application of skills and techniques during rehearsals & in/for performance Review own development & application of skills and techniques in/for performance		Understand how to respond to a brief through discussion and practical exploration activities Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief Vocal skills, physical skills, design skills and interpretative skills: showing time and place, presenting a character, creating humour or emotion	