

Kings College Performing Arts Department: Curriculum Overview 2023-24

Curriculum Intent:

The Performing Arts Department offers a broad and exciting curriculum that does the following:

- Teaches the significant technical elements that underpin Dance, Drama and Music technique
- Ensures students experience chances to develop both their composition and performance skills
- Give students the opportunity to apply theoretical knowledge gained to their composition and performance work
- Allows all students to access the full curriculum via instruments and technology
- Creates a space for students to explore their creative outlets

At KS3 students study Dance and Drama under Performing Arts once per timetable cycle and Music as a separate subject also once per timetable cycle.

During KS3 students work to improve knowledge, understanding and execution of the basic elements, skills and techniques to ensure they are competent and confident in using these in their performance and creation work.

In year 7 skills are worked on through performance creative tasks that expand on short pieces of existing repertoire, giving students a formal structure to build on but allowing creative freedom.

In year 8 we offer students a variety of world culture through studying the arts from different cultures of the world.

At KS4 students take a Performing Arts course which offers students the opportunity to specialise in one or more aspects of the performing arts including design aspects of performance works.

Our aim is to challenge students through a variety of tasks that require them to apply the knowledge they have learnt in theory to performance and composition.

Through KS4 the composition and performance challenges develop in their level of detail and we see students through their coursework harness their creativity and ability to work more independently from a brief. Students are expected and encouraged to offer feedback on their own and others work in order to gain a full understanding of what is required from them to further improve their skills.

Ultimately, we are looking to develop the students creative outlets using a strong theoretical knowledge base to help them access their creative specialism with ease.

Drama and Dance

Year 7	Term 1 [6 lessons]	Term 2 [7 lessons]	Term 3 [7 lessons]	End Points
	Introduction to Theatre and Dance	Text Study and building on dance skills	Dance practitioner and choreography – Gene Kelly Build on acting through dance	
Content	<ul style="list-style-type: none"> Understanding of how a stage is laid out. Understanding the basic performing skills. Development of confidence in standing up in front of the class and improvisation skills. Understanding the 5 key dance actions. <ul style="list-style-type: none"> Learning a class motif and developing the class motif. Focus on timing and musicality Building of confidence in moving. 	<ul style="list-style-type: none"> Building on and applying the basic skills from module 1 students will learn how to create an ensemble scene as part of a whole class rehearsal. · Opportunities for students to take on bigger individual parts or perform as part of the ensemble · Be able to implement some of Brecht’s epic theatre techniques and theories to expose students to different theatre styles. 	<ul style="list-style-type: none"> · Building on basic skills from module 2 students will learn how to rehearse and recreate/reimagine existing choreography and existing practitioners work within their own performances. · Perform as part of smaller groups incorporating their own formations and relationships. · In-depth study of a dance choreographer 	Pupils can: Students should understand basic technical skills in both Drama and Dance, being able to identify these watching performances of peers as well as implementing them in practical situations.
Skills	Basic performance skills both in acting and dancing. Use of space.	Develop rehearsal skills as well as an ability to work collaboratively on a project	Develop research skills and the ability to understand a specific style and apply this to their work	
Feedback Points	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	improvisation, Collaborative, Physicality, Technique Dynamics, Motif Formations, Relationships	Practitioner, Ensemble, Gesters, Memorisation, Devise Analyse atmosphere	Choreographer, Original, Development, Rehearse, Group	

Music

Year 7	Term 1 [6 lessons]	Term 2 [7 lessons]	Term 3 [7 lessons]	End Points
	Basic Theory of Music	Classical Music	Disney	
Content	<ul style="list-style-type: none">Pulse and RhythmPitchTempoDynamicsNote valuesTreble ClefBass Clef	<ul style="list-style-type: none">The orchestraStructureTextureChordsClassical composers overviewOde to Joy - Beethoven	<ul style="list-style-type: none">Movement and soundMickey MousingPerformance piece – WimowehComposing	<p>Pupils can:</p> <p>Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture.</p> <p>They can read treble clef notation.</p> <p>They know how to play chords on a keyboard.</p> <p>They can perform, in a group using performance skills and be in time.</p>
Skills	<p>Show an understanding of the key elements of Music through using music vocabulary correctly.</p> <p>Be able to clap and play rhythms in time</p> <p>Be able to read/use music notation</p>	<p>Listening</p> <p>Keyboard</p> <p>Performing</p>	<p>Keyboard – 2 hands playing</p> <p>Listening</p> <p>Chords – Triads</p> <p>Singing</p> <p>Timing</p>	
Feedback Points	<p>Verbal feedback individually</p> <p>Theory tasks – written marking/corrections</p> <p>Peer assess and teacher assess final performance</p> <p>Written feedback for evaluation</p>	<p>Verbal feedback individually</p> <p>Theory tasks – written marking/corrections</p> <p>Peer assess and teacher assess final performance</p> <p>Written feedback for evaluation</p>	<p>Verbal feedback individually</p> <p>Theory tasks – written marking/corrections</p> <p>Peer assess and teacher assess final performance</p> <p>Written feedback for evaluation</p>	
Direct Vocab Instruction	<p>Sound, Rhythm, Tempo, Value, Stave, Key</p>	<p>Orchestra, String, Woodwind, Brass, Percussion, Polyphonic, Texture</p>	<p>Ostinato, Triads, Accurate, Chorus, Melody, Compose, Perform</p>	

Drama and Dance

Year 8	Term 1 [6 lessons]	Term 2 [7 lessons]	Term 3 [7 lessons]	End Points
	Physical theatre and contemporary dance	Devising theatre using verbatim influences and commercial dance	Dance Devising and beginning to combine disciplines	
Content	<ul style="list-style-type: none"> Explore how theatre is created when physicality not words is the main focus · Explore the work of frantic assembly and specific techniques that they use to create performance Develop the dance skills learnt in year 7 with a style specific focus within the choreography · Explore how to blend dance styles to compliment each other Research dance styles seen in mainstream media 	<ul style="list-style-type: none"> Students will explore the skill of devising and how to create devised theatre · Students will explore how stimuli can enable the process of making your own theatre work will focus on verbatim theatre is and how stimulus work can enable the devising process Students will explore commercial dance styles and begin to look at where this fits in the industry 	<ul style="list-style-type: none"> Building on basic skills from module 2 students will learn how to rehearse and recreate a performance piece from a stimulus and create their own. Perform as part of smaller groups creating their own formations and relationships. Create choreography in the dance styles studied in module 1 and 2 	Pupils can: Students should understand an increased variety of movement and theatre vocabulary. They should be able to identify key aspects of professional work and be able to create work with strong links to other professional works.
Skills	Physical Theatre skills and Contemporary Dance	Devising Theatre and Verbatim Theatre. Commercial Dance	Devising Dance	
Feedback Points	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Physicality, Development, Duet Choreography, Fusion, Polish	Stimulus, Devise, Development, Verbatim, Transitions, Intention, inspire	Choreographer, Original, Development, Rehearse, Group, ensemble, highlight	

Music

Year 8	Term 1 [6 lessons]	Term 2 [7 lessons]	Term 3 [7 lessons]	End Points
	Music from around the World	Music from around the World	Reggae	
Content	<ul style="list-style-type: none">Indian MusicSamba	<ul style="list-style-type: none">African MusicCalypso	<ul style="list-style-type: none">Reggae	<p>Pupils can:</p> <p>Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture.</p> <p>They can read treble clef notation.</p> <p>They know how to play chords on a keyboard.</p> <p>They can perform, in a group using performance skills and be in time.</p> <p>To compose their own pieces within given genres and styles.</p>
Skills	Composition Performing Keyboard Rhythms and timing Listening	Composition Performing Keyboard Rhythms and timing - drumming Vocal Listening	<ul style="list-style-type: none">Reggae MusicPerformance of a Reggae pieceKeyboardDrummingOff-beat playingSingingPerforming	
Feedback Points	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Global, Rhythm, Structure, Phrase, Mood, Syncopation, Conductor	Ostinato, Chant, Polyphonic, Forte, Calypso, Response	Fusion, Hook, Bass, Backbeat, Ternary, Performance, Chord	

Drama and Dance

Year 9	Term 1 [6 lessons]	Term 2 [7 lessons]	Term 3 [7 lessons]	End Points
	Naturalism and jazz	Musical Theatre	Theatre Production	
Content	<ul style="list-style-type: none"> Using skills from 7 & 8 strive for an in depth focus on Stanislavski How to achieve a naturalistic performance Use Stanislavski's methods for creating a naturalistic character when creating characters as part of a group scene Learn the basic elements of jazz dance in preparation for the musical theatre module in 3 & 4 <ul style="list-style-type: none"> Develop choreography knowledge as they are guided through a whole group dance routine Perform to peers at the end of the module 	<ul style="list-style-type: none"> Students will combine their acting and dance skills to create a slimmed down version of a musical All students will learn how to use and project their voice regardless of their previous sinigang experience Students will work on their stamina as they learn to sing and dance at the same time Students will have the opportunity to be part of both the ensemble and speaking roles This work will be showcased at the end of the term. 	<ul style="list-style-type: none"> How to budget and design a hypothetical performance of their musical our house. Learn to consider and plan for other theatre elements such as lighting and sound, backstage crews etc Put in place planning and organising rehearsals considering who needs to attend when and where Ensuring things run to time and budget 	<p>Pupils can:</p> <p>Students should learn more in depth theatre and dance skills with a specific focus on mainstream theatre techniques. Students will be given the skills to understand how to and budget for a production and consider the wider elements of theatre rather than just the performance aspects of theatre.</p>
Skills	Jazz dance Pick up skills Analysis	Collaboration Retention Performance	Organisation	
Feedback Points	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Natural, Given Circumstances, Super Objective, Jazz Box, Line, Style,	Ensemble, Stamina, Discipline, Triple Threat, Coordination, Seamless, Combination, Communication, Expression	Budget, Technician, Crews, Production, Overview, Swing Stage Manager	

Music

Year 9	Term 1 [12 lessons]	Term 2 [14 lessons]	Term 3 [14 lessons]	End Points
	History of Music	Blues	Musical Theatre	
Content	<ul style="list-style-type: none">MedievalRenaissanceBaroqueClassical	<ul style="list-style-type: none">History of BluesJazz techniquesCompose a Blues piece	<ul style="list-style-type: none">HistoryOpera vs MusicalAndrew Lloyd WebberChordsPerformance piece – Any Dream Will Do	<p>Pupils can:</p> <p>Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture. Recognise these within Music and explain how they are used to enhance musicality.</p> <p>They can read treble clef notation.</p> <p>They know how to play chords on a keyboard.</p> <p>Can play two handed on the keyboard.</p> <p>They can perform, in a group using performance skills and be in time and in tune showing musicality.</p> <p>To compose their own pieces within given genres and styles.</p>
Skills	<ul style="list-style-type: none">ListeningComposingPerformingKeyboard	<ul style="list-style-type: none">ListeningComposingChordsKeyboard - 2 hand playing	<ul style="list-style-type: none">KeyboardDrummingOff-beat playingSingingPerforming	
Feedback Points	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	Verbally in lessons based on the listening tasks – whole class. Practical tasks - Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Medieval, Renaissance, Baroque, Classical, Polyphonic, Instrumentation, Timing, Dynamics, Structure, Compose.	Call and Response, Phrase, Improvisation, Syncopation, Riff, Bass, Tempo, Major, Minor, Accidentals, Tradition.	Modulation, Chorus, Solo, Duet, Harmony, Ensemble, Verse, Dialogue, Cast, Company, Suspended, Audition, Lyrics, Theatre.	

KS4 Performing Arts (Dance, Drama and Music) Curriculum

Year 10	Term 1		Term 2		Term 3		End Points
	Module 1 [12 lessons]	Module 2 [10 lessons]	Module 3 [8 lessons]	Module 4 [7 lessons]	Module 5 [10 lessons]	Module 6 [12 lessons]	
Skill Focus	Skills for Creation	Unit 2 Creating from a brief			Skills for Performance		
Content	<ul style="list-style-type: none"> Dissecting a stimulus to see the widest possibilities that can offer to create an original piece Considering your target audience Creating unusual and entertaining work Understanding stages in the creative process 	<ul style="list-style-type: none"> Working on Unit 2 Creating – using a stimulus given by the exam board students create a piece in their chose discipline, Choreography, Devised Theatre, Music Composition or Composition through Music Technology using all the techniques learnt through KS3 classes to create an original piece of work Work in a given time frame to create to make a piece of original piece of Dance, Drama or Music Having a clear message, they would like communicated. Being able to plan rehearsals effectively and know when to adapt rehearsals Being able to review work using their own opinions and the feedback given to them by their audiences 			<ul style="list-style-type: none"> Understand a piece of work in its original context. Working on developing characters and creating a mood or atmosphere Using technical skills learnt in KS3 to working on realising their fullest potential 	<ul style="list-style-type: none"> Begin Unit 1 – Performing. Focus on the technique aspects of performing Analysis of where and how to improve skills through self-reflection and peer feedback. 	Students should be able to use the skills learnt through KS3 in further depth to perform realistic, energised, and entertaining performances culminating in the creation and showcasing of their work from a given stimulus. Creating both new work and developing original work.
Feedback Points	<ul style="list-style-type: none"> One practical whole class One theory whole class feedback 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	<ul style="list-style-type: none"> One practical whole class One theory whole class feedback 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	
Direct Vocab Instruction	Stimulus, Dissecting, Research, Preparation, Style, Genre, Creation, Target, Audience, Storyboard, Consider, Practitioner / Choreographer	Script/Notation, Performance Space, Creativity, Non-Linear, Modulate, Adapt, Structuring, Communication Devices, Construction, Review, Feedback, Reflect, Criticism, Health and Safety, Action planning, Responding, Refining, Schedule, Learning, Familiarisation, Intention, Materials, Resources,			Performance, Technical, Expressive, Rehearsal, Mood, Theme, Annotation, Improvement, Measure,	Original, Context, Technique, Background, Focus, Isolate, Skill, Perform, Credible, Energy, Purpose, Impact	

KS4 Performing Arts (Dance, Drama and Music) Curriculum

Year 11	Term 1		Term 2		Term 3		End Points
	Module 1 [12 lessons]	Module 2 [10 lessons]	Module 3 [8 lessons]	Module 4 [7 lessons]	Module 5	Module 6	
Skill Focus	Unit 1 Performing		Unit 3 Controlled Assessment – Performing Arts In Practice				
Content	<ul style="list-style-type: none"> Working on Unit 1 Performing Skills to perform a piece of existing Drama, Music or Musical Theatre. Creating an energised, credible performance for a target audience Listening to rehearsal direction and feedback and planning improvements Identifying strengths and areas for development 		<ul style="list-style-type: none"> Learners should know and understand the need to consider social, cultural, political and historical contexts: mood and style/genre: performance space/venue: themes and ideas: purpose: target audience: the work of practitioners who have created performance work: different types of organisations that create performance work. Learners should be aware of: selecting appropriate performance disciplines: selecting appropriate production disciplines: the production process (planning, rehearsal and presentation): resources and materials: budgeting: production schedules: job roles and responsibilities within organisations that create performance work. 				Both the units studied in year 11 are coursework units. One internally assessed unit and one externally assessed unit. Continuing on from year 10 students will work to complete a performance of existing work in their chosen discipline; Musical Theatre, Drama or Music. Students will also be learning presentation skills and be able to pitch their ideas to a panel to gain support for their production
Feedback Points	<ul style="list-style-type: none"> One practical whole class One theory whole class feedback 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 	<ul style="list-style-type: none"> Individual feedback and improvement tasks to help with coursework 			
Direct Vocab Instruction	Accuracy, Coordination, Communication, Control, Coping, Pressure, Interpretation, Respond, Development, Action Plan, Fulfilled, Intention, Direction, Recording, Clarity, Success,		Commissioned, Brief, Production, Artists, Social, Cultural, Political, Historical, Types of Organisations, Budgeting, Role, Responsibility, Promoting, Pitching				