

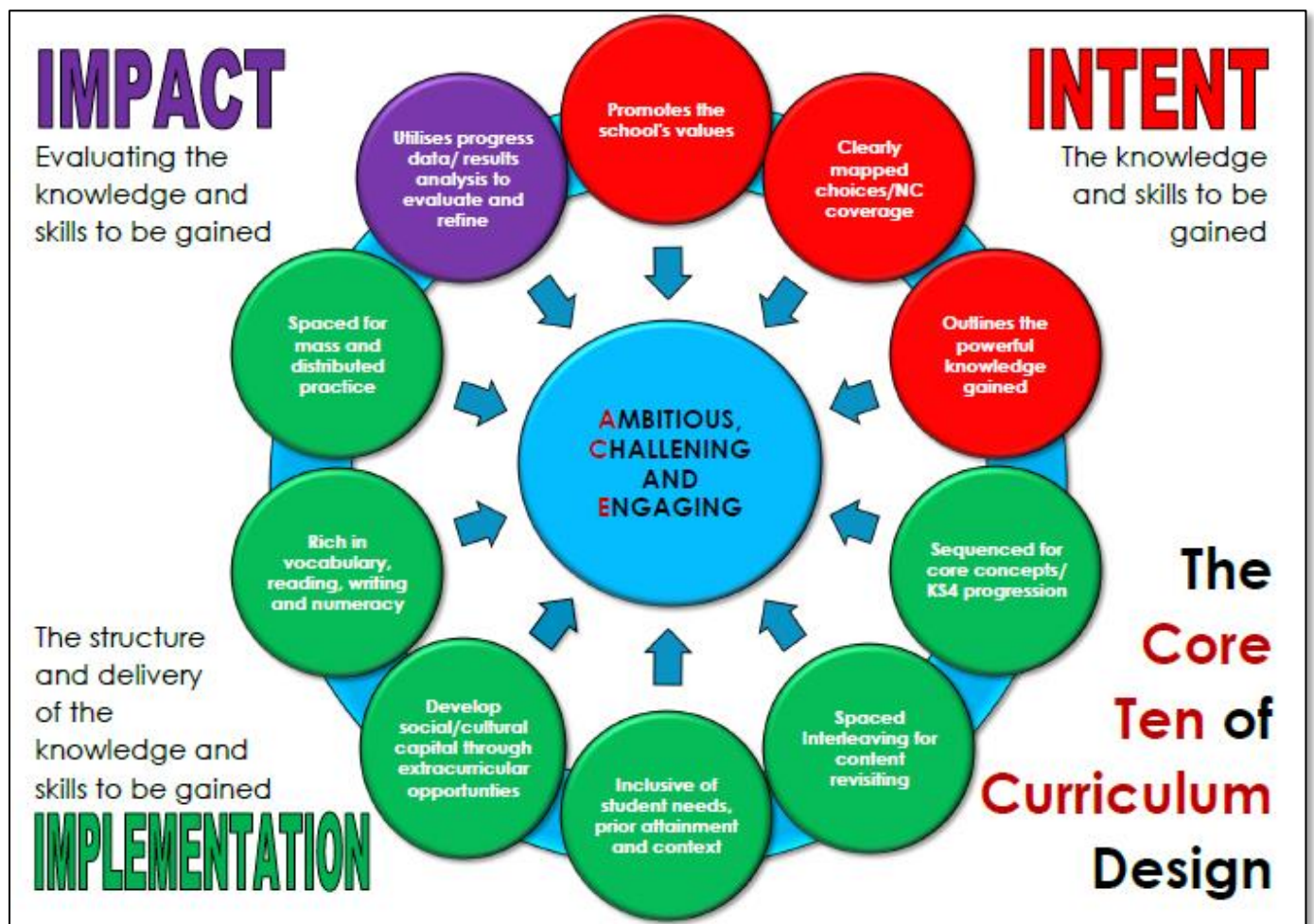
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: Performing Arts/Music

Author: Mrs A Mogelmoose

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

We want to create confident young people who is able to stand in front of a group of people and present themselves. We want our students to believe in their ability to learn new skills, who are able to take calculated risks and understands how practise will make them better. We want students to work confidently in groups understanding the importance of listening to other people, justifying own opinions as well as knowing how to reach compromises when needed. Students at LFATA are introduced to a wide variety of performance styles, some familiar and some alien to the students. A deeper understanding of skills and techniques used enables students to form and justify their own opinions about the performances. Where possible students will experience elements of the skills and techniques through practical activities.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

Our aim is to introduce the students of LFATA to a wide variety of performances covering traditional/classical western performances as well as performances from other cultures and performances that are breaking boundaries Through practical activities students at LFATA will be introduced to a variety of genres in Music, Drama, Dance stretching from Greek theatre to Commercial Dance. Our aim is to make them familiar with these genres so they are able to have an informed opinion about the style even if it is not something they like.

By the time they finish all students will have partaken in performances and experience what is needed to create a good performance and will be able to review own and others work. Students will have experienced standing in front of an audience both as part of a group and solo performances. Through these activities students will have developed skills to deal with nerves and performance anxiety.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The three Academy Values are fundamental in the work undertaken in Performing Arts sessions. Students are encouraged to be ambitious, taking on new skills and implement them in rehearsals as well as performances and are, where possible, given the opportunity to create performances of professional standard. Students are expected to present their work, both during rehearsal and assessments, to their peer. This process requires them to be brave and learn to deal with nerves as well as being kind and respectful both during performances and when giving feedback.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Basic Skills Penguin Café Fairy Tales Keyboard/notation	Circus Performances	Musical Theatre Mary Poppins (traditional)	Pioneers Mercer Cunningham Frantic Assembly Berberian/Glass	Tradition Ballet Greek Theatre Beethoven	Africa Gumboot Story telling Djembe
	KS3 NC covered	Translate moves Freeze frames rhythms, notation	Natural movements choreography Mime - Device Structures - composition	Literacy in moves Script Singing chair drums	Chance Script Graphic Score	Fusion repertoire Mask – Machina Arpeggio – harmony	Props Culture Rhythm, timbre, Texture
8	Unit/Topic	Bollywood (only Dance)	Haunted House Ghost Dances Ghost story Bach - Toccata	Musical Theatre Matilda	Seasons Vivaldi's Four Seasons	Carnival Monologues	Step Up Set work
	KS3 NC covered	Hasta Fusion culture	Interpret, abstract Device, ghoststory Composition, minor key, mood, organ	Show dance Script, character Song writing, vocals, duet	Device Choreography Interpret Structure, compose, arrangement	Samba ensemble Techniques, improvise Rhythms, structure Solo performance	Commercial Device based Chords, backing track
9	Unit/Topic	Conflict Working from stimuli	Reggae (only Music)	Musical Theatre going to the movies Grease	The Movies (selected scenes)	On your Own Show what you can	The Industry (music only)
	KS3 NC covered	Create performance based on stimuli Ensemble work	Ensemble work	Rehearse, finalise, Record, review Studio recording	Device Create character Compose, ICT	Create and perform in own style	Promotion

National Curriculum content missing from this PoS and why?

With the reduced contact time we have had to modify what we are covering in Performing Arts. The theory side of the three subjects are developed through clubs and instrumental tuition though any official grade exams taken are being paid for by parents. All students have access to instrumental sessions which is charge termly to parents. Students on FSM are currently having their tuition paid for by the academy. Clubs are free for all students to join and there are no limitations as to who can take part.

Content taught in addition to the National Curriculum and why?

We have a strong focus on practical work and performing at the end of each topic. This is chosen to ensure our students are engaged and are seeing the benefit of rehearsals. Through practical work with a direct outcome we aim for students to build confidence and see a quicker return from their efforts that can be achieved in other areas of the academy. We hope to be able to help students draw links between their success in our subject to other subjects where their success may be less visible.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Powerful Knowledge	Perform to peers	Create own performances in groups	Be part of a class performance	Introduce students to practitioners that has changed the world of Performing Art	Cultural understanding based on traditions using script and staff notation	Understanding of a culture different to their own
	Why it is important to know	Understanding of self and how I fit into this new group of peers	Being able to work with others on a project	A sense of success achieved through practise Navigate libretto	Reference well-known practitioners with experience of their work	Students are able to perform well-known traditional pieces Use score/script	Learning how Performing Arts are used to communicate
8	Powerful Knowledge	Experience a different dance style and culture	Creation of moods and notate ideas	Experience how characters are created through dance, drama, song/music	Explore how abstract concepts can be interpreted Working as part of a group	Monologues – standing in front of a panel and present own work	Work independently to a brief with a deadline
	Why it is important to know	Bollywood forms a way for students to gain insight into the Asian community around them.	Understanding of how Performing Arts are able to manipulate us	How musical is used to convey emotion and conflicts known from their life	Encourage our students to think out of the box and experiment	Building confidence and independence Prepare for interviews/exams	Be able to plan and complete work to a deadline
9	Powerful Knowledge	Articulate thoughts and feelings	Collaborate, contribute, responsibility take on leader role	Having own work recorded Review own work	Insight to how scenes in TV/films are created	Independence Responsibility Making choices Access resources available for performers such as scripts, lead sheets and choreography	What to consider when developing and promoting a music product
	Why it is important to know	Emotional health Understanding of how others feel	How to be successful working as part of a team.	Target setting and how to achieve and review targets	Develop understanding of how the visual art/media is created and job roles within	Being able to identify own strengths and stand up to show what you can do	Understand how money is made/used in the industry and how to promote products (incl. yourself)

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	We want students to create performances that are good enough to be performed in gatherings or in showcases. We want students to be proud of what they have achieved through rehearsing and development of their skills.
Challenging	It is never easy for a teenager to stand up in front of their peers and show something they are working on, however, it is very seldom a student will refuse as we are helping them to find ways to deal with the challenge. Students find it a challenge that we expect them to be responsible for own learning/development. This is a subject where they are expected to work independently which for some of them is a challenge. Groupwork
Engaging	We expect 100% participation and all students are able to take part. The topics and context are based on skills and techniques that students are able to relate to. The practical delivery has proven to be a good way to get students more engaged.
What are the current strengths of the Curriculum Intent?	
<p>A current strength is the culture we have developed of 100% participation which means students will experience successes as they go along. Despite reluctance we are always able to find a way to engage them in the curriculum</p> <p>Another strength is the broad spectrum of genres we are introducing the students to. It broadens their horizon and as a Year 8 student said 'I don't have to like opera but now I know what it sounds like'. We give them experiences they can build on and reference in their future life.</p>	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • KS3 Curriculum content changes; • Powerful knowledge changes; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<p>Curriculum content – the amount of sessions taught to the students have changed over the past 2 years and set to change again in September 2020. We in the process of identified what is required to be successful at KS4 and are focusing on ways to include this in the curriculum while keeping it broad and engaging. Dance, Drama and Music are taught by subject specialists who will be able to add subject specific techniques and skills to the 'Powerful knowledge' and KS3 NC points.</p> <p>The National Curriculum for Music is currently being revised but has not been published yet, this is an area for further CPD training once it is released. I would suggest Drama and Dance are given the opportunity to spend some time researching the curriculum as their subjects traditionally are embedded in other subject areas.</p> <p>In order for students to benefit further from the performance and review research into software for sharing of recordings is needed.</p> <p>Ways to engage with local community could be explored further. Currently local primary schools are invited to special viewings of the annual production and a Performing Arts Day for Y5 is arranged with Entrust. For the past three years a group of students will perform at the Amington Fayre and Y10 Music is invited once a year to join a local choir to experience singing in 4-part harmonies with adult voices. There are links with Entrust that provides opportunities for student to play in instrumental ensembles. However, this is an area that could be explored further by inviting local groups to dress rehearsals and performances or by us visiting these groups.</p>	