

Subject Intent

The Performing Arts curriculum aims to enable pupils to:

- Unlock their creative potential.
- Provides opportunities for self-expression, confidence building, and fostering a sense of community and belonging.
- Use performing arts as a tool for personal growth, social development, and academic achievement with links to SMSC.
- Explore and experience all three disciplines; drama, dance, and music.
- Engage with and benefit from the performing arts regardless of background or experience.
- Work in a safe and supportive environment for creativity, innovation, and talent development.
- Focus on performance, independence, collaboration, and communication skills which provide a foundation for life skills in and outside the classroom.
- Feel empowered, build resilience, broaden horizons, and envision future possibilities.
- Develops skilled performers who are confident, compassionate, inclusive, and culturally aware.
- Encourages students to contribute positively to society.

Year	Subject	Autumn	Spring	Summer
7	Drama	Unit 1: Developing skills, confidence, and self-esteem – Introduction to Drama and 5 key concepts. Developing team building skills, confidence and self-esteem. Most students will never have taken part in a Drama lesson before, this term will ensure they are comfortable in the space and address any anxiety towards the subject. Unit 2: McBurger – Developing team skills, and communication through whole group drama. Looking at the social implication of a fast food restaurant setting up in a small town going through a recession. Questioning what's more important, health or money?	Unit 3: Titanic - Students will develop an understanding of how to create characters for performance, using a range of stimulus. Student will continue to develop the use of dramatic conventions while performing, analysing and creating Drama. With a focus on the historical event of the sinking of the Titanic, students will look at real people who were on board, develop characters and understand the class system. Unit 4: The Army - Students will develop and extend their problem-solving skills through role-based drama, exploring the social and moral contexts of war. They will deepen their understanding of how to create and sustain characters for performance using a range of stimuli. Students will continue to develop their use of dramatic conventions in performing, analysing, and creating drama. Through the exploration of war as a historical and ethical context, they will examine real-life perspectives, make decisions in role, and consider issues such as conflict, hierarchy, and moral choice, supporting the development of empathetic and critically engaged performers.	Unit 5: Harry Potter and the Cursed Child – Staging Drama/Stage Types. Students will develop their understanding of page-to-stage by exploring how a script is brought to life in performance, using <i>Harry Potter and the Cursed Child</i> as a central text. They will build skills in working with scripts, including interpreting dialogue, stage directions, and character intentions. Students will explore different stage types and consider how these influence performance choices, staging, and audience experience. Through rehearsal and performance, they will continue to develop their use of dramatic conventions while analysing and creating drama. Emphasis will be placed on collaboration, creative decision making, and problem solving as students adapt text for performance and refine their practical work.
	Music	Unit 1: African Drumming – Students learn about the rhythm family, the elements of music and performance as an ensemble through a focus on African culture and music. Unit 2: Keyboard Skills – Students focus on basic performance skills through keyboard and singing while also strengthening their listening and appraising skills and understanding of treble clef and rhythm.	Unit 3: Remix: Students will gain an introduction to music technology by creating a remix of the Ed Sheeran song 'Shape of You'. Students will learn how to use a drum machine, the difference between an Audio Sample and a MIDI file, as well as how to use virtual instruments to create a melody using a pentatonic scale. Unit 4: Ukulele – Students learn about chords and basic harmonic progression through a focus on the Ukulele while also strengthening their listening and appraising skills.	Unit 5: Melody: Students continue their knowledge of keyboard skills, the rhythm family, time signatures, treble clef, and melody writing. Students will compose a six-bar melody using a C major scale. Unit 6: Arranging – Students will look at creating a group performance of Frere Jacques on keyboard. Students will need to look at ways of creating an arrangement by adding techniques such as modulation, counter melody, drone, ostinato and in a round.
8	Drama	Unit 1: Empathy - The Missing Learning that creation of empathy in a dramatic context. Developing a situation where characters respond to emotional situations in a believable and committed manner, creating and developing an empathetic response Accepting a context in which certain groups and individuals are required to respond to situations in a believable manner in order to provoke an emotional outcome. Analysing situations in the context of real emotions and simulating these in an appropriately truthful manner in order to explore the implications on a wider scale. Learning that exploration of emotional situations and moral dilemma: Are a core element of progress in drama in the lead-up to GCSE. Unit 2: The Mist Students will continue to develop the performance skills that were learned in year 7, as well as the introduction of acceptance and believability in Drama. During this term the students will use horror as genre for performance. Learning that creation of mood involves: • Understanding that interaction and communication can create a sense of mood	Unit 3: The Army - Students will develop and extend their problem-solving skills through role-based drama, exploring the social and moral contexts of war. They will deepen their understanding of how to create and sustain characters for performance using a range of stimuli. Students will continue to develop their use of dramatic conventions in performing, analysing, and creating drama. Through the exploration of war as a historical and ethical context, they will examine real-life perspectives, make decisions in role, and consider issues such as conflict, hierarchy, and moral choice, supporting the development of empathetic and critically engaged performers. Unit 4: The Haunted mansion – Radio plays. Students will develop their understanding of atmosphere and characterisation through the theme of a haunted mansion. They will explore how to build tension and create mood using voice, movement, and language, alongside short written tasks to support their ideas. Students will focus on sustaining character and responding imaginatively to different stimuli, developing their ability to work both independently and collaboratively. As the unit progresses, they will apply their skills to the creation and performance of radio plays, considering how sound, voice, and storytelling can effectively engage an audience without visual elements. Emphasis will be placed on creativity, clarity of communication,	Unit 5: The Romans Application of core drama skills through: • Sustaining a role for a significant length of time • Accepting and shaping a drama narrative Students will gain an understanding of the democratic process at the heart of developing dramas. All pupils will be starting to develop this understanding; some will be secure in their understanding; and a few will be starting to move beyond this understanding.

		- Accepting a situation which is dramatic rather than real - Using creativity to manufacture and share a context which might be somewhat alien Learning that communication of emotion involves: - Accessing emotional memory (either real or imagined) and sharing this with the group. - Explicitly using comms skills such as voice and face, sustaining these through the drama. Accepting, shaping and not blocking when faced with unfamiliar imaginative situations.	and the use of dramatic conventions to shape engaging and original work.	
	Music	Unit 1: Blues – Students learn about the development and musical features of the Blues. Through the exploration of the 12-bar blues, students will focus on composing melodies, bass riffs, and rhythms within groups to create a performance within the Blues style. Unit 2: Film Music – Using technology, students will look at the impact music plays with reference to setting, emotion, character development, and action. Students will develop their own soundtrack to two different film clips, focusing on the use of texture, structure, and sound/instrument choices.	Unit 3: Reggae - Students learn about the development and stylistic features of the Reggae music. Through the exploration of off beat chords, bass riffs and hooks, students will create a piece of music, in the style of Reggae, within groups. Once completed, this will then be performance using instruments such as keyboard and bass guitar. Unit 4: Pachelbel Meets Sibelius – Students will continue to build on their understanding of music technology by creating a piece of music using Sibelius. They will focus on developing a ground bass and canon by writing melodies for multiple instruments using treble and bass clef.	Unit 5: Rock Band – Students will explore keyboard, guitar, and bass, and drums, Focusing on either ‘Boulevard of Broken Dreams’ or ‘Read All About It’, students will begin to build on their performance skills by focusing on a specific instrument from either song. Students will then form small rock band ensembles to develop a performance of their chosen song.
9	Drama	Blood Brothers Page to Stage Students will engage with a more advanced and complex performance text, <i>Blood Brothers</i>, to deepen their practical understanding of drama and performance. Through exploration of the play, learners will develop their ability to interpret character, themes, and context, demonstrating their knowledge through both performance and analysis. They will experiment with a wider range of stage types, including composite, adaptable, and non-naturalistic staging, considering how these influence dramatic meaning, audience engagement, and directorial choices. As part of this unit, students will refine their skills in characterisation, use of dramatic conventions, and collaborative rehearsal processes. They will explore key themes such as class, fate, and social inequality, linking their practical work to the social and historical context of the play. This unit provides a clear bridge to GCSE Drama, equipping students with foundational knowledge and experience of a set text. Students who choose Drama at GCSE will benefit from prior familiarity with <i>Blood Brothers</i>, including its characters, structure, and key moments, as well as an understanding of how to approach scripted work for both performance and written analysis. The focus on staging, interpretation, and evaluative skills will support their transition into the demands of GCSE study.	The Romans Students will apply and develop their core drama skills through sustained practical exploration. They will focus on maintaining a role for a significant length of time, demonstrating control, consistency, and commitment to their character. A key emphasis will be placed on remaining in character throughout rehearsals and performances, responding thoughtfully to others and avoiding breaking role in order to create believable and immersive drama. Learners will also develop their ability to accept, contribute to, and shape a drama narrative, building confidence in improvisation and collaborative storytelling. Through this process, students will learn to listen, adapt, and make purposeful choices that move the drama forward. Students will gain an understanding of the democratic process at the heart of developing drama, where ideas are shared, negotiated, and refined as a group. All pupils will begin to develop this understanding; some will become secure in applying it consistently within group work; and a few will demonstrate a more advanced ability to lead, justify creative decisions, and support others in shaping effective performances.	Designer Unit Staging, costume, props, multi-media, lighting and sound and special effects make up. Student will understand the use of contemporary light, sound and media technology in contemporary performance and how performance styles affect the direction, acting and design of a performance. This is also an opportunity to look at different carers within the theatre, tv and film industry.
	Music	Unit 1: Instrument Skills – Using instrument specific work books, students will explore guitar, bass, drums and keyboard. Through independent study, students will focus on developing techniques and skills associated with their chosen instrument, while also developing their understanding of practice routines and targets.	Unit 2: Ensemble Performance – Students will continue their development of playing within an ensemble by choosing performances that expand on their ability levels and understanding of technique. The song choices will solely up to the performers, much like at GCSE, and will require practice and planning in order to develop and ultimately perform their ensemble in a battle of the bands style format.	Unit 3: EDM – Students will continue to build on their understanding of composing and using music technology through a focus on Electronic Dance Music. Students will compose a piece of music with a melody, chord structure, bass line, and drum pattern using BandLab.

10	Drama	Performance skills and theatre practitioners. Students will be introduced to a range of theatre practitioners and styles. From Brecht to Frantic assembly. Using a range of new schools, we will begin to link to devising drama, using a range of stimulus as a starting point. Students will also adapt and become comfortable with performing, with different people, and in front of the class.		Devising drama* (A01/A02) 60 marks Non-exam assessment Learners will research and explore a stimulus, work collaboratively, and create their own devised drama. The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama. Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work. Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work.	
	Music	Theory and Vocabulary • Texture • Harmony • Melody • Dynamics • Articulation • Structure • Listening exam practice • Composing a chord sequence, bass line, and melody • 1 performance (solo) AOS 5: Conventions of Pop • 1950s Rock • 1960s Rock • Stadium Rock • Pop Ballads • Elvis Presley Performance Task • Composing a bass line and 2nd section	• AOS 5: Conventions of Pop • Solo Artists • Mock Exam on AOS 5 • 1 Performance (solo or ensemble) • Intervals • Melody Dictation • Rhythm Dictation AOS 3: Rhythms of the world • Indian Classical • Bhangra • Calypso • Samba • 1 Performance (solo or ensemble) • Raga Composition	AOS 3: Rhythms of the world • African drums • Greek • Palestinian and Israeli • 2 Performances (solo or ensemble) • Quiz on AOS 3 • Mock Exam over AOS 3 and 5 • Complete first GCSE composition	
11	Drama	AO3 AO4 Component 3 • Performance and response written exam • Revision of Blood Brothers and work on section A and B of the exam. • Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. • Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	AO1 AO2 Component 2 • Presenting and performing texts • Students put into groups and texts selected for moderation. • Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	AO3 AO4 Component 3 • Performance and response written exam • Final preparation for written exam in May. • Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.	
	Music	AOS 4: Film Music • Leitmotif • Diegetic vs Nondiegetic • Action • 1 Performance • Composition exercises relating to AOS 4 AOS 2: Concerto Through Time • Baroque • Classical • Romantic • 1 Performance • Composition 1	• Revision over AOS 2 – 5 • Mock Exam • At least 1 Performance • Composition 2	• Coursework until submission date • Revision till listening exam	