

DRAMA/PERFORMING ARTS - ACTING

Curriculum Map – Year 7

<p>Year 7 Overall Intent Students will cover a range of topics and skills in Year 7; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, social and communication skills, as well as developmental skills in reflection and self-evaluation. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this.</p>				<p>Key prior knowledge and skills Very little in terms of practical work done at primary school, unless drama has been incorporated into other lessons, or the student has been involved in extra-curricular drama. Most students will have been involved in a primary school performance and so may have an understanding of the basic principles of putting on a show. Getting to know the students via early baseline assessment is vital in establishing what differentiation may be needed.</p>		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Introduction to Drama	Pantomime	Silent Movies	Terrible Fate of Humpty Dumpty (Scripted)	Drama Masks	Abstract Theatre (An Introduction to Stimuli)
Summary of key knowledge and skills	Appreciation of different style/genres of theatre. Key skills are embedded by incorporating them into different performances. Key skills are utilised, whatever the mechanism, for emphasis in line with the performance. <i>Key Knowledge - Still Image, Facial Expression, Mime Movement and</i>	Introduction to pantomime – creating characters that are stereotypical of the genre. Understanding the use of comedy and exaggeration to create characters and storyline fitting to Pantomime. <i>Key Knowledge - Stock Characters, Origin, Fairytales, Exaggeration, Comedy, Mime, Direct Address,</i>	Embedding an understanding of key movement skills in performance through the topic of Silent Movies. Students will gain understanding of the importance of facial expression, mime, movement and gesture during this half term as well as understanding the genre and in particular, how to create and perform slapstick comedy.	Script work – play surrounds the topic of bullying (SMSC). Gives students the opportunity to learn lines; this will also help in other subjects. Page to stage – using stage directions, playwright’s intent. Understanding of how to perform a given character. <i>Key Knowledge - Script Layout, Characterisation, Working as a group,</i>	Introduction to theatre masks and the rules behind using masks. Appreciation of how masks accentuate a character's feelings. How to apply prior knowledge of mime, movement and gesture to create effective characterisations in mask work. <i>Key Knowledge - Mime, Movement and Gesture,</i>	Use of lighting, sound, music, dramatic non-naturalistic techniques to create tension and atmosphere in performance. How to work from a stimulus to develop a storyline. Students develop their devising skills and communication skills to create abstract theatre.

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	<i>Gesture, Vocal Technique, Teamwork, Confidence.</i>	<i>Audience Participation, Fourth Wall.</i>	<i>Key Knowledge - Mime, Movement and Gesture, Facial Expression, Comedy, Rule of Three, Synchronised Movement, Slapstick.</i>	<i>Leadership, Improvisation, Method Acting, Problem Solving, Vocal Technique, Spacing and Proxemics.</i>	<i>Characterisation through the body, Rules of Mark Work, Character Biographies, Emotion Memory.</i>	<i>Key Knowledge - Abstract Theatre, Devising, Stimuli, Communication, Improvisation, Introduction to Mediums and Elements.</i>
Links to other subjects	English (working from written extracts)	English (Script Work) History (of Pantomime)	PSHE: Enjoyment and enthusiasm, confidence building, team work History (of silent movies) Music (performing to)	English (Script Work) PSHE: Team work, confidence building, topic of Bullying.	History of Masks	Technical Theatre English (working from written extracts and interpreting)
Extra Curricular and enrichment	Year 7 drama club is offered to all pupils. Students also have the opportunity to audition and take part in the school pantomime (yearly) and/or whole school musical (every two years). All Netherwood Academy students are issued a theatre enrichment booklet at the start of the year, this booklet has a variety of performance styles and genres so students have the opportunity to go and experience a live performance at the theatre.					
Links to careers Director / Live Performer / Dance / Sound & Lighting technician and design/ Script Writer /Producer/ Set Design/ Stage Manager				Links to PSHE, ethos and values Performing together requires consideration for others, respect, good listening ability and social awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience and perform theatre from all genres and cultures.		

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How can parents support learning Encourage regular visits to a wide variety of theatre performances for pleasure.
Encourage students to join extra-curricular activities such as drama/dance/musical theatre out of school to build confidence.
Encourage students to get actively involved in the Performing Arts department's range of clubs and trips on offer.
Remind students to complete their homework when set.
Guidance on choosing Performing Arts for GCSE and potentially a career option.

Other comments
Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Drama. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.

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curriculum Map – Year 8

Year 8 Overall Intent Students will re-cap a range of topics and skills from Year 7; these will include basic drama skills such as freeze frame, vocal skills, devising work and scripted work. These skills will be built upon and knowledge will be deepened in order for students to understand how to create effective theatre. Students will develop their knowledge of differing genres within Drama, and will link prior learning from Y7 to new topics and skills, such as the Mediums and Elements of Drama and Classical Theatre. Using subject specific terminology, students will become more adept at evaluating their own performances and the performances of others.				Key prior knowledge and skills Basic Drama Skills – these have been embedded throughout Year 7. Strong focus on technical terminology that has been learnt, as well as self-evaluation and communication skills in Year 7. This terminology will be used throughout the year, and key words will be added as the year progresses.		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Developing Skills	Melodrama	Victorians (Responding to Stimuli)	Physical Theatre	Shakespeare (A Midsummer Night's Dream)	Mediums and Elements of Drama
Summary of key knowledge and skills	Key skills are embedded by incorporating them into different performances. These skills become more subtle and impressive. How sub-text is shown in performance, using a variety of techniques. Key skills are utilised, whatever the mechanism, for emphasis in line with the	Looking at exaggeration and stock characters, with links to Pantomime from Y7 – creating characters that are stereotypical of the genre. Key skills are embedded by incorporating them into different performances. <i>Key Knowledge - Tension, Characterisation, Performing to a Genre, Pitch, Pace</i>	Using a stimulus (Victorians) to re-create historical events for stage. Links to abstract theatre from Y7, incorporating music, sound, lighting, non-naturalistic techniques to portray tension and atmosphere in performance. Off-script work allows students to think outside the box. <i>Key Knowledge - Tension & Atmosphere,</i>	Physical theatre – how to create setting/props using a student's physicality. How to create abstract drama (prior knowledge from Y7). Using key performance skills to create devised performances that are non-scripted. Using imagination to translate a	Introduction to Shakespeare and research into Classical Texts. How to bring classical characters to life. Using embedded key performance skills to create scripted performances from a classical text. Looking at similarities and differences between modern and classical texts (in prep for KS4) Off-script workshops also allow students to consider depth of characters in the play. <i>Key Knowledge-</i>	Introduction to the Mediums and Elements of Drama. Why mediums and elements are important and how they work in naturalistic and/or abstract performances. Students will use prior knowledge from 'Abstract Theatre' in Y7 to create performances that incorporate the mediums and elements of Drama.

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	performance. <i>Key Knowledge - Choral Speaking, Synchronised Movement, Thought-Tracking, Method Acting, Improvisation.</i>	<i>and Tone, Comedy Acting, Proxemics.</i>	<i>History of Victorians, Working to a Stimulus, Facial Expression, Improvisation, Elements of Drama, Focus, Tableau.</i>	story into a performance. <i>Key Knowledge - Devising, Communication, Physicality, Energy, Flexibility, Styled Movement.</i>	<i>History of Shakespeare, Classical Texts, Shakespearean Language, Direct Address, Subtle Movement, Pitch, Projection, Pace, Articulation.</i>	<i>Key Knowledge - Costume, Make-Up, Music, SFX, Lighting, Space, Set, Props, Voice and Language, Stylised Movement, Plot.</i>
Links to other subjects	English (poetic structures, script writing/extracts)	English (Working from a Script) History (of Melodrama)	History (Victorian Era) English (Working from and analysing Extracts)	Physical Education English (research based tasks)	History (of Shakespeare and the period) English Literature (reading from and analysing a classical script)	Technical Theatre English (research based tasks) Maths (Working in % on control desks)
Extra Curricular and enrichment	Year 8 pupils have the opportunity to audition and take part in the school pantomime (yearly) and/or whole school musical (every two years). All Netherwood Academy students are issued a theatre enrichment booklet at the start of the year, this booklet has a variety of performance styles and genres so students have the opportunity to go and see a live performance at a theatre.					
Links to careers Director / Live Performer / Dance / Sound & Lighting technician and design/ Script Writer /Producer/ Set Design/ Stage Manager				Links to PSHE, ethos and values Performing together requires consideration for others, respect, good listening ability and social awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience and perform theatre from all genres and cultures.		
How can parents support learning Encourage regular visits to a wide variety of theatre performances for pleasure. Encourage students to join extra-curricular activities such as drama/dance/musical theatre out of school to build confidence. Encourage students to get actively involved in the Performing Arts department's range of clubs and trips on offer. Remind students to complete their homework when set. Guidance on choosing Performing Arts for GCSE and potentially a career option.				Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Drama. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.		

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Curriculum Map – Year 9

Year 9 Overall Intent Students will re-cap a range of topics and skills from Year 8; these will include basic drama skills and more developed skills such as devising work, scripted work, mime, movement and gesture, as well as the differing genres of Drama and Mediums/Elements. The aim of this is to let our students experience how it feels to be creative, both in having ideas and then realising those ideas, to creating convincing characters within a play. Students develop confidence and presentation skills, as well as reflection and self-evaluation; these are all important life skills. Memory skills play a vital role in all exam subjects now, as a result of the change to linear exams, and drama encourages this. In Year 9, students are given an idea of what is to be expected if they decide to take Drama as a GCSE option, by way of more detailed evaluation and longer performances. Topics become more 'mature' and relevant to their age.				Key prior knowledge and skills Performance skills will have been embedded in students throughout Years 7 and 8. Strong focus on technical terminology that has been learnt, as well as self-evaluation in Year 7 and 8. This terminology will be used throughout Year 9, and key words will be added as the year progresses. Teamwork is vital – this carries through to KS4 where group work is mandatory. Prior knowledge of the theatre and performance skills are built upon and developed in Y9, in preparation for GCSE level.		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	The Performing Arts Industry	'Teechers' Scripted	Titanic	Devising (TiE)	Practitioner (Stanislavski)	Monologues
Summary of key knowledge and skills	Students will undertake research tasks in order to understand all the elements that go into making up a live theatre production. This will include research and understanding of	Script work – 'Teechers' by John Godber. Gives students the opportunity to learn lines; this will also help in other subjects. Page to stage – using stage directions,	Using a stimulus (Titanic) to re-create historical events for stage. Embedding prior knowledge from Victorians (Y8), incorporating non-naturalistic techniques to portray tension and	Theatre in Education – audience receiving an important message from the performance. Interacting with an audience whilst on stage. Builds confidence further in responding	Naturalistic Theatre - new techniques and models; how to develop a naturalistic character through workshops and the use of Stanislavski's theories and ideologies. Expanding prior knowledge of	Script Work - reciting lines and developing an effective/realistic characterisation (using knowledge from HT5). Building confidence in performing solo. Building on key skills from Y7 & 8 such as

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	lighting/sound directors and their roles, costume and set designers, stage managers, Front of House staff and so forth. Students will look at budgets, ticket pricing, staffing and advertising for a hypothetical performance. <i>Key Knowledge - Working within the performing arts, job roles, budgeting, advertising, marketing, stage management.</i>	playwright's intent potentially linking to Practitioners ideologies for G&T students. <i>Key Knowledge - Stereotypes, Stage Presence, Comedy, Characterisations, Confidence, Interpretation.</i>	atmosphere in performance. Working with real life documentation (diary entries, biographies etc.) allows students to deepen characterisations. Appreciation for thought provoking theatre. <i>Key Knowledge - Story Telling, Abstract Performance, Tension and Atmosphere, Character Biographies, Use of Proxemics, Slow Motion.</i>	to a stimulus, as skills are embedded and enhanced for a third year. <i>Key Knowledge - Direct Address, Slow Motion, Thought - Tracking, Use of Pause, Introduction to Bertolt Brecht, Alienation.</i>	developing characterisations. <i>Key Knowledge - Given Circumstances, Method of Pysical Action, Emotion Memory, Magic If.</i>	mime, movement, gesture, vocal skills, interpretation. <i>Key Knowledge - Direct Address, Spatial Awareness, Stage Presence, Vocal Technique, Building Emotion, Confidence, Use of Pause.</i>
Links to other subjects	Maths (budgeting) ICT (advertising) Citizenship (careers)	PSE (Stereotypes) English (working with a script)	History (of Titanic) English (working with and analysing extracts) Music (to create tension & atmosphere)	Citizenship/Politics/ Current Affairs PSHE: Enjoyment and enthusiasm, confidence building, team work	English (research based tasks) History (of theatre practitioners) Music	English (working from/writing a script) PSHE: Enjoyment and enthusiasm, confidence building.
Extra-Curricular and enrichment	Year 9 pupils have the opportunity to audition and take part in the school pantomime (yearly) and/or whole school musical (every two years). All Netherwood Academy students are issued a theatre enrichment booklet at the start of the year, this booklet has a variety of performance styles and genres so students have the opportunity to go and see a live performance at a theatre. In year 9 we also offer any students that have chosen performing arts as an option an opportunity to go to London on the three day residential visit.					
Links to careers Director / Live Performer / Dance / Sound & Lighting technician and design/ Script Writer /Producer/ Set Design/ Stage Manager				Links to PSHE, ethos and values Performing together requires consideration for others, respect, good listening ability and social awareness.		

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	Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience and perform theatre from all genres and cultures.
<p>How can parents support learning Encourage regular visits to a wide variety of theatre performances for pleasure.</p> <p>Encourage students to join extra-curricular activities such as drama/dance/musical theatre out of school to build confidence.</p> <p>Encourage students to get actively involved in the Performing Arts department's range of clubs and trips on offer.</p> <p>Remind students to complete their homework when set.</p> <p>Guidance on choosing Performing Arts for GCSE and potentially a career option.</p>	<p>Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Drama. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.</p>

<p>Year 10 Overall Intent</p> <p>The intent of the year 10 curriculum is for students to gain confidence in their own group through ensemble workshops, to develop these ensemble skills through public performance opportunities and to develop their acting and directing skills through group and independent work. Students will cover a range of topics and skills including practitioners, physical theatre, directing, advanced performance skills and understanding a script. Students develop confidence and presentation skills, social and communication skills, as well as reflection and self-evaluation.</p>				<p>Key prior knowledge and skills</p> <p>Students will join the course with prior knowledge covered in KS3.</p> <p>All students take part in Drama in KS3 so will have some knowledge on performance and production skills which are transferrable and has been designed to prepare those students for KS4.</p>		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Acting technique & performance.		Performing A Text (Unit 212)			Live Mock
Summary of	It is vital for students in KS4 to		This unit gives the students the opportunity to showcase and embed skills based			Students will develop

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key knowledge and skills	<p>develop strong bonds and relationships prior to beginning assessment work, as well as develop the basic acting and performance skills needed to succeed in the RSL course. This unit enables students to interact using a range of ensemble techniques, to work in a range of different groups and to develop communication and acting skills.</p> <p><i>Key knowledge: communication, focus, physical skills, performance skills, stage presence, emotion memory and self-evaluation skills.</i></p>	<p>on the students prior knowledge, in both KS3 & KS4, they will begin to apply their chosen skills and techniques within this unit. Students will perform two contrasting performances using skills and techniques learnt in lessons. As a result they will rehearse and perform as an actor, taking direction from a peer acting as a director to industry standards. Students will reflect on progress and final performance. This will be done through self and peer assessment.</p> <p>Within this unit students will be highlighting practitioner styles, identifying strengths and areas to improve. After each performance they will evaluate both progress and performance in the form of either a written reflection or a Viva in line with the RSL course guidelines.</p> <p><i>Key knowledge: communication, focus, physical skills, performance skills, stage presence, leadership, emotion memory and self-evaluation skills.</i></p>	<p>their directing and acting skills as a 'mock' exam for the Y11 exam. They will work from a given brief to plan, create, direct, perform and review their own performance. Students will develop their research skills, record their thoughts and feelings about the process of developing a piece of theatre from beginning to end.</p> <p><i>Key knowledge: developing knowledge of the staging and directing process, responding to a brief and continuation of key skills from previous unit.</i></p>
Links to other subjects	<p>Performing Arts – performance key skills</p>	<p>Performing Arts – performance key skills English - extended writing skills IT- music editing. Art/textiles- costume/set/props.</p>	<p>Performing Arts – performance key skills English - research tasks Art/textiles- costume/set/prop design</p>
Extra Curricular and enrichment	<p>KS4 catch up, drama club, opportunity to lead at KS3 drama club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year. We also offer any students that have chosen acting as an option an opportunity to go to London on the three day residential visit.</p>		
<p><u>Links to careers</u></p> <p>On completion of the RSL Performing Arts Acting course, students will gain the knowledge, skills and understanding to progress to study Performing Arts FE at Level 2/3. Students may then want to consider to progress to Higher Education courses with postgraduate study in a range of specialist areas such as teaching, directing, events management and drama</p>		<p><u>Links to PSHE, ethos and values</u></p> <p>Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity</p>	

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<p>therapy.</p> <p>This course could form the successful foundations of a career in acting. Students could work as:</p> <ul style="list-style-type: none"> • An actor in a range of entertainment industries • In touring and producing theatre companies • A performer in theatre, film, TV, video, radio, street entertainments or theatre • In education • A holiday or cruise ship entertainer • A director • A teacher • Voice over artist or specialising in areas such as voice/dialect coach, stage combat and drama therapy <p>But the course also offers transferable skills that are desirable in many other industries.</p>	<p>to experience drama from other backgrounds/cultures (External Exam preparation activities)</p>
<p><u>How can parents support learning</u></p> <p>Encourage enrichment by regular visits to a wide variety of theatre performances.</p> <p>Encourage students to join extra-curricular activities such as drama/musical theatre out of school to build confidence.</p> <p>Encourage students to get actively involved in the Performing Arts department's range of clubs and trips on offer.</p> <p>Encourage students to take part in industry led workshops.</p> <p>Encourage students to read scripts and drama technique books/articles.</p> <p>Remind students to complete their coursework and support teacher contact with home</p>	<p><u>Other comments</u></p> <p>Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Acting. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.</p>

<p><u>Year 11 Overall Intent</u></p> <p>The intent of the Year 11 curriculum is to ensure students successfully consolidate the skills they</p>	<p><u>Key prior knowledge and skills</u></p> <p>Key skills in performance, acting technique and performance,</p>
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have developed throughout the qualification. Students will further develop their acting skills to prepare them for their exam piece and allow them to develop their response to a number of different stimuli to equip them with the tools to respond to the exam brief.			directing, public performance opportunities, practitioners, scripted performances and crucial skills in independent learning for external examination.			
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Advanced Practitioner Workshops	External Exam Preparation	Live Performance (External exam unit 201)		Acting Workshops	NA
Summary of key knowledge and skills	It is vital for students in KS4 to continue to develop strong bonds and relationships prior to the final assessment, as well as develop a deeper understanding of acting and performance skills needed to succeed in the RSL course. This unit enables students to interact using a range of ensemble techniques, to work in a range of different groups and to develop communication and acting skills. As well as delivering this content teaching industry standards. <i>Key knowledge: communication, focus, physical skills, performance skills, stage presence, emotion</i>	Students develop understanding and preparation of skills prior to external examination through workshops, meetings and discussions, and exploration tasks. <i>Key knowledge: retaining repertoire, performance environments, strategies for nerves, techniques for communication with the audience and presentation skills, health and safety, and music and movement choices.</i>	Independent task (no teacher input) in response to the external exam brief. <i>Key knowledge: Planning and preparation techniques, demonstrating ability to apply skills for planning, rehearsal and performance from previous units independently of outside help, ability to communicate with other personnel (staff/media/ support staff), ability to analyse and assess own skills and personal aims and to reflect and analyse on a performance with considered responses)</i>		Students may not be in lessons after completion of external exam. Students are given the opportunity to develop their ensemble skills in a KS5 style performance task. Students that are going on to study performing arts at FE level will be given the opportunity to work on audition pieces.	NA

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	<i>memory and self-evaluation skills.</i>				
Links to other subjects	Performing Arts – performance key skills	Performing Arts – performance key skills English - extended writing skills	Performing Arts – performance key skills English - extended writing skills	Performing Arts – performance key skills English - research tasks	
Extra Curricular and enrichment	KS4 catch up, drama club, opportunity to lead at KS3 drama club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year. We also offer any students that have chosen acting as an option an opportunity to go to London on the three day residential visit.				
<u>Links to careers</u> On completion of the RSL Performing Arts Acting course, students will gain the knowledge, skills and understanding to progress to study at FE at Level 2/3. Students may then want to consider to progress to Higher Education courses with postgraduate study in a range of specialist areas such as teaching, directing, events management and drama therapy. This course could form the successful foundations of a career in acting. Students could work as: <ul style="list-style-type: none"> • An actor in a range of entertainment industries • In touring and producing theatre companies • A performer in theatre, film, TV, video, radio, street entertainments or theatre • In education • A holiday or cruise ship entertainer • A director • A teacher • Voice over artist or specialising in areas such as voice/dialect coach, stage combat and drama therapy But the course also offers transferable skills that are desirable in many other industries.			<u>Links to PSHE, ethos and values</u> Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience drama from other backgrounds/cultures (External Exam preparation activities)		
<u>How can parents support learning</u> Encourage enrichment by regular visits to a wide variety of theatre performances. Encourage students to join extra-curricular activities such as drama/musical theatre out of school to build confidence. Encourage students to get actively involved in the Performing Arts department's range of clubs			<u>Other comments</u> Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Acting. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong		

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and trips on offer.

Encourage students to take part in industry led workshops.

Encourage students to read scripts and drama technique books/articles.

Remind students to complete their coursework and support teacher contact with home

subject knowledge and creative teaching.

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Curriculum Map – Year 7

Year 7 Overall Intent The intent of the Year 7 Music Curriculum is to provide students primarily with as much exposure to practical music making as possible, on a wide range of instruments. This is an experience which many of them will not have had at Primary School. The key musical concepts of Listening, Performing and Composing are woven into all schemes of work. Within each scheme the students are taught about the key elements of music, how to recognise them and how to apply them to practical music performance.				Key prior knowledge and skills Most students will arrive with no prior music experience or skill. Some students will have had exposure at Primary school to Wider Opps (whole class teaching of an instrument) for 1 year. A handful of students will be receiving one on one tuition on an instrument of their choosing. One or two may have been performing on instruments for several years and have taken grades. Getting to know the students via early baseline assessment is vital in establishing what differentiation may be needed.		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Rap Music	Rhythm & Elements	Graphic Scores	Guitars & Vocals	Notation & Keyboards	Music Technology 1 – Dance Music
Summary of key knowledge and skills	Pupils will develop composition skills through the composition of their own rap piece and performance skills through the rehearsal, development and performance of their own piece. Pupils will learn to understand features of lyric writing such as hooklines, stab words and rhyming couplets. <i>Key knowledge: Structure (AAB), rhyming couplets, stab words, rhythmic devices, hooklines</i>	This unit will introduce pupils to the concept of composition for instruments and check prior knowledge about rhythms and simple notation. It will also introduce pupils to performance skills using a range of instruments. This will be done through composing a rhythmic piece of music, listening tasks associated with elements of music and performance of	Pupils will be introduced to graphic scores and will learn to experiment with sound. Pupils will work in groups creating their own performances from a variety of stimuli, notations and use of musical clichés. <i>Key knowledge: Timbres, textures, Foley, applying sounds and elements, musical clichés (low pitch/high pitch/dissonance) in horror film score, reading from a</i>	Pupils develop instrumental skills on guitar and also vocal performance skills. Pupils develop an understanding of communication as a key musical skill and awareness of performing two different musical skills within a group situation. <i>Key knowledge: Chords, key signatures, strumming patterns, TAB, vocal techniques (projection/articulation/phrasing/use of the diaphragm)</i>	Pupils will develop keyboard skills through the performance of chord structures, the applying of notation and composing their own pieces for keyboard for a solo performance task. <i>Key knowledge: triad chords, staff notation (treble clef), relationships between chords and melodic ideas, note durations (quaver, semiquaver,</i>	Builds on previous understanding of notation and durations and introduces pupils to music software sequencing, creating a composition through Logic Pro, editing their work and mastering the final edit <i>Key knowledge: Sequencing and the tools needed to sequence (transport bars, editing, quantize), chords and melody, loops,</i>

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		both rhythmic pieces using percussion and singing activities. <i>Key knowledge: Tempo, texture, timbre, dynamics, pitch, duration, unison, call and response, melody, ostinato, reading from a score</i>	<i>graphic score, soundscapes</i>		<i>crotchet, minim, semibreve)</i>	<i>building from monophonic to polyphonic textures</i>
Links to other subjects	English (poetic structure)	Maths (rhythmic values/fractions)	PSHE: Enjoyment and enthusiasm, confidence building, team work	Maths (triad patterns/chords)	Maths (triad patterns/chords, intervals, values)	ICT (use of software packages)
Extra Curricular and enrichment	Guitar club, music technology club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year					
Links to careers Composer / Live Performer / Session Musician / Sound technician and design / Foley Artist / Arranger /Songwriter / Producer				Links to PSHE, ethos and values Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience music from other backgrounds/cultures (rap/rhythm and elements/Music tech)		
How can parents support learning Encourage regular listening to a wide variety of music at home for pleasure. Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum. Encourage students to get actively involved in the music department's range of clubs ad trips on offer. Remind students to complete their written homework when set. Guidance on choosing music for GCSE and potentially a career option				Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Music. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.		

curriculum Map – Year 8

Year 8 Overall Intent The key intent of the year 8 curriculum is that pupils will develop the skills learned in year 7 and be able to apply them in more complex contexts, including in a range of world music styles. They will develop the ability to perform a more complex independent part as part of a group and to develop their understanding of musical contexts such as historical importance, broader compositional techniques and applying techniques in styles that may not be familiar prior.				Key prior knowledge and skills Pupils have developed their understanding of important performance skills and built confidence throughout year 7. They have developed their skills on a range of instruments and in a range of styles and have a good awareness of the musical elements which are the building blocks of all styles and piece of music. They will be able to use treble clef notation and TAB with some confidence and use previous knowledge to develop on independent skills.		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Blues	Composition & Arrangement – Canon, serialism, aleatoric	Fusion – samba, salsa, reggae, African drumming	Music Technology 2 - Minimalism	Pop Song Performance – The Beatles	Pentatonics
Summary of key knowledge and skills	Pupils develop skills from previous units such as group work skills, songwriting, triads and composing to gain an understanding of the Blues, structures and history. They will develop improvisation skills	Pupils develop an understanding of different compositional styles and techniques, putting into practice their own previous learning of chords and triads and learning about Western classical	Pupils will learn about different genres and styles of music. They will both listen to and create elements from different world musics and create a fusion performance which uses the different styles which	Pupils develop their understanding of composition techniques through music technology and the use of Logic Pro. They will develop an understanding of Minimalism and the techniques/key	Pupils perform extended pieces with a sense of direction and shape in melody, rhythm and overall form. Pupils evaluate and justify own judgements thinking about style, genre and traditions. Pupils will learn about the context of current pop music and the	Pupils learn about music from other cultures including Balinese/Javanese Gamelan and Japanese pentatonics building on previous notation and performance skills in a non-Western context Key

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	using the Blues scale and be able to perform independent parts <i>Key knowledge: 12 Bar Blues structure, AAB vocal structure, improvisation, Blues scale, walking bass line, transposition between key signatures, use of primary chords (I, IV, V)</i>	compositional styles and early 20th Century compositional techniques. <i>Key knowledge: Canon, ground bass, aleatoric, atonal, serialism, chromatic scale, arranging</i>	they have learned. <i>Key knowledge: Reggae features (skank, drop beat, riddim), salsa features (clave rhythm, syncopation), African polyrhythmic playing</i>	words surrounding this. Pupils develop skills in editing, mixing and mastering using sequencing software <i>Key knowledge: Cell pattern, augmentation, diminution, note subtraction, note addition, phasing, metamorphosis, rhythmic displacement</i>	development of the genre from the 1960s <i>Key knowledge: musical communication, fluency, balance, intonation, time management, independent practice techniques, warm up techniques, learning repertoire, musicality and sensitivity</i>	<i>knowledge: Pentatonic scale and its applications and use, Haiku, Gamelan orchestral instruments, use of the slendro and pelog scales</i>
Links to other subjects	History (slavery), Maths (intervals/use of the blues scale, transposition), English (lyric writing/poetic structures)	Maths (serialism/12 tone music/chromatics) English (aleatoric song structure) History (Pachelbel – use of ground bass pattern throughout history)	Geography (music from Africa, South America, Jamaica), PSHE (Discussions on Rastafarianism, religious connotations to djembes, immigration)	ICT (use of sequencing software)	History/SMSC - cultural context of 1960s and development through to the modern period	History (Merry Christmas Mr Lawrence/WWII), English (use of Haiku), Geography (Indonesian and Japanese culture)
Extra Curricular and enrichment	Guitar club, music technology club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year					
Links to careers Composer / Live Performer / Session Musician / Sound technician and design / Foley Artist / Arranger / Songwriter / Producer				Links to PSHE, ethos and values Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience music		

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	from other backgrounds/cultures (South America, Jamaica, Africa, Indonesia, Japan)
<p><u>How can parents support learning</u></p> <p>Encourage regular listening to a wide variety of music at home for pleasure.</p> <p>Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum.</p> <p>Encourage students to get actively involved in the music department's range of clubs and trips on offer.</p> <p>Remind students to complete their written homework when set.</p> <p>Guidance on choosing music for GCSE and potentially a career option</p>	<p><u>Other comments</u></p> <p>Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Music. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.</p>

Curriculum Map – Year 9

<p><u>Year 9 Overall Intent</u></p> <p>The intent of the year 9 curriculum is to prepare pupils for the necessary skills and attributes to be successful in the KS4 course whilst broadening their understanding of compositional techniques, performance and stagecraft techniques and importantly independent composition with a clear understanding of the devices and techniques used within. Pupils – including those who do not choose music as a KS4 option – should complete year 9 as confident performers with a range of employability skills which will support them in all subjects.</p>				<p><u>Key prior knowledge and skills</u></p> <p>Pupils have developed their understanding of composing, performing and listening in a broad range of styles. They have confidence in independent performance, experience on a range of instruments and an understanding of musical contexts from around the world. Pupils understand musical cliches and theoretical concepts and devices important to the creation of more independent work.</p>		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	4 Chords	Theme and Variations	Music Technology 3 – Computer Music	Cover versions (genres)	Composing to a Brief	Performing to a brief
Summary of key knowledge and skills	Pupils develop their understanding of primary and secondary chords	Pupils explore many musical concepts through a unit on variations in a	Pupils use music technology techniques to create a piece of music for a	The purpose of this unit is for pupils to apply skills and knowledge developed	Pupils use a KS4 style brief based on a popular music style (briefs to vaguely	Pupils use songs from the previous scheme to develop a performance using a

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	through the performance of songs in the 4 chords structure. Pupils develop whole class performance skills and group performance skills through the performance of the songs in their own band and arranging for individual specialisms <i>Key knowledge: primary and secondary chords, pop music cliches, chord inversions (root, 1st, 2nd), major and minor tonality and structure in modern songs</i>	relatively short space of time including compositional techniques. Pupils develop an understanding of different ways in which a musical idea can be developed and how to apply different musical concepts to the original idea <i>Key knowledge: melodic variations (inversion, retrograde, retrograde inversions), harmonic variation (chords – dominant, sub-dominant, relative minor), rhythmic variation, textural variation (parallel motion, contrary motion, conjunct motion, counter melody)</i>	computer game. They develop an understanding of the features of computer game music, the importance of the use of music in the current music industry and how to develop their own pieces of music using Logic Pro X <i>Key knowledge: use of leitmotif, storyboarding techniques and cue sheets, transitions and stinger tags, application of loops and drones in a filmic format, developing soundscapes</i>	over previous units and to apply them in a way that contextually applies to what they listen to outside of school and how musicians learn in a professional or semi-professional band situation. Pupils develop the key band skills with more independence <i>Key knowledge: functional instrumental skills, texture and its effect on the enjoyment of music, independent use of tablature, notation, lyric sheets etc, altering a full range of musical elements within a piece to create a new version of a piece.</i>	follow the RSL previous year briefs) to create a piece of music demonstrating a range of previous techniques and developing new concepts <i>Key knowledge: pop song structure, chord progressions and use in particular styles of music, lyrical structures, use of extended chords (7ths, 9ths, 13ths), suspended chords, cadences (perfect, imperfect, plagal, interrupted), modes</i>	full range of key skills based on the KS4 criteria. Pupils work on stagecraft techniques as well as pre-performance anxieties, image and audience expectations and stage presence <i>Key knowledge: communication, balance, physical and musical expression, stage presence, phrasing, control, image, body language, focus, interpretation</i>
Links to other subjects	Maths (inversions, intervals, patterns)	History – historical contexts of modern nursery rhymes (Mozart, Mahler)	ICT (use of sequencing software, video editing tools)	PSHE: Enjoyment and enthusiasm, confidence building, team work	PSHE: Enjoyment and enthusiasm, confidence building, team work	Drama: Use of key skill techniques
Extra Curricular and	Guitar club, music technology club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year					

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enrichment	
<p>Links to careers Composer / Live Performer / Session Musician / Sound technician and design / Foley Artist / Arranger / Songwriter / Producer</p>	<p>Links to PSHE, ethos and values Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness.</p> <p>Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience music from other backgrounds/cultures (Unit 201ta – Musical Knowledge and genres work)</p>
<p>How can parents support learning</p> <p>Encourage regular listening to a wide variety of music at home for pleasure.</p> <p>Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum.</p> <p>Encourage students to get actively involved in the music department's range of clubs and trips on offer.</p> <p>Remind students to complete their written homework when set.</p> <p>Guidance on choosing music for GCSE and potentially a career option</p>	<p>Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Music. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.</p>

<u>Year 10 Overall Intent</u> The intent of the year 10 curriculum is for students to gain confidence in their own group through ensemble workshops, to develop these ensemble skills through public performance opportunities and to develop their own instrumental skills through solo performance.				<u>Key prior knowledge and skills</u> Key skills in ensemble performance, development of instrumental techniques, confidence in using compositional techniques and sequencing software (Logic Pro)		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Key Skills/Music Workshops	Ensemble Performance and Genres (Unit 201ta)		Solo Performance (Unit 205ta)		Composition
Summary of key knowledge and skills	It is vital for students in KS4 to develop strong bonds and relationships prior to beginning ensemble work. This unit enables students to	Students will develop their ensemble performance skills as a ‘mock’ exam for the Y11 exam. They will work from a given brief to plan, prepare, organise and run their own performance as part of the Performing Arts Showcase. Students will also begin work towards the core element of Musical		Students develop the capacity to maximise their development as musicians, to recognise success and encourage improvement in areas which require further work. The aim is for students to develop their instrumental skills on their chosen instrument as their primary too for creating and performing music. <i>Key</i>		Students will gain an awareness of compositional protocols in a specified style, the aim being to create music that is

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	interact using a range of ensemble techniques (singing, ukulele, recorder, band performance, samba) to develop communication, timing and verbal skills within their group <i>Key knowledge: communication, balance, physical and musical expression, stage presence, phrasing, control, notation skills (TAB, drum notation, graphic, stave)</i>	Knowledge through research and presentation tasks, giving students the ability to articulate their thoughts and feelings about music using the appropriate industry and theoretical language whilst drawing upon knowledge learned within the unit. <i>Key knowledge: recognition of musical elements and understanding of how to analyse features and structures, imagery and fashion, production techniques including modern and previous techniques/significant changes in technology, continuation of key skills from previous unit.</i>	<i>knowledge: instrumental maintenance, health and safety considerations, instrument specific techniques (unique to each instrument) , improvement physiologically e.g. dexterity, stamina, control, relevant stylistic characteristics specific to the instrument</i>	reflective of existing works (pastiche) <i>Key knowledge: Genres, structure and arrangement, harmony, riffs, scales and modes, counterpoint, modulation, instrumental ranges, stylistic and melodic rhythms/form, clefs)</i>
Links to other subjects	Performing Arts – performance key skills	History – factors that affect genres of music Performing Arts – performance key skills	Performing Arts – performance key skills	ICT –use of DAW
Extra Curricular and enrichment	KS4 catch up, guitar club, music technology club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year			
Links to careers Composer / Live Performer / Session Musician / Sound technician and design / Foley Artist / Arranger /Songwriter / Producer / Teacher / Arranger / Promoter / A&R / artist manager / engineer / agent / tour manager			Links to PSHE, ethos and values Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience music from other backgrounds/cultures (External Exam preparation activities)	
How can parents support learning Encourage regular listening to a wide variety of music at home for pleasure. Encourage students to learn a musical instrument, the benefits of which are widely recognised			Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Music. We encourage all students to participate fully and embrace the very	

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as stretching across the educational spectrum. Encourage students to get actively involved in the music department's range of clubs and trips on offer. Remind students to complete their coursework and support teacher contact with home	practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.
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<u>Year 11 Overall Intent</u> The intent of the Year 11 curriculum is to ensure students successfully complete consolidate the skills developed over the qualification. Students complete internal units before preparation for final external assessment in the second term.				<u>Key prior knowledge and skills</u> Key skills in ensemble performance, development of instrumental techniques, confidence in using compositional techniques and sequencing software (Logic Pro), public performance opportunities (Y10 Showcase), crucial skills in independent learning for external examination		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Composition	External exam preparation and genres	External Exam	External Exam	Music Workshops	N/A
Summary of key knowledge and skills	Students will gain an awareness of compositional protocols in a specified style, the aim being to create music that is reflective of existing works (pastiche) <i>Key knowledge: Genres, structure and arrangement, harmony, riffs, scales and modes, counterpoint, modulation, instrumental ranges,</i>	Students develop understanding and preparation of skills prior to external examination through workshops, meetings and discussions and performance tasks. <i>Key knowledge: retaining repertoire, setting up PA/sound and lighting, stagecraft skills, performance environments, strategies for nerves, techniques for</i>	Independent task (no teacher input) <i>Key knowledge: Planning and preparation techniques, demonstrating ability to apply skills for planning, rehearsal and performance from previous units independently of outside help, ability to communicate with other personnel (staff/media/ support staff), ability to analyse and assess own skills and personal aims and to reflect and analyse on a performance with considered responses)</i>		<i>Students may not be in lessons after completion of external exam</i> Students are given the opportunity to develop their ensemble skills in a KS5 style performance task, arranging a piece of music independently into a different key and a different genre <i>Key knowledge: transposition, genres (specific devices used</i>	

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	<i>stylistic and melodic rhythms/form, clefs)</i>	<i>communication with the audience and presentation skills, health and safety, relevant stylistic characteristics of the voice/instrument</i>			<i>in given genres), arranging for different instruments</i>	
Links to other subjects	ICT –use of DAW	Performing Arts – Performance Key Skills	Performing Arts – Performance Key Skills	Performing Arts – Performance Key Skills	KS5 Music options	
Extra Curricular and enrichment	KS4 catch up, guitar club, music technology club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year					
Links to careers Composer / Live Performer / Session Musician / Sound technician and design / Foley Artist / Arranger /Songwriter / Producer / Teacher / Arranger / Promoter / A&R / artist manager / engineer / agent / tour manager			Links to PSHE, ethos and values Playing in an ensemble requires consideration for others, respect, good listening ability and special awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience music from other backgrounds/cultures (External Exam preparation activities)			
How can parents support learning Encourage regular listening to a wide variety of music at home for pleasure. Encourage students to learn a musical instrument, the benefits of which are widely recognised as stretching across the educational spectrum. Encourage students to get actively involved in the music department’s range of clubs and trips on offer. Remind students to complete their coursework and support teacher contact with home			Other comments Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Music. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.			