

# Performing Arts

## Overview

Striving towards artistic excellence

The performing arts department promote a learning environment that fosters creative and critical enquiry, interdisciplinary learning through the spirit of teamwork. We approach teaching drama and music in modern and innovative ways, to enhance a personalised curriculum for every student.

All teaching staff have a fervent passion and dedication to raising the achievement of all students within the arts cementing the committed, respectful and creative attitudes which underpin the schools ethos.

Together drama and music provide students with the opportunities to develop skills across a diverse range of discipline and styles.

To support the progression every student makes outside of the academic arena the department offer extra-curricular clubs, theatre visits, workshops and a yearly whole school production.

Students are taught in mixed ability groups for drama and music lessons in KS3 and have the opportunity to follow GCSE courses in Year 10. The progression route from KS4 into 6th form would be to level 3 performing arts and A Level music. This extensive programme of learning provides a 'real life' insight into the world of performing arts and prepares students with the requisite skills needed to apply for drama and music school or audition for semi-professional and professional work. Many of our students also go onto engage in theatrical studies, musical theatre and music at degree level.

## KS3 curriculum

The Year 7 and 8 course in drama aims to develop students' performance skills in a range of styles including naturalistic theatre, musical theatre, pantomime and physical theatre.

The Year 9 course in drama aims to develop skills prerequisite for undertaking a GCSE in drama. Students engage in a range of practical work including developing a performance; character development; working with a script; stage combat and devised thematic work.

Students are assessed in three areas each half term; creating, performing and responding. Students showcase practical work through practical videoed assessments and performances to a live audience.

The Year 7 and 8 course in music aims to develop students' performance, composition and listening skills across a range of styles including music for film and TV, blues and programme music. The Year 9 course in music aims to develop prerequisite skills required for the GCSE course in music. Students will further develop their practical skills in this subject area by working on composition and performance with a particular focus on song writing and developing musical ideas creatively. Students are assessed in three areas each half term; composing, performing and listening & appraising.

The performing arts department offers two different subject routes at key stage 4. Students can opt to take the GCSE in drama and/or the GCSE in music.

## KS4 curriculum - drama

2014 Cohort: AQA- The two year course will cover a range of practical units such as; Acting, Devised Thematic Work, Improvisation and Physical Theatre. Within the course structure

students are able to perform scripts by famous playwrights and devise your own original work. In addition students are given an insight into how rehearsals are structured and carried out with the performing arts business. The course culminates in a final performance exam where they perform a prepared piece of drama to a visiting examiner. See <http://www.aqa.org.uk/subjects/drama/gcse/drama-4240>

Unit 1 Written Paper – 1 hour 30 minutes. This is 40% of the overall grade.

Unit 2 Practical Work. This is 60% of the overall grade.

Students will engage in three controlled assessments that will be marked out of 60. Students will submit the highest two grades, thus allowing opportunity for linear progression. Two of these assessments will be internally moderated and one will be moderated by an outside examiner. 2015 Cohort: Edexcel- The two year course covers three units which focus on engaging students in drama activities that explore a range of stimuli chosen across different times and cultures. Through this students are encouraged to make connections and comparisons between different stimuli. Furthermore a play text will be studied through different explorative strategies and drama mediums. The course culminates in a final performance exam where they perform a prepared piece of drama to a visiting examiner. See <http://www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx>.

The students have two internal controlled assessments, with coursework, (worth 60%) and one external production examination (worth 40%).

Unit 1: Drama Exploration: 30% and internally assessed

Unit 2: Exploring Play Texts: 30% and internally assessed

Unit 3: Drama Performance: 40% and externally marked

### **KS4 curriculum – music**

The two year course covers three units which encourage students to develop a broader understanding of a range of different musical styles through performing, composing and listening. Throughout this course students develop the ability to perform as a soloist and as part of an ensemble, explore a range of compositional starting points and investigate a range of techniques for developing and manipulating ideas, and turn them into completed pieces of music. Students will also develop their listening and appraising skills through the study of music across a variety of styles and genres with a particular focus on twelve set works.

Students will have two controlled internal assessments, with coursework (worth 60%) and one external examination (worth 40%).

Unit 1: Performing Music: 30% and internally assessed

Unit 2: Composing Music: 30% and internally assessed

Unit 3: Listening & Appraising: 40% and externally assessed

See-<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2009.html>

### **KS5 curriculum - drama**

At sixth form entry students will engage in the BTEC Level 3 Subsidiary Diploma in Performing Arts. The Performing Arts Course at post sixteen level focuses on developing technique and performance skills in a range of disciplines and performance styles.

Performing Arts students should have a keen interest in a wide range of theatrical styles and a passion for being on stage and performing.

The two year course covers a range of units in Acting, Musical Theatre, Dance/Movement and Voice that endeavor to develop student's skills as 'All-round performers'. Within the course structure students are able to specialise in a specific arts discipline.

Alongside this they are taught how to prepare for auditions and will be given an insight into how rehearsals are structured and carried out with the performing arts business.

Students will study six practical units worth 10 credits each. Practical work is internally assessed continuously throughout the course. A 'Performance Working Logbook' documenting workshops, an understanding of styles/practitioners covered and an analysis of their own and published performances also supports the qualifications students gain. Opportunities to perform to a live audience throughout the course are an integral element. Students are assessed through a whole school production in which they are encouraged to take on and develop a lead role.

See- <http://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2010.html>

### **KS5 curriculum – music**

At Post 16 level students will develop performance skills both as a soloist and/or as part of an ensemble, compose music and learn about harmony (the basics at AS and stylistic studies at A2). They will build up their aural and analytical skills by studying selections from the new anthology of music and wider listening. The full GCE course is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second or third area of study. Throughout the performance aspect of this course students develop the ability to interpret musical ideas with technical and expressive control and a sense of style and awareness. Students will also create and develop musical ideas with technical control and expressive understanding making use of musical devices during a number of composition activities. See-<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2008.html>

### **Enrichment**

To facilitate students the development of creativity and skills students have been on a number of theatre visits to enhance their knowledge of performance and to experience live theatre. Last year students engaged in

- A west end theatre trip at the Cambridge Theatre to watch Matilda
- A concert performance at the Royal Albert Hall
- A ContinU showcase

Students also engage in a full scale musical yearly production:

2010-Oliver

2011-Wizard of Oz

2012-Footloose

2013-Grease

2014-Honk

2015-High School Musical

2016-Back to the 80's

In the Music Department there are a range of extra-curricular activities which are designed to welcome all students to develop and extend their musical abilities:

- Sixth Form Choir
- Whole school Choir
- Orchestra

- Guitar Ensemble
- Drumming Club

All students have the opportunity to perform in a number of concerts throughout the school year including Performing Arts Showcases and Rush Hour Concerts.

### **SMSC in performing arts**

Through drama and music we focus on ensuring that the academic work students engage in facilitates their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, through the GCSE Drama course, unit 2 focuses on exploration of a theme. This involves students exploring how different people, including themselves, feel within a variety of situations. E.g. persecution, bullying, etc. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extra-curricular activities within lessons, or can involve projects outside of the classroom including outside workshops, theatre visits or external master-classes. We encourage young people to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

### **Spiritual development in drama**

Spiritual education is at the height of importance within the performing arts department. The premise of drama is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. All of the schemes of work are designed to develop one or all of the above aspects in order to develop student's spiritual development.

### **Spiritual development in music**

Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm. Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others.

### **Moral development in drama**

Moral development in the Drama department involves developing an understanding of what is universally right or wrong. We cover this from a number of angles and perspectives covering prejudice, and other moral dilemmas. Students are encouraged to express their own views through forum theatre.

### **Moral development in music**

Moral education in Music, involves pupils expressing their own response to moral dilemmas and emotions. Encouraging critical discussion in response to challenging music is an integral process in learning and development. Students are required to express their own views of a range of musical styles and comment fairly on peers work.

### **Social development in drama**

Social education in the Drama department is a key focus, looking at how to develop the students into mature, confident, young adults. Both written and practical work completed looks at the social impact or development of different events, decisions or pieces of work. Students are encouraged to think about the context of different theatre styles. Socially students are

encouraged to develop skills such as communication, team work, responding to the lead of others and speaking in front of live audiences.

### **Social development in music**

Social education in Music provides an individual and collective experience that contributes to a student's social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is as the soloist or a supportive role. Music provides the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

### **Cultural development in drama**

Cultural education in the Performing Arts department involves looking at other communities, social groups, civilizations and how they act; behave in different situations, in relation to the theatrical text. Opportunities to explore different texts from different eras and cultures are embedded into SOW through the key stages.

### **Cultural development in music**

Cultural education in Music involves students developing appreciation of music drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music from different times and places. They can also begin to make connections between different cultures.