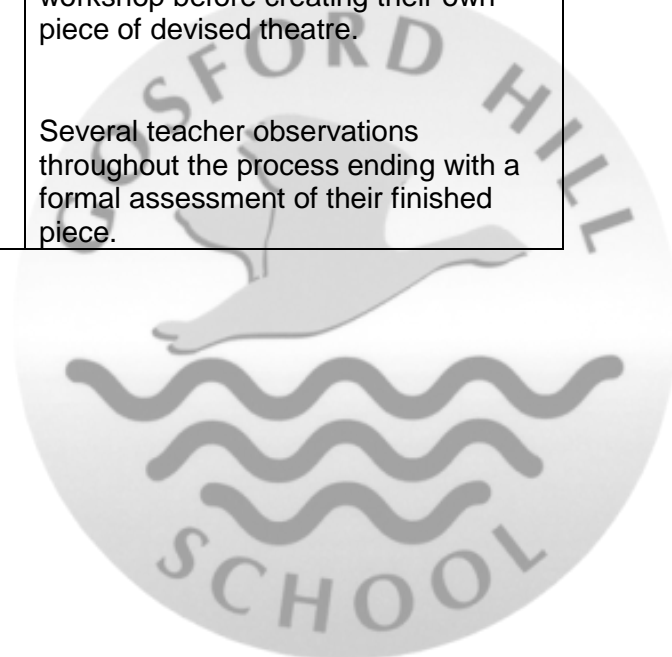


# KS3 curriculum- Drama

Term	Year 7	Year 8
Autumn 1 and 2	<p><b>Fairy Tales-</b> Developing basic drama skills. Introducing scripted work as a stimulus</p> <p>Several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.</p>	<p><b>Johnny and the Dead-</b> Playscript. Developing skills learn in year 7 to explore a playtext fully. Character analysis role-playing. This unit also covers, social/historical context of the 2<sup>nd</sup> World War.</p> <p>Several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.</p>
Spring 3 and 4	<p><b>Bodyworks-</b> Focussing skills on mime and characterisation. Looking at different genres like Commedia del' arte.</p> <p>Several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.</p>	<p><b>Gothic Horror-</b> This unit is based around Melodrama during the Victorian times. Historical context of theatre during this time period. Exaggerating acting skills learnt so far to make tongue-in-cheek characters. Looking at Victorian Ghost stories and recreating them in your own way.</p> <p>Several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.</p>
Summer Term 5 and 6	<p><b>Shakespeare</b> (either Macbeth or Midsummer Night's Dream) – Looking at drama and the theatre during a different time period. Using scripted sections to enhance performance skills and ideas. Exploring themes they will not have encountered before.</p> <p>Several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.</p>	<p><b>Devised work-</b> This unit prepares students for GCSE and is a culmination of all the skills learn in drama over the last 2 years. Students will be given a theme to research and workshop before creating their own piece of devised theatre.</p> <p>Several teacher observations throughout the process ending with a formal assessment of their finished piece.</p>



# KS3 curriculum- Art

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Term	Year 7	Year 8
1/2	<p>Understanding the basic visual elements. Working to a theme of <b>Natural Forms</b>. From understanding the basic visual elements develop skills of independent learning.</p> <p>Assessment-self assessment, peer assessment and teacher assessment.</p>	<p>Developing skills to research visual images and developing ideas. Working to the theme of <b>Journeys</b>. Experimenting with different methods of drawing.</p> <p>Assessment-self assessment, peer assessment and teacher assessment.</p>
3/4	<p>Working to the theme of <b>Mythical Beasts</b>. Independent research and use of creative imagination. Working in 3D or relief.</p>	<p>Developing their skills of working in different materials and techniques through the theme of <b>Natural Forms/Plants</b>. Developing compositions with a strong sense of design.</p>
5/6	<p>Understanding <b>Contextual Research</b>. Looking at the work of artists, research, analysis. Completing work showing an understanding of the artwork, materials and techniques used.</p>	<p>Developing understanding of <b>Contextual Research</b>. Independent research and analysis used to produce an informative, well presented resource sheet to A2.</p>

## Assessment in KS3

Assessment through self-assessment, peer assessment in class.

Teacher assessment will take place each term with a final assessment to each project.



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# KS3 curriculum- Music

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Term	Year 7	Year 8
1	Sound and Rhythm Theory – Pitch and Rhythm Singing Composition	Rock 'N Roll Music of the 1950's Theory – Revise Pitch, Rhythm. Learn about scales, primary and secondary chords. Research into life and music of Britain in 1950's Singing
2	Performance using voice and keyboards Beethoven, Ode to Joy from the fourth movement of Symphony No. 9 Christmas music and Carol Service	Whole class performance of Lets Dance by Chris Montez Christmas songs and music
3	Composing melody Theory – Time Signatures	Song Writing Theory – 32 bar song
4	Structure in music Theory – Scales and keys	Icons Theory – Structure
5	Music for a Special Occasion Theory – Grouping of notes,	Reggae Music Theory – off beat, syncopation
6	African Music Singing Theory – Revise Rhythm and time signatures	African Music Drums and percussion Role of the Master Drummer

## Assessment in Ks3

Students will undertake three formalised assessments across the year in both years 7 and 8.

In year 7 these are in term 1, term 2 and term 6.

In year 8 formal assessments are in terms 2, 4 and 5.



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# KS4 curriculum- BTEC Dance

Term	Year 9	Year 10	Year 11
Autumn 1 and 2	<b>C14-The Development of Dance. BALLET</b> <ul style="list-style-type: none"> <li>• Know social and historical contexts in the development of dance and dance styles</li> <li>• Be able to respond to the choreographic process.</li> <li>• Be able to review the choreographic process</li> </ul>	<b>C13 Performing Dance Part 2. STREET DANCE</b> <ul style="list-style-type: none"> <li>• Be able to participate effectively in practical dance workshops.</li> <li>• Be able to use physical and interpretive dance skills.</li> <li>• Be able to demonstrate dance styles and qualities in performance.</li> <li>• Understand how to improve own performance in rehearsal.</li> </ul>	<b>C12- Jazz Dance Part 2 CHICAGO/CABARET/ CHORUS LINE</b> <ul style="list-style-type: none"> <li>• Be able to demonstrate the relationship between music, accompaniment and jazz dance.</li> <li>• Be able to perform the key features of jazz dance style.</li> <li>• Be able to perform studies and combinations within the jazz style.</li> </ul>
Spring 3 and 4	<b>C-13 Performing Dance Part 1. JIVE, ROCK 'N' ROLL</b> <ul style="list-style-type: none"> <li>• Be able to participate effectively in practical dance workshops.</li> <li>• Be able to use physical and interpretive dance skills.</li> <li>• Be able to demonstrate dance styles and qualities in performance.</li> <li>• Understand how to improve own performance in rehearsal.</li> </ul>	<b>C12- Jazz Dance Part 1 THE 4 CHOREOGRAPHERS</b> <ul style="list-style-type: none"> <li>• Be able to demonstrate the relationship between music, accompaniment and jazz dance.</li> <li>• Be able to perform the key features of jazz dance style.</li> <li>• Be able to perform studies and combinations within the jazz style.</li> </ul>	<b>C10- Contemporary Dance Part 2. SHOWCASE</b> <ul style="list-style-type: none"> <li>• Be able to participate in contemporary technique classes.</li> <li>• Be able to apply physical skills in class.</li> <li>• Be able to absorb and reproduce patterns and movements.</li> <li>• Be able to demonstrate individual technical progress for further development.</li> </ul>

Summer 5 and 6	<b>C10- Contemporary Part 1 DANCE ACTIONS</b> <ul style="list-style-type: none"> <li>• Be able to participate in contemporary technique classes.</li> <li>• Be able to apply physical skills in class.</li> <li>• Be able to absorb and reproduce patterns and movements.</li> <li>• Be able to demonstrate individual technical progress for further development.</li> </ul>	<b>C13 Performing Dance part 3. BOLLYWOOD/BANGRA</b> <ul style="list-style-type: none"> <li>• Be able to participate effectively in practical dance workshops.</li> <li>• Be able to use physical and interpretive dance skills.</li> <li>• Be able to demonstrate dance styles and qualities in performance.</li> <li>• Understand how to improve own performance in rehearsal.</li> </ul>	<b>STUDY LEAVE</b>
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## **ASSESSMENT**

The Edexcel BTEC level 2 Certificate in Performing Arts (Performance) is a 30 credit and 180 hour guided learning qualification that consists of one specialist unit and two or more optional units.

We have done: specialist unit

### **Specialist unit**

- Unit C14- The development of dance.

### **Optional Unit**

- Unit C10- Contemporary Dance
- Unit C12- Jazz Dance.
- Unit C13- Performing Dance.

Only the best 2 of the 3 units will be submitted to the exam board.



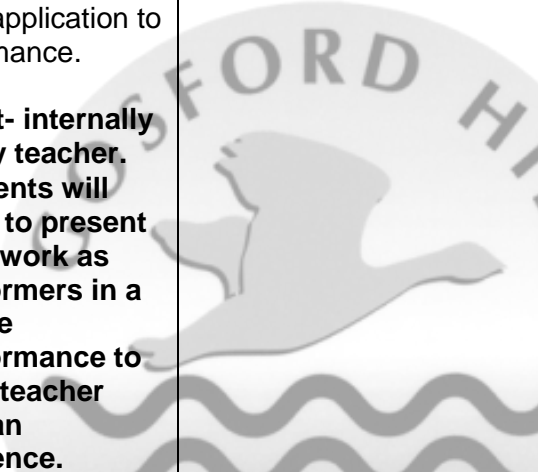
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# KS4 curriculum- GCSE Drama (Edexcel)

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Term	Year 9	Year 10	Year 11
Autumn 1 and 2	<p><b>Mock Unit 1-</b> In preparation for year 10</p> <p><b>Drama exploration.</b> This unit requires students to explore a theme, topic or issue. This unit will enable students to engage in a range of drama activities, explore a range of stimuli chosen from different times and cultures.</p> <p><b>Assessment- Internally assessed by teacher.</b></p> <ul style="list-style-type: none"> <li>• 6 hour practical exploration</li> <li>• Documentary response (2000 words)</li> </ul>	<p><b>Unit 2 Part 1</b></p> <p><b>Exploring Play Texts 'BLOOD BROTHERS'</b> This unit introduces students to the content of plays written for the theatre. One play chosen by the centre is to be studied in full focussing on the communication of meaning of the play. A visit to see 'Blood Brothers' at the Theatre to enable them to complete written documentation</p> <p><b>Assessment- Internally assessed by teacher, externally moderated</b></p> <ul style="list-style-type: none"> <li>• 6 hour practical exploration.</li> <li>• Documentary response to practical exploration ( 1000 words)</li> </ul> <p>Documentary response to live theatre ( 2000 words)</p>	<p><b>Unit 2 Part 2</b></p> <p><b>Exploring Play Texts 'Woman In Black'</b> This unit introduces students to the content of plays written for the theatre. One play chosen by the centre is to be studied in full focussing on the communication of meaning of the play. A visit to see 'Woman In Black' at the Theatre to enable them to complete written documentation</p> <p><b>Assessment- Internally assessed by teacher, externally moderated</b></p> <ul style="list-style-type: none"> <li>• 6 hour practical exploration.</li> <li>• Documentary response to practical exploration ( 1000 words)</li> </ul> <p>Documentary response to live theatre ( 2000 words)</p>



<p>Spring 3 and 4</p>	<p><b>Mock Unit 2-</b> In preparation for year 10.</p> <p><b>Exploring Play Texts.</b> This unit introduces students to the content of plays written for the theatre. One play chosen by the centre is to be studied in full focussing on the communication of meaning of the play.</p> <p><b>Assessment- Internally assessed by teacher.</b></p> <ul style="list-style-type: none"> <li>• 6 hour practical exploration.</li> <li>• Documentary response to practical exploration ( 1000 words)</li> <li>• Documentary response to live theatre ( 2000 words)</li> </ul>	<p><b>Unit 1-</b> In preparation for year 10</p> <p><b>Drama exploration.</b> This unit requires students to explore a theme, topic or issue. This unit will enable students to engage in a range of drama activities, explore a range of stimuli chosen from different times and cultures.</p> <p><b>Assessment- Internally assessed by teacher, externally moderated.</b></p> <ul style="list-style-type: none"> <li>• 6 hour practical exploration</li> </ul> <p>Documentary response (2000 words)</p>	<p><b>Unit 3-</b></p> <p><b>Drama Performance.</b> Demonstrate their knowledge and understanding of practical drama skills through the application to a live performance.</p> <p><b>Assessment- Externally assessed by an examiner appointed by Edexcel.</b></p> <ul style="list-style-type: none"> <li>• Students will need to present their work as performers in a single performance to an examiner appointed by Edexcel</li> </ul>
<p>Summer 5 and 6</p>	<p><b>Mock unit 3-</b> In preparation for year 10</p> <p><b>Drama Performance.</b> Demonstrate their knowledge and understanding of practical drama skills through the application to a live performance.</p> <p><b>Assessment- internally assessed by teacher.</b></p> <ul style="list-style-type: none"> <li>• Students will need to present their work as performers in a single performance to their teacher and an audience.</li> </ul>	<p><b>Mock unit 3. This will be done as a practise for the real exam which will happen in year 11.</b></p> <p><b>Drama Performance.</b> Demonstrate their knowledge and understanding of practical drama skills through the application to a live performance.</p> <p><b>Assessment- internally assessed by teacher.</b></p> <ul style="list-style-type: none"> <li>• Students will need to present their work as performers in a single performance to their teacher and an audience.</li> </ul>	

**Assessment**

GCSE Drama is made up of 3 units of work.

- Unit 1= 30% of the GCSE,
- Unit 2= 30% of the GCSE
- Unit 3= 40% of the GCSE.

Throughout the course there will be two opportunities to complete Unit's 1 and 2 where the best grade will be submitted for moderation.



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# Physical Education

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Content of the course Years 7-11

- Core PE at KS3 following NC guidelines involving the following sports:
  - Rugby
  - Football
  - Hockey
  - Netball
  - Gym
  - Swimming
  - Dance
  - Badminton
  - Heath Related Exercise
- Years 7 and 8 get 4 hours of timetabled sport over 2 weeks
- Year 9 get 4 hours of core PE plus 5 extra if they study GCSE
- Years 10 and 11 get a total of 6 hours over the 2 weeks during which they follow GCSE specification

Specific details at Key Stage 4

- GCSE – EdExcel specification
  - 60% practical/coursework
  - 40% theory – 2 hour final exam
  - Link to specifications - <http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx>
- A level – EdExcel specification
  - Link to specification
  - <http://www.edexcel.com/quals/gce/gce08/pe/Pages/default.aspx>
  - AS – 50% Theory (1 and ½ hour exam) and 50% Coursework/Practical
  - A2 – 50% theory (2 hour exam) and 50% Coursework/Practical



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