

Performing Arts KS3 Curriculum 2023-2024

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>The building blocks for performance</p> <p><i>Melody and Rhythm</i> Melody: Reading the Treble Clef and keyboard skills whilst learning about melodies through British Folk Music including singing. Rhythm: Reading rhythms and note lengths using Samba instruments and rhythms</p> <p>Assessment: Mid: Keyboard Assessment Mid and Final: Listening and Theory Tests Final: Group Samba Performance</p> <p>Careers: Song writer, Lyricist, Vocalist, Historian, Leadership, Teaching,</p> <p><i>Showcasing successful Silent Movie strategies</i> Developing key performance skills – Facial expression, body language, movement and mime. Key conventions of a Silent Movie. History of a Silent Movie.</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Drama club and KS3 preparations for the Christmas Service performance s.</p> <p>Shakespeare School’s Festival</p>	<p>Music – Composition</p> <p>Film – History of films</p> <p>English – Shakespeare stories: Mid assessment to write and perform a monologue.</p>	<p>Using suffering as a form of stimulus</p> <p><i>The Blues</i> Blues music history and context Improvising with the Blues scale Understanding 12 Bar Blues Writing Lyrics for a Blues Song Learning to play a Blues song in a band.</p> <p>Assessment: Mid: Listening Test Final: Writing Lyrics Final: Blues band performance</p> <p>Careers: Music producer, Song writer, History Teacher, Musician, Live Theatre Review Author, Politician.</p> <p><i>Roles and responsibilities in the industry</i> Exploration of Set Design, Lighting Design, Costume Design and Music in live theatre. Work related learning Theatre Practitioners Evaluating Live Theatre</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Industry talks and ‘Spill the Tea’ career podcasts.</p> <p>Drama Club</p>	<p>English: Prejudice and Persecution</p> <p>RE: Suffering</p>	<p>Building emotion and dramatic tension in the Arts</p> <p><i>Film and Video game music</i> Understanding the techniques used in Film and Video Game Music Describing specific techniques used in Horror Music Composing a soundtrack to a film using Cubase Software.</p> <p>Assessment: Mid: Keyboard Assessment Mid: Long answer question to describe film music. Final: Horror Films Soundtrack Composition</p> <p>Careers: Videographer, Gaming Designer, Film Editor, Screenplay Writer, Music Producer, Music Editor, Music Engineer, Music Composer.</p> <p><i>Verbatim and Documentary Theatre</i></p>	<p>Rock Bands</p> <p>Fundraising for Breck’s charity.</p> <p>Shakespeare School’s Festival.</p>	

	<p>Conveying a character to an audience</p> <p>Careers: Actor/ Actress, Silent Movie Writer, Playwright, Music Engineer, Historian.</p>			<p>Constructing a Live Theatre Review</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>			<p>Responding to a factual event as a form of stimulus.</p> <p>Dramatic response to a stimulus.</p> <p>Emotionally engaging an audience.</p> <p>Successfully interpreting characters.</p> <p>Raising awareness of cultural topic.</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer</p>		
Cycle 2	<p>Storytelling through Performing Arts</p> <p>Descriptive Music</p> <p>Applying performing skills to perform an iconic piece of Music from the Western Classical Tradition that is used to develop a sequence or story.</p> <p>Assessment:</p> <p>Mid: Keyboard Assessment</p> <p>Final: Composition based on stimulus of Little Red Riding Hood</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Drama Club</p>	<p>Art: Music and Art – creating art from Music.`</p> <p>Protest Songs and Reggae Music</p> <p>Understanding the key components of Protest throughout the eras.</p> <p>Developing student knowledge of the key attributes of Reggae Music</p> <p>Assessment:</p> <p>Mid: Appraisal questions</p> <p>Final: Performance of Reggae song</p>	<p>Freedom of Speech</p> <p>Protest Songs and Reggae Music</p> <p>Understanding the key components of Protest throughout the eras.</p> <p>Developing student knowledge of the key attributes of Reggae Music</p> <p>Assessment:</p> <p>Mid: Appraisal questions</p> <p>Final: Performance of Reggae song</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Drama Club</p>	<p>Art: Films and Festivals</p> <p>The creation of original Verbatim Music and Theatre</p> <p>Dance Music and Hip Hop</p> <p>Understanding the context and conventions of Popular Music styles focusing on Dance Music and Hip Hop.</p> <p>Assessment:</p> <p>Mid: Performance of an existing Dance track</p> <p>Final: Hip Hop Composition</p> <p>Verbatim theatre</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Drama Club</p>	<p>Art: Cultures, Beliefs and Masks</p>	

	<p>Storytelling and Revolting Rhymes Applying key performance skills to tell well-known fairytales.</p> <p>Assessment: Final: Performance of Little Red Riding Hood applying Melodramatic and Pantomime skills.</p> <p>Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience Interaction Officer.</p>	Whole Academy Musical		<p>Using the power of performance to voice the importance of freedom of speech Students explore basic Brechtian techniques to educate audiences on the power of freedom of speech and apply key performance skills to develop a final performance that raises awareness to an audience.</p> <p>Assessment: Final: Freedom of speech performance responding to a topic of their choice applying the basic Brechtian techniques of using Placards to communicate further meaning to the audience.</p> <p>Careers: Public Speaker, Politician, Lawyer, Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>	Whole Academy Musical		<p>Develop basic devising techniques inspired by Theatre Company 'Paperbirds' to retell a serious event or incident in history.</p> <p>Option to specialise as both performer and design student.</p> <p>Assessment: Final: Performance or presentation of dramatic response using verbatim research and context whilst applying Paperbirds techniques.</p> <p>Careers: Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer</p>	Whole Academy Musical	
Cycle 3	<p>The history of Drama and Music styles of performance</p> <p>African Music and Folk Music Learning the key traditions of Music from around the world and how it led to the Music that we experience today.</p>			<p>Social context within the Performing Arts</p> <p>Rock Band Project Developing performance skills on a range of Popular Instruments to successfully</p>	Keyboard Club 'One Body' Choir		<p>Self-expression in the Performing Arts</p> <p>Song writing project Develop key song-writing skills including lyric writing</p>	Keyboard Club 'One Body' Choir	

	<p>Assessment: Mid: Appraising Final: Folk Song Composition</p> <p>Exploration of traditional Theatre Styles</p> <p>Developing understanding of a range of theatre styles including Greek Theatre and Shakespearean Theatre.</p> <p>Assessment: Final: Performance in their style of choice.</p> <p>Careers: Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience interaction Officer.</p>		<p>apply techniques required to create a Rock Band.</p> <p>Assessment: Mid: Appraising Final: Group performance of existing rock song in newly formed rock bands.</p> <p>How long is forever? Exploring Stephanie Pearce's play text 'How long is forever' to raise awareness of online safety and the dangers of social media.</p> <p>Assessment: Final: Final performance of selected extract from play OR presentation of design interpretations and dramatic response to selected extracts.</p> <p>Careers: Social Worker, Social Media Safety Officer, Public Speaker, Politician, Lawyer, Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	<p>and an understanding of harmonic progressions.</p> <p>Assessment: Mid: Appraising Final: Performance of composition and completed song.</p> <p>Building blocks of Devising</p> <p>Exploring the key devising skills required to respond to a rock song or popular song writer as a form of stimulus.</p> <p>Assessment: Final: Presentation of one key scene of their choice implementing key devising techniques OR presentation with evident devising techniques applied in design interpretations.</p> <p>Careers: Public Speaker, Politician, Lawyer, Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer.</p>	<p>Drama Club</p> <p>Whole Academy Musical</p>	
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