Kings College Performing Arts Department: Curriculum Overview 2026-27

Curriculum Intent:

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

- Teaches the significant technical elements that under pin Dance, Drama and Music technique as separate disciplines but also through combined projects
- 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 and Music as a separate subject 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.
A new offer for this academic year, available to the current Year 10 is the GCSE Dance course.

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

Year 7	Term 1 [6 lessons]	Term 2 [6 lessons]	Term 3 [6 lessons]	End Points Golden Threads
	Introduction to Drama	**Script Work**	**Devising Transition Plays**	
Content	• Introduction to the performance space and stage positions • Vocal skills: projection, clarity, pace, tone • Physical skills: posture, gesture, facial expression, movement • Introduction to improvisation and freeze frames • Short group improvisations to build confidence	• Understanding how to read, write and annotate a script • Working on characterisation from written text • Learning lines and cue discipline • Blocking and rehearsal skills • Performance of a scripted scene with peer and teacher feedback	• Creating short drama pieces to aid with transition work for year 6 • • Using personal experience and stimulus as starting points • Devising original short plays in small groups • Structuring a narrative: beginning, middle, end • Rehearsal process: adapting and refining work • Final performance and written evaluation	Pupils can: Students should understand basic technical skills in Drama, being able to identify these watching performances of peers as well as implementing them in practical situations.
Skills	• Vocal and physical performance skills • Improvisation • Collaboration • Use of space	• Script analysis • Characterisation • Memorisation • Rehearsal and blocking	• Devising • Narrative structuring • Creative decision-making • Evaluation	
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	Stage, Levels, Projection, Physicality, Freeze Frame, Improvisation, Ensemble, Collaboration	Script, Character, Subtext, Blocking, Rehearsal, Cue, Annotation, Performance	Devise, Stimulus, Narrative, Transition, Structure, Intention, Original, Evaluate	

Dance

Year 7	Term 1 [6 lessons]	Term 2 [6 lessons]	Term 3 [6 lessons]	End Points Golden Threads
	Introduction to Dance	**Different Dance Styles**	**Acro Dance**	
Content	• Understanding what dance is and its role in performance • Introduction to the 5 key dance actions • Learning and performing a class motif • Focus on use of space, levels and timing • Building confidence in moving in front of others • Introduction to dynamics and musicality	• Exploring a variety of dance styles (e.g. street, contemporary, ballet, jazz,) • Identifying key characteristics of each style • Learning short phrases in different styles • Understanding cultural context of chosen styles • Comparing and contrasting movement vocabulary across styles • Group performance incorporating at least two styles	• Introduction to acrobatic dance (acro): safety, terminology and principles • Developing core strength, flexibility and balance • Learning key acro skills: balances, cartwheels, rolls and partner work • Combining acro skills with dance choreography • Creating a short group sequence that blends technique with artistry • Peer assessment and final performance	Pupils can: Students should understand basic technical skills in Dance, being able to identify these watching performances of peers as well as implementing them in practical situations.
Skills	• Basic performance skills • Use of space and levels • Musicality and timing • Rehearsal and collaboration	• Style identification and research • Pick-up and retention skills • Cultural awareness • Group performance	• Physical conditioning • Partner and group trust • Technical acro skills • Composition and performance	
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	Action, Space, Level, Dynamics, Motif, Timing, Musicality, Improvisation, Technique	Style, Genre, Characteristics, Culture, Phrase, Fusion, Formation, Relationship	Acro, Balance, Flexibility, Core, Partner work, Trust, Sequence, Transition, Composition	

Music

Year 7	Term 1 [6 lessons]	Term 2 [6 lessons]	Term 3 [6 lessons]	End Points Golden Threads
	Introduction to Music through the Nativity Performance	**The Elements of Music**	**The Orchestra and Foley**	
Content	• Pulse and Rhythm • Pitch • Note values • Treble Clef • Performance Skills • Class Song	• Dynamics • Rhythm • Pitch • Structure • Melody • Instrumentation • Tempo • Texture • Harmony	• The orchestra • Structure • Texture • Movement and sound • Orchestral Families • Mickey Mousing • Composing	Pupils can: Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture. They can read treble clef notation. They know how to play chords on a keyboard. They can perform, in a group using performance skills and be in time.
Skills	Show an understanding of the key elements Pulse, Rhythm and Pitch. Be able to clap and play rhythms in time Be able to show the performance skills through the class performance	Listening Show an understanding of the above vocabulary verbally, written and through performing	Keyboard – 2 hands playing Listening Chords – Triads Singing Timing	
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	Sound, Rhythm, Tempo, Value, Stave, Key, Pulse	Polyphonic, Texture, Ostinato, Triads, Melody, Perform,	Accurate, Chorus, Compose, Orchestra, String, Woodwind, Brass, Percussion	

Drama

Year 8	Term 1 [6 lessons]	Term 2 [6 lessons]	Term 3 [6 lessons]	End Points Golden Threads
	Physical Theatre	**Devising theatre using Comedie dell'arte**	**Scripted Play**	
Content	• What is physical theatre? Key companies: Frantic Assembly, DV8, Gecko • • Exploring contact work, weight sharing and ensemble movement • • Using the body as the primary tool for storytelling • • Frantic Assembly techniques: chair duets, round by through, bodyguard • • Creating short physical theatre sequences from a stimulus • Group performance with peer and teacher feedback	• Origins of Commedia dell'Arte in 16th-century Italy • Explore their Stock characters • Exploring the language of Gromolot • Devising a short Commedia scene using stock characters • Performance with focus on physicality and comic timing	• Introduction to the scripted play project • Reading and casting a published play extract • In-depth character work: given circumstances, objectives, relationships • Rehearsal process: blocking, off-book, technical elements • Rehearsing for a target audience • Final performance and written evaluation	Pupils can: Students should demonstrate an increased range of performance styles, using both physical and vocal skills with greater control and intention. They will have experienced historical and contemporary theatre forms and can apply these to both scripted and devised work, showing independence in rehearsal.
Skills	• Physical ensemble skills • Practitioner study • Non-verbal storytelling • Contact and weight-sharing	• Mask and character work • Comic timing and physicality • Historical context • Devising in style	• Advanced script work • Character depth • Independent rehearsal • Performance for audience	
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 and teacher assess Commedia scene Written character analysis	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Physical theatre, Contact, Weight-sharing, Ensemble, Stimulus, Frantic Assembly, Non-verbal, Physicality	Commedia dell'Arte, Stock character, Mask, Lazzi, Slapstick, Convention, Improvise, Comic timing	Character, Objective, Given circumstances, Blocking, Off-book, Rehearsal, Target audience, Evaluate	

Dance

Year 8	Term 1 [6 lessons]	Term 2 [6 lessons]	Term 3 [6 lessons]	End Points Golden Threads
	Contemporary Dance	**Commercial Dance**	**Creating a Routine**	
Content	• What is contemporary dance? Key practitioners and companies (e.g. Rambert, Christopher Bruce) • Exploring floor work, weight sharing and release technique • Developing range of movement: dynamics, use of space and levels • Learning a short contemporary phrase • Analysing and responding to professional contemporary work • Group performance of a contemporary sequence	• What is commercial dance? Context: music videos, West End, live tours • • Key styles within commercial: street, jazz, hip-hop, voguing • • Learning a commercial-style phrase • • Exploring performance quality, characterisation and projection • • Comparing commercial work to contemporary: purpose and audience • • Group performance of a commercial piece	• Introduction to the independent choreography project • Students choose a stimulus and select a style or fusion of styles from the year • Developing a choreographic structure: motif, development, climax, resolution • Rehearsal process: giving and receiving peer feedback • Polishing and refining the routine • Final performance and evaluation of the creative process	Pupils can: Students should demonstrate a secure understanding of contemporary and commercial dance styles, be able to identify professional influences, and independently choreograph and perform an original group routine that draws on the styles and skills explored across the year.
Skills	• Contemporary technique • Practitioner analysis • Dynamics and physicality • Group performance	• Commercial style and performance quality • Style comparison • Pick-up skills • Projection and characterisation	• Independent choreography • Creative decision-making • Peer feedback • Evaluation and reflection	
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 and teacher assess commercial piece Written comparison task	Verbal feedback individually Theory tasks – written marking/corrections Peer assess and teacher assess final performance Written feedback for evaluation	
Direct Vocab Instruction	Contemporary, Release, Floorwork, Weight-sharing, Practitioner, Dynamics, Phrase, Analyse	Commercial, Street, Hip-hop, Projection, Performance quality, Characterisation, Audience, Purpose	Choreography, Stimulus, Motif, Development, Structure, Fusion, Refine, Polish, Evaluate	

Music

Year 8	Term 1 [7 lessons]	Term 2 [6 lessons]	Term 3 [7 lessons]	

	Film Music and Music from around the World	EDM and Pulse Project	Blues and Rock	End Points Golden Threads
Content	• Film Music • Samba	• EDM	• Traditional 12 Bar Blues • Rock from 60's through to 80's	Pupils can: Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture. They can read treble clef notation. They know how to play chords on a keyboard. They can perform, in a group using performance skills and be in time. To compose their own pieces within given genres and styles.
Skills	Composition Performing Keyboard Rhythms and timing Listening	Composition using technology Bandlab Performing Keyboard Rhythms and timing – drumming Off beat playing Listening	• Fusion Music • Keyboard • Chords • Walking Bass • Drumming • Off-beat playing • Singing • Performing	
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	Emotion, Rhythm, Structure, Phrase, Mood, Syncopation, Conductor	Ostinato, Hook, Polyphonic, Backbeat, Panning, synthesizer	Fusion, Bass, Ternary, Performance, Chord	

Drama and Dance

Year 9	Term 1 [20 lessons]	Term 2 [20 lessons]	Term 3 [20 lessons]	End Points Golden Threads
	Naturalism, jazz and contemporary	**Performance skills through showcase performances**	**Musical Theatre Production** **Musical Theatre Performance**	

Content	• 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
	  • Develop choreography knowledge as they are guided through a whole group dance routine
	  • Perform to peers at the end of the module
		• Students will combine their acting and dance skills to create a showcase performance
		• 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
		.
			• How to budget and design a hypothetical performance of a musical
			• 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
			• Showcase of their musical performance
				Pupils can:
				
				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.

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 [20 lessons]	Term 2 [20 lessons]	Term 3 [20 lessons]	

				End Points Golden Threads
	Theory through Practice **Solo Performing** **Film Music** **Ensemble Performing**	**Popular Music** **Ensemble Performing** **Forms and Devices**	**Bridging to GCSE** **Composing**	
Content	• Basic Theory • Solo Rehearsal and Performance • Film Music • Ensemble Rehearsal and Performance	• Binary • Ternary • Minuet and Trio • Rondo • Variation • Strophic	• Analysis • Theory • Composing	Pupils can: Show an understanding of the key elements of Music: Pitch, Tempo, Dynamics, Rhythm and Texture. They can read treble clef and bass clef notation. They can perform, solo and as part of an ensemble using performance skills and be in time. To compose their own pieces within given genres and styles.
Skills	Harmony Notation Performing Rhythms and timing Listening	Composition using technology Bandlab Performing Keyboard Listening Notation Analysis	Analysing set works Performing Composing	
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	Harmony, Performing, Rhythm, Polyrhythm, Value, Minimalist, Phrasing, Leitmotif	Binary, Ternary, Minuet and Trio, Rondo, Variation, Strophic, Conjunct, Disjunct, Arpeggio, Imitation, Drone	Fusion, Bass, Ternary, Performance, Modulation, Pedal, Canon, Sequence, Contrast	

KS4 Dance GCSE Curriculum

Year 10	Term 1		Term 2		Term 3		
	Module 1 **[15 lessons]**	**Module 2** **[12 lessons]**	**Module 3** **[12 lessons]**	**Module 4** **[9 lessons]**	**Module 5** **[7 lessons]**	**Module 6** **[12 lessons]**	
Skill Focus	**Foundations and Performance Skills**		**Set phrases, Duet/Trio and Choreography**		**Anthology and NEA**		**End Points** **Golden Threads**
Content	• GSCE Standards and expectations for the course set • Physical Skills Audit undertaken • Choreography • Start the set works appreciation: o Shadows – Christopher Bruce o Emancipation of Expressionism – Kenrick H2O Sandy o A Linha Curva - Itzik Galili		• Learn the AQA Set Phrases: o Breathe o Flux o Shift o Scoop		• Set works appreciation and comparisons: o The Infra – Wayne McGregor o Artificial Things – Lucy Bennett o Within Her Eyes – James Cousins • Exam technique – extended answers • NEA Performance		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	• One practical whole class One theory whole class feedback Peer assessment and teacher verbal feedback	• Individual feedback and improvement tasks to help with the dance appreciation tasks • DART task for written work	• One practical individual • One theory whole class feedback • Peer assessment and teacher verbal feedback	• Formative Solo Performance Assessment – Individual feedback and marked in accordance with the AQA mark scheme • Choreography assessed – individual mark	• Individual feedback on written tasks • Verbal teacher and peer assessment on the performance pieces	• Individual feedback and improvement tasks for exam questions and extended answers	
Direct Vocab Instruction	Accuracy, Coordination, Communication, Control, Coping, Pressure, Interpretation, Respond, Development, Action Plan, Fulfilled, Intention, Direction, Recording, Clarity, Success.				Stimulus, Dissecting, Research, Preparation, Style, Genre, Creation, Target, Audience, Consider, Practitioner / Choreographer	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		
	Module 1 **[15 lessons]**	**Module 2** **[12 lessons]**	**Module 3** **[12 lessons]**	**Module 4** **[9 lessons]**	**Module 5**	**Module 6**	
Skill Focus	**Unit 3 Mock**		**Unit 3 Controlled Assessment – Performing Arts In Practice**				**End Points** **Golden Threads**
Content	• 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.		• 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	• Individual feedback and improvement tasks to help with coursework	• Individual feedback and improvement tasks to help with coursework	• Individual feedback and improvement tasks to help with coursework	• Individual feedback and improvement tasks to help with coursework			
Direct Vocab Instruction	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,		Commissioned, Brief, Production, Artists, Social, Cultural, Political, Historical, Types of Organisations, Budgeting, Role, Responsibility, Promoting, Pitching				