

## **Performing Arts Curriculum Intent**

*"I regard the theatre as the greatest of arts forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." - Oscar Wilde*

The importance of Performing Arts in education cannot be overemphasised. It has been proven that people involved in Performing Arts are able to engage the mind, emotions, and body in ways that allow them to properly flow through real-life situations with empathy, understanding, emotional intelligence, and confidence, as well as to communicate with their varying counterparts.

The process involved in the performing arts, be it drama or music, is well-rounded, allowing children to get up on a stage and share their art with numerous people. Children that are naturally shy learn how to navigate the stage, and children with anxiety might find contentment within the art scene. Those already predisposed to performing will be given the tools to hone their craft and become better performers as well as developing an understanding how performance is successfully created.

### **Drama**

Our Drama curriculum will enable students to gain confidence in devising and performing, evaluating and making decisions about creative intentions. The curriculum also develops student's ability to be effective communicators, leaders and problem solvers confidently applying these skills to other areas of the curriculum, the wider school community and life beyond school.

By the time students complete Year 11 they will have gained an in-depth knowledge and understanding of the processes and techniques required to create theatre performance and effectively undertake roles and responsibilities in the Performing Arts industry. They will be able to analyse and evaluate their own use of performance skills, identify areas for improvement and explain in detail how they link to creative intentions.

At KS3 students will become highly skilled in their use of the following to meet creative intentions;

Stage Craft  
Group Skills  
Drama Techniques/Conventions  
Performing Characters  
Staying in Role  
Reflection, Analysis and Evaluation

These skills create the bedrock which will allow them to be able to understand and apply concepts in the following areas at KS4:

Exploring the Performing Arts  
Developing Skills and Techniques  
Performing to a Brief

### **Music**

Our Music curriculum is focused on practical music-making, including composition, rehearsal, and performance. Students will learn through a wide variety of topics, developing vocal, instrumental, composition, and improvisation skills. In addition, they will explore notation techniques and develop their understanding of the key musical elements: rhythm, melody, harmony, tonality, structure, dynamics, texture and timbre. The acquired skills and understanding will enable the students to engage in meaningful and rewarding composition/performance projects, gaining

confidence in their abilities and offering them opportunities for expression and creativity. A focus on small group and paired activities will also enhance important life skills, including communication, teamwork and leadership.

### **KS3 Year Group Learning Guide**

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| <b>Y7</b> | <ul style="list-style-type: none"><li>- Performing, composing &amp; notating rhythms.</li><li>- Performing, composing &amp; notating melodies, using voice and keyboards.</li><li>- Exploring and analysing how composers have expressed emotions and events through music. Using results of the analysis to inform group composition activities.</li></ul>  |
| <b>Y8</b> | <ul style="list-style-type: none"><li>- Revising performance, composition &amp; notation skills in relation to the key elements of rhythm, melody &amp; harmony.</li><li>- Exploring the key features of North Indian Classical music, especially in relation to rhythm, melody, timbre &amp; texture.</li><li>- Developing instrumental skills, most notably in guitar, through a performance project related to The Beatles.</li></ul>   |
| <b>Y9</b> | <ul style="list-style-type: none"><li>- Exploring harmony and chord relationships through a study of The Blues, whilst continuing to develop keyboard, guitar, vocal and improvisation skills.</li><li>- Learning to compose rhythms and melodies in compound time whilst analysing the key features of traditional Irish folk music.</li><li>- Exploring and analysing how film composers have used a variety of composition techniques to enhance the viewer's experience and understanding. Using results of the analysis to inform group composition activities.</li></ul> |

Music is being re-introduced at SHS this academic year (2020-21) to all students in KS3. It is anticipated that it will also soon be in the options for KS4. The learning in KS3, as outlined above, is designed to equip students with the skills and understanding that will enable them to successfully undertake courses in KS4.

The requirements of the Key Stage 4 curriculum are used as the basis of the content at Key Stage 3, allowing students to develop the basic skills and knowledge required in order to be more successful on their journey from year 7 to 11.

The delivery of our curriculum content allows all students to fully participate in the creative process. We have developed different ways of presenting information from power points containing SEND non-negotiables to practical exploration, allowing students to use both body and mind to embed learning. The same approach is taken with assessment, with live marking used as a way to gauge a student's understanding along with practical performance, differentiated written evaluation and interactive questioning.

It is often a misconception that the only benefit of a Performing Arts qualification is for those wishing to pursue a career on the stage, however, the UK's creative industries contribute over £100billion value to the economy yearly and is one of the fastest growing industries in the country. Even more importantly, more than two million people work in creative industries which demonstrates that this is a vibrant sector with many opportunities to develop a successful future career.

For many students, the performing arts might not necessarily be something they want to use as a basis for a future career, they simply love the creative outlet it affords them, however, it will provide them with valuable skills that they can transfer into any future endeavour. It will improve their confidence and ability to stand in front of other people whilst presenting themselves in their best light, essential for interviews and any form of public speaking. It will develop their ability to work alongside others, sharing their ideas and listening to those of others. It will encourage them to be critical and verbalise their ability to identify positives and negatives in a constructive way and most importantly, it will encourage emotional well-being through their ability to participate in nerve wracking situations and walk away from them with an immense feeling of pride that their hard work was all worth it.