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| Y7 | Drama | Film Piece- Scripted Performance. Developing Basic Skills of approaching a script, working as a group, performing and learning lines. Shrek, Toy Story, Up or The BFG | Physical Theatre- Introduction to physical theatre techniques such as; body propping, synchronised movement, choral speaking, freeze frames, slow motion. Series of physical theatre workshop lessons followed by physical theatre fairy tale pieces. | | Macbeth- Scripted performance. Exploration of Shakespearean language, characters and storyline. Devised elements to modernise the storyline. | Superheroes- Devised module around the theme of superheroes looking at character development, plotline, comedy/humour, action and climax/anti-climax | Peer Pressure- Role Playing & Devised Module. Developing skills of role playing, script creation, naturalistic acting. Small group performances. |
| | Music | Find Your Voice- Group based singing module Looking at developing understanding of voice, different sounds and different parts within the music | The Orchestra- Performance and appraisal module. Students work on individual performances of differentiated classical pieces and learn about the orchestra. | Folk Music- Multi-instrument performance module. Students look at the conventions of folk music and apply this knowledge to a performance of Drunken Sailor | Theme & Variation- Performance module. Students look at famous themes and then compose their own variations of these themes to demonstrate composition skills | Music & The Media- Composition Module. Students given a choice of briefs. They must work in groups to choose a brief, research and plan a piece of music. | Jingles- Composition module. Students look at jingles conventions and then compose their own conventions individually and as part of a group. |
| Y8 | Drama | Storytelling- Revolting Rhymes- Exploration of storytelling techniques including: Narration, Breaking the 4 th wall, Choral speaking & Collage Speaking | Cyberbullying- Devised and scripted work. Developing general acting skills such as projection, pace and pulse, space, levels etc. Girls like that- Scripted exploration. | Physical Theatre- Study of Brechtian theatre techniques and style through the creation of small group devised pieces. Mime & Gesture, Coming out of role, Audience in role etc. | Dreams and Nightmares- Devised module based on sensory stimulus and embedded physical theatre skills. | Murder Mystery- Devised Module around the theme of murder mystery, consolidating skills of narration, breaking the 4 th wall, character design, plot twists and the role of the host. | Political Messages Devised and Scripted module exploring a range of political messages. Students will integrate strategies learnt throughout KS3 into their personal response to stimuli. |
| | Music | Axes of Awesome- Group and solo singing module. Development of skills from Year 7 module with more emphasis on harmony, greater number of parts and greater choices of songs. while introducing chords. | Blues Music- Performing and appraisal Module. Students study the key conventions of Blues music and apply this knowledge to a variety of performance tasks building on chord structures. | The Beatles- Performing and Appraisal Module. Students learn about The Beatles before rehearsing one of a selection of Beatles pieces as a part of a group or solo performance. | Film Music- Performance & Appraisal Module. Students look at film music conventions and then work on individual and group performances of James Bond themes and leitmotif. | Sequencing/ Management- Composition & Management task. Students gain understanding about what is required when managing a group from marketing, to sourcing music to arranging and sequencing. | Spotlight- Performance Module. Students work on solo performance showcasing the musical knowledge and skills that they have developed throughout KS3. Students work on a song of their choice. |

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| Y9 | Perf Arts | Monologues, Duologues & Group Performance – Students will choose to specialise in drama or dance and will explore a range of monologues, duologues and then group dance performances. | Physical Theatre – Drama students will explore a range of physical theatre styles and techniques, developing on their KS3 work, while dance students will explore physical lift and interaction techniques. Students will document their rehearsals in a rehearsal log. | Set Work Explorations: Whether specialising in dance or drama, students will explore pre-existing works from 2 contrasting practitioners. Students will develop their rehearsal skills, whilst documenting their journey and evaluating their work and the work of others. | Showcase Performances – Students will develop their own pieces in a style of their choice to perform at the Creative Arts Showcase. | | |
| | Music | Unit 5 – Introducing Music Performance. Solo performance and group performance pieces. Students will focus on developing their performance skills on their chosen instrument. | | Unit 7 – Introducing Music Sequencing. Students will develop their knowledge of Garage Band and Logic Pro X by arranging and creating sequences through a range of stimuli. | Unit 1 and 2- The Music Industry and Managing a Music Product. Students will begin to study all of the different roles and responsibilities within the music industry and will arrange their own break and lunchtime concerts. | | |
| Y10 | Drama | Component 1- Students begin exploring 3 contrasting piece by studying Metamorphosis by Berkoff. | Component 1- Students continue their development by looking at Pantomime & Musical Theatre performances | Component 1- Students explore the final, naturalistic piece with choice of Two or Killed and start working on their presentations/promotional material. | Component 1 – Students finalise and deliver their presentations/ promotional material. | Component 2 – Students are issued with their scripted pieces or design roles and begin rehearsing. | Component 2 – Students develop their pieces and take part in a series of workshop performances and recordings. |
| | Music | Unit 1 – The Music Industry Exam. Students will develop and embed their knowledge of the Music industry in preparation for the Unit 1 Exam in January. Understanding the different organisations and job roles within the industry. | | Unit 7- Introducing Music Sequencing. Students will use stimuli from Film Music to show understanding of music software and sequencing skills. Students will create a help guild for this process. | Unit 5 & 7- Music Performance and Introducing Music Sequencing. Students will continue to develop their sequencing skills as well as developing their performance skills. | | |
| | Dance | Choreography – Group Focus – Students to work in groups of between 2 and 4 to create pieces in a style of their choosing. Performing Unit – Jazz Dance – Students will learn a series of jazz exercises, phrases and dances. Exam Work – Set Works, Contrast/Compare questions | | Choreography – Exploring Stimulus. Students will be given either a picture, theme or song stimulus, from which they must create a solo or group dance. Performing Unit – Set Phrases – Students will explore 2 of the 4 set phrases given by the exam board. Exam Work – Key Features | | Choreography – Solo Focus – Students will develop a 60 second solo performance in a style of their choosing. Performing Unit – Contemporary Performance – Students will learn a series of contemporary exercises, phrases and dances. Exam Work – Analysis of different dance styles. | |

Y11

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| <p>Drama</p> | <p>Component 2 - Students finalise their rehearsal of a scripted piece before evaluating their performance and completing their rehearsal log.</p> | <p>Component 3 – Students receive their brief which is set by the exam board. Students have 12 weeks to research, plan, rehearse and perform a devised piece based upon a given stimulus. Students will document their journey within a rehearsal log and will be recorded regularly for evidence.</p> | |
| <p>Music</p> | <p>Unit 2,3 &5 Unit 2- Managing a Musical Product- Students will use their knowledge of the Music Industry to research and plan their own musical product which will be a C.D or a Concert. Unit 3 (Optional)- Introducing Live Sound- Students will study plan for a live music event, demonstrate the understanding of health and safety and set up and use a live music system. Unit 5 (Optional)- Introducing Music Performance- Students will develop their performance skills. They will work on making effective use of their practice time and will perform two contrasting pieces for an audience.</p> | | |
| <p>Dance</p> | <p>Performance – Set phrases Rehearse Scoop and shift technical set phrase. C1b– Set phrase development (Performance) Learn a contemporary dance motif and develop the set phrase using theme. Marked on their physical, expressive and mental skills. Choreography Workshops exploring different stimulus from the 2019-20 booklet in varies relationships and develop using RADS, choreographic devices and a structure. Exam Work - Anthology Revision of A Linha Curva dance work and physical and mental skills.</p> | <p>Performance Set phrase development Develop the contemporary dance motif and refine using expressive, physical and mental skills. P2S2 Marked on their physical, expressive and mental skills. Choreography Continue to explore a stimulus from the 2019-20 booklet in a duet or solo and develop using RADS, choreographic devices and a structure. Exam Work - Anthology Revision of Within Her Eyes Things dance work. P2S2 to complete a written exam mock.</p> | <p>Exam Work - Written Paper revision/preparation Section A Choreography Section B Physical, expressive and mental skills. Own work – reference Section C 6 professional dance works.</p> |