



Performing Arts in Key Stage 3

Year 7		
Topic	Content Learnt	High Performing Students will:
Dance	<p>Introduction to theme and stimulus: Aladdin 'Friend Like Me'.</p> <p>Safe practice: Benefits of warming up for physical activity.</p> <p>Accurate replication of practical content through physical and technical skills.</p> <p>Choreographing a binary structure in the style of Aladdin 'Friend like me'.</p> <p>Exploring dynamics and facial expressions to add interest to the piece.</p> <p>Performing using a range of expressive, physical and technical skills.</p> <p>Dance appreciation through active audience participation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seek out additional feedback within lessons to help you improve. • Attend additional rehearsals before or after school to develop and improve. • Explain, in conversation, links between movement and stimulus. • Explain how key concepts link to other subjects previously studied. • Visit a theatre and watching a dance show. • Attend extra-curricular clubs to develop a breadth of styles and genre.
Drama	<p>Introduction to theme and stimulus: Oliver Twist</p> <p>Safe Practice: Health and safety within the Drama Studio, Back-stage and Stage-Combat.</p> <p>Working with script: "Life at the Sowerberry's" - Noah and Oliver Twist "You was heard last night"- Bill and Nancy</p> <p>Creation of script- Oliver Twist meets The Artful Dodger</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seek out additional feedback within lessons to improve. • Attend additional rehearsals before or after school to develop and improve. • Explain, in conversation, links between creation of character and stimulus. • Create of script in personal time, to be performed at events such as BeaconFest • Non-compulsory homework on miniature set designs • Explain how key this terms dance concepts link to other subjects previously studied.

	<p>Performing a range of skills: facial expression, body language and characterisation in order to create interesting and emotive scenes</p> <p>Appreciation of theatre through participation as an audience member</p>	<ul style="list-style-type: none"> • Attend extra-curricular clubs to develop a breadth of characters and genre.
<p>Music</p>	<p>In order to comply with DfE CV19 regulations the Music curriculum has been adapted for this year.</p> <p>Safety in the Music classroom.</p> <p>The Musical Elements: Melody, Rhythm, Texture, Instrumentation, Genre, Harmony & Tonality, Timbre & Dynamics, Structure. Learning about each element will include theoretical, aural and practical content.</p> <p>Year 7 will then go on to work on a practical, whole class ensemble performance of the theme from Planet Earth II, with a focus on ensemble skills and referencing the musical elements as already covered in the rotation</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seeking out additional feedback within lessons to improve. • Attending additional rehearsals or extra-curricular provision at break times or after school. • Explaining how key concepts link to other subjects previously studied. • Visiting a concert or gig. • Apply for peripatetic instrumental/vocal lessons at: https://www.eastsussex.gov.uk/educationandlearning/music/lessons/

Year 8		
Topic	Content Learnt	High Performing Students will:
Dance	<p>Introduction to style and Genre: world dance, Bollywood.</p> <p>Safe practice: benefits of warming up for physical activity.</p> <p>Accurate replication of practical content through physical and technical skills.</p> <p>Choreographing original action content in the style of Bollywood.</p> <p>Developing action content using choreographic devices unison and canon.</p> <p>Exploring spatial design to add interest to the piece.</p> <p>Performing using a range of expressive, physical and technical skills.</p> <p>Dance appreciation through active audience participation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seek out additional feedback within lessons to improve. • Attend additional rehearsals before or after school to develop and improve. • Explain, in conversation, links between movement, style and genre. • Explain how key concepts link to other subjects previously studied. • Visit a theatre and watching a Dance show. • Attend extra-curricular clubs to develop a breadth of styles and genre.
Drama	<p>Introduction to style and genre: Historical theatre with Shakespeare Tragedies</p> <p>Safe Practice: Health and safety of the Drama studio and Back-stage, Stage-combat safety.</p> <p>Historical Theatre elements: Greek choral movement and speech; Commedia Dell'arte comedy characterisation; Shakespeare Tragedies: stage-combat and creation of atmosphere.</p> <p>Developing skills and combining them to create personalised scenes containing elements of all historical content.</p> <p>Performing using a range of characterisation skills, design roles and audience participation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seek out additional feedback within lessons to improve. • Attend additional rehearsals before or after school to develop and improve. • Explain, in conversation, links between creation of character and stimulus. • Create a script in personal time, to be performed at events such as BeaconFest • Complete non-compulsory homework on miniature set designs • Explain how key concepts link to other subjects previously studied. • Attend extra-curricular clubs to develop a breadth of characters and genre.

<p>Music</p>	<p>In order to comply with DfE CV19 regulations the Music curriculum has been adapted for this year.</p> <p>Safety in the Music classroom.</p> <p>The Musical Elements: Melody, Rhythm, Texture, Instrumentation, Genre, Harmony & Tonality, Timbre & Dynamics, Structure. Learning about each element will include theoretical, aural and practical content.</p> <p>Year 8 will then go on to work on a practical, whole class ensemble performance of the theme from Planet Earth II, with a focus on ensemble skills and referencing the musical elements as already covered in the rotation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seeking out additional feedback within lessons to improve. • Attending additional rehearsals or extra-curricular provision at break times or after school. • Explaining how key concepts link to other subjects previously studied. • Visiting a concert or gig. • Apply for peripatetic instrumental/vocal lessons at: https://www.eastsussex.gov.uk/educationandlearning/music/lessons/ <p>These articles are helpful in outlining the behaviours and attributes of high performing students:</p>
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Year 9

Topic	Content Learnt	High Performing Students will:
Dance	<p>SOW: The Hunger Games Theme/Stimulus: 'The Hunger Games' Dance style: Contemporary</p> <p>Performance: Accurate replication of set movement phrase in the style of contemporary.</p> <ul style="list-style-type: none">• Technical skills to include the use of action, space and dynamic skills in respect to the set phrase.• Physical skills to include a range of correct posture, alignment, flexibility, coordination and extension of body parts, muscles, joints, ligaments and tendons.• Performance and expressive skills to include the use of focus to convey intent and projection to engage the audience, musicality and phrasing to allow for accuracy in timing and communication of choreographic intention.• Mental skills in performance to include confidence, commitment and movement memory of the set phrase. <p>When creating in small ensembles:</p> <ul style="list-style-type: none">• Selection of original action content that relates specifically to the style and stimulus to convey choreographic intent of the storyline.• Dynamic variation to show contrast between slow and fast, soft and hard.• Use of space to add interest through levels, directions, facings and pathways.• Relationship work to include some of the following: formation, mirror image, contact, unison and canon.• Transitions to create a final dance piece of binary structure. <p>Mental skills in process to include:</p> <ul style="list-style-type: none">• Systematic repetition of rehearsal discipline to improve technical, physical and expressive skills.• Response to feedback with a capacity to improve technical, physical, performance skills and mental skills during performance.• With a focus throughout on social, moral, spiritual and cultural enhancement.	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none">• Seek out additional feedback within lessons to help you improve.• Attend additional rehearsals before or after school to develop and improve.• Explain, in conversation, links between movement and stimulus.• Explain how key concepts link to other subjects previously studied.• Visit a theatre and watching a dance show.• Attend extra-curricular clubs to develop a breadth of styles and gen

<p>Drama</p>	<p>Introduction to Devising: Lord of the flies and The Accordion Shop</p> <p>Safe Practice: Health and safety of the Drama studio and Back-stage, Stage-combat safety.</p> <p>Devising: working collaboratively to create and write own small performances. Using stimuli as a starting point to develop themes, plots and characters; tailoring this to the student's interest. Links to Stanislavski and Brecht.</p> <p>Performing using a range of characterisation skills, design roles and audience participation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seek out additional feedback within lessons to improve. • Attend additional rehearsals before or after school to develop and improve. • Explain, in conversation, links between creation of character and stimulus. • Create a script in personal time, to be performed at events such as Beacon Fest • Complete non-compulsory homework on miniature set designs • Explain how key concepts link to other subjects previously studied. • Attend extra-curricular clubs to develop a breadth of characters and genre.
<p>Music</p>	<p>In order to comply with DfE CV19 regulations the Music curriculum has been adapted for this year.</p> <p>Safety in the Music classroom.</p> <p>The Musical Elements: Melody, Rhythm, Texture, Instrumentation, Genre, Harmony & Tonality, Timbre & Dynamics, Structure.</p> <p>Learning about each element will include theoretical, aural and practical content.</p> <p>Year 9 will then go on to work on a practical, whole class ensemble performance of the theme from James Bond, with a focus on ensemble skills and referencing the musical elements as already covered in the rotation.</p>	<p>Additional tasks that any students could do, in school or at home, to improve their performance. For example:</p> <ul style="list-style-type: none"> • Seeking out additional feedback within lessons to improve. • Attending additional rehearsals or extra-curricular provision at break times or after school. • Explaining how key concepts link to other subjects previously studied. • Visiting a concert or gig. • Apply for peripatetic instrumental/vocal lessons at: https://www.eastsussex.gov.uk/educationandlearning/music/lessons/

Adaptations due to Covid-19

Music: The music curriculum will be adapted to comply with DfE CV19 regulations.

Drama: The drama curriculum has been adapted to support Covid-19 safety measures. Although the same skills are learnt as before, we will use different stimulus, perform spaced apart from one another. Group devising is an element but with social distancing.