

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

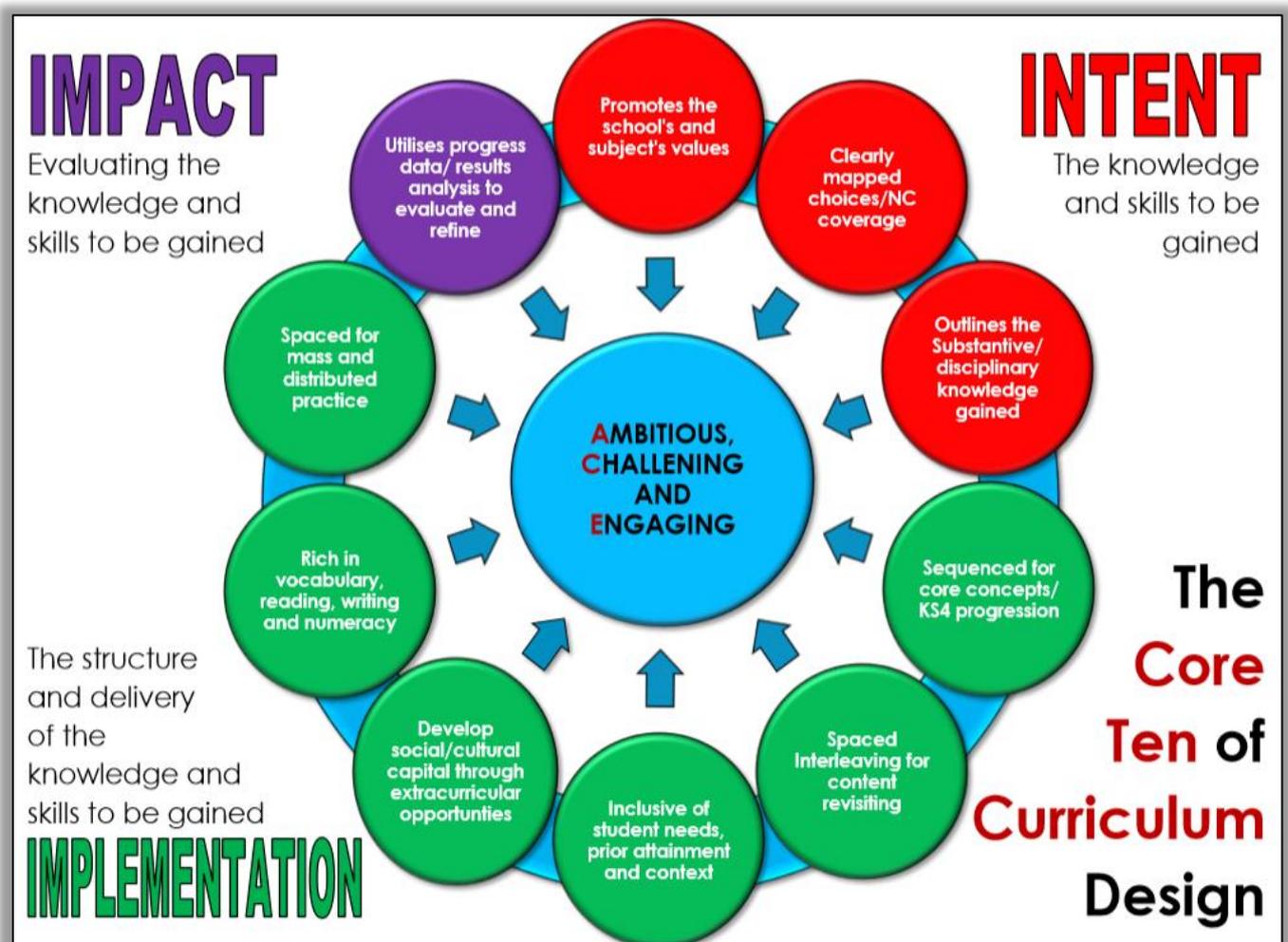
Key Stage 3

Subject: Performing Arts (Dance, Drama, Music)

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Created: 05/06/2020

Updated:



Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

Based on current session allocations – Y7: 1 Dance, 2 Drama, 1 Music; Y8: 2 Dance, 1 Drama, 1 Music; Y9: 1 Dance, 1 Drama, 2 Music

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
7	Unit/Topic Penguin Café Fairy Tales Keyboard/notation	Circus Performances	Musical Theatre Mary Poppins (traditional)	Pioneers Mercer Cunningham Frantic Assembly Berberian/Glass	Tradition Ballet Slapstick Beethoven	Africa Gumboot Story telling Rhythm/Vocals	
	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	Props Culture Rhythm, timbre, Texture	
	Powerful Knowledge	Perform to peers	Create own performances in groups	Be part of a class performance	Introduce students to practitioners that have changed the world of Performing Art	Cultural understanding based on traditions using script and staff notation	Understanding of a culture different to their own
	Mass Practice	Drama Perform fairy-tale to class	Perform devised work to class (recorded)	Drama Perform scene from 'Mary Poppins'	Perform devised work to class (recorded)	Drama Perform Slapstick piece to class	Perform arrangement of set elements to class (recorded)
	Distributed Practice	Rehearsal feedback Small keyboard theme	Rehearsal feedback Tutor/peer	Perform work in progress	Rehearsal feedback Tutor/peer	Perform work in progress	Rehearsal feedback Tutor/peer
	What are the key concepts to be covered?	Dance Specific Key Concepts Skills, technique, accuracy, movement memory, timing, co-ordination, creativity, genre, style, expression, choreography, language, control, fluency, dynamics, cannon, teamwork, appreciation, feedback, discussion					

	<p>Drama Specific Key Concepts</p> <p>Creating: Basic performance skills (how to use voice/body/spatial awareness), teamwork, cooperation, structuring a performance (beginning, middle, end).</p> <p>Performing: 5 elements of Drama (facial expressions, voice, gesture, movement, relationships).</p> <p>Responding: students are taught to respond to a variety of stimuli to create drama. Students are also taught to respond through verbal feedback and discussion.</p> <p>Concepts linked to techniques: basic performance skills, Mime, script interpretation, physical comedy, physical theatre, drama in other countries. Students will also learn how to use, hot seating, freeze frame, how to use the performance space, how to keep focused in rehearsal, the use of role play, the use of thought tracking in performance, audience awareness.</p> <p>Music specific Key concepts</p> <p>Instrument specific: unison, expression, melody/RH, Bass/LH, how to use instrument correctly, change rhythms.</p> <p>Structure – AB, chord progression (3 major chords),</p> <p>Pitch – notation, chromatic scale, major chord, sing in tune</p> <p>Rhythm/Timing – simple rhythms (semibreve, minim, crotchet, quavers, rest), follow beat</p> <p>Notation – staff notation (treble clef), graphic score (symbols), rhythms</p> <p>Performing – in pairs or small groups to peer (class/group/pair).</p> <p>Rehearsal – set targets and develop skills</p> <p>Musical Stimuli – awareness of genre, purpose and context for original pieces; – awareness of structure, arranging and composing conventions.</p> <p>History – 19th Century/Fuck, Saint-Saens, Classical - Romantic/Beethoven, World Music/Africa, Popular/Mary Poppins, Adele</p>
<p>What prior knowledge, at KS2, are you assuming they have?</p>	<p>In KS2 students should be taught to perform dances and compare performances but we find majority of students will have no prior experience of Dance. Some students will have knowledge of putting together small motifs and using teamwork skills to create choreography and a cover of the basics of dance is provided in the first term to create a more even skill level.</p> <p>In Year 5/6 pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performances and debates. However, on arrival majority of students will have no prior experience of Drama and a cover of basic skills/vocabulary in Term 1 is needed. Students will have some experience of create small drama pieces based on a scenario or reading out dialogue.</p> <p>When discussed with Entrust the list below is taught but reality is the majority of students will have had no formal music tuition apart from singing in Y6, some not since KS2 in Y4, and knowledge has been lost.</p> <ul style="list-style-type: none"> Basic knowledge of rhythms – crotchets double quavers, minim and semibreve Follow a beat and copy a rhythm Notes – C, D, E, F, G and pentatonic on C (C, D, E, G, A) Sing in unison Simple ensemble work, K2 - Instrument tuition Familiar with instruments in the orchestra Elements of Music (leading to DR SMITH) used to describe music Some knowledge of popular pieces such as the ones presented in 'BBC Ten piece's

What knowledge do they need to have a successful start to Year 8?	How to create choreography, key dance actions, use of dynamics and performance skills and how to develop given choreography. Developing skills of creating work as a group, working independently and setting targets
	Have the knowledge of Drama as a process and the stages involved in creating a good performance. Know key terms of Drama to help them talk about the Drama process. Know the 5 elements of Drama as explained in the key concepts section and how they are used in every Drama piece to shape a performance. Work independently in groups, review work and set targets for progress
How are topics spaced between unrelated topics?	Independent use of keyboards/instruments, understanding of simple notation used for instrument work, independent rehearsal skills, peer assessment, target setting Play melody given, explore sounds and layers when composing, use AB structure, reference music heard, perform work in progress to class
The topics are created to allow for a steady development of basic skills needed to create meaningful performances. Expectations of key concepts will increase leading students to move activities from 'playing' to having a sense of purposeful rehearsal/performance by the end of Year 7	

8	Unit/Topic	Bollywood (only Dance)	Haunted House (2 terms – Dr/Mu) Ghost Dances Ghost story Bach - Toccata	Musical Theatre Matilda	Seasons Device - stimuli Vivaldi's Four Seasons	Carnival (Dance/Music) Monologues (Drama)	Step Up Set work
	KS3 NC covered	Hasta Fusion culture	Interpret, abstract Device, ghost story 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
	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
	What are the key concepts to be covered?	Dance specific Key Concepts Students will continue to develop concepts introduced in Y7: Skills, technique, accuracy, movement memory, timing, co-ordination, creativity, genre, style, language, expression, choreography, performance, control, fluency, dynamics, cannon, teamwork, repertoire, Additional concepts in Y8: pace, dance development, dance actions, flexibility, strength, musicality, rhythm.					

	<p>Drama Specific Key Concepts</p> <p>Creating, performing, responding: Development of teamwork and collaboration to create meaningful drama, development of the 5 key elements of Drama (facial expressions, voice, gesture, movement, relationships), the stimuli explored is more complex. Students verbal responses are also developed and subject specific terminology embedded.</p> <p>Concepts linked to techniques: creating and understanding tension in Drama, the importance of considering audience reactions, character development and exploration, script interpretation and performance, presenting and performing texts, creating original drama performances, audience awareness. Students will also learn how to use hot seating, dialogue, monologue uses and how to perform them, dramatic effect, rehearsal techniques and how to block a scene effectively.</p>
	<p>Music specific Key Concepts</p> <p>Instrument specific: samba instruments</p> <p>Structure – Storyline, Rondo, Call/Response</p> <p>Pitch – notation, minor chord, sing simple harmony</p> <p>Rhythm/Timing – syncopated rhythms (dotted, single quaver, semiquaver)</p> <p>Notation – Chord box, lead sheet, rhythms/rhythmnemonics</p> <p>Performing – recording, solo, Dance</p> <p>Rehearsal – set targets and develop skills</p> <p>Musical Stimuli – awareness of genre, purpose and context for original pieces; – awareness of structure, arranging and composing conventions.</p> <p>History – Baroque/Bach, Renaissance/Vivaldi, World Music/Brazil, Popular/Minchin, 80s</p>
<p>What knowledge do they need to have a successful start to Year 9?</p>	<p>Students need to start to develop an understanding of professional works and the process of creating choreography both independently, as a group and teacher lead.</p> <p>Students need to have the independence to create their own pieces of Drama, taking ownership of their final performances. They need to show their understanding of how characters are developed and demonstrate this to an audience in both script work and devising. They need to be able to apply the 5 key elements of Drama in a performance.</p> <p>Students should begin to create music independently in rehearsal both as individuals, in pairs and groups. They should be able to review their own work and set simple targets for improvement,</p>
<p>How are topics spaced between unrelated topics?</p>	<p>Each topic provides students with a different way of using and developing skills already mastered. Stimuli, genre and context provides a variety of ways to explore the use of key concepts. The topic is providing a link between the three subject creating a sense of the concept 'Performing Arts'. In Year 8 there is a stronger focus in expressing emotions by creating mood and atmosphere in performances.</p>

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 Planning
	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
	What are the key concepts to be covered?	<p>Dance specific Key Concepts Students will continue to work on concepts introduced and developed in Y8: Skills, technique, accuracy, movement memory, timing, co-ordination, creativity, genre, style, language, expression, choreography, performance, control, fluency, dynamics, cannon, teamwork, repertoire, pace, dance development, dance actions, flexibility, strength, musicality, rhythm, Additional concepts in Y9: history of dance, appreciation, analysis, stylistic qualities.</p> <p>Drama specific Key Concepts Creating, performing, responding: consistent awareness of the performance space and audience, expressive use of voice and/or movement to communicate meaning, realisation of the role/character, focus, energy, listening to instruction/direction. Concepts linked to skills: devising (creating own drama), interpretation of existing text and characters, understanding of character relationships and subtext, how to create meaning/emotion in Drama, awareness of performance space, knowledge of the use of props, how to use techniques for dramatic effect, rehearsal techniques, developing dialogue, cross cutting and how to use blocking effectively.</p>					

	<p>Music Specific Key Concepts</p> <p>Instrument specific: use of band instrument to create accompaniments</p> <p>Structure – Intro/Verse/Chorus/Outro, Solo/improvisation, 12 bar Blues</p> <p>Pitch – Blue notes, Bass/Treble, chord progression</p> <p>Rhythm/Timing – off beat, swing, counting in, cues</p> <p>Notation – DAW, lead sheet, arrangement</p> <p>Performing – recordings, band, solo to peer</p> <p>Rehearsal – set targets and finalise work</p> <p>Music Industry – H&S, contracts, Record Labels, PR</p> <p>Musical Stimuli – awareness of genre, purpose and context for original pieces; – awareness of structure, arranging and composing conventions.</p>
<p>What knowledge do they need to have a successful start to Year 10?</p>	<p>Dance appreciation – introduction to a variety of professional works and dance styles, leading through a variety of tasks to explore the work both practically and theory based.</p> <p>Understanding of key skills needed for choreographing, dancing and performing.</p> <p>Ability to create own work drawing upon knowledge from a variety of sources.</p> <p>Readiness to work, appropriate interaction with others – trust and cooperation ,rehearsal discipline, observing safe working practices, willingness to try things out , concentration and focus within the tasks , interaction with, and response to, other performers during and after performance, time management (adhering to rehearsal schedules).</p> <p>Independent approach to rehearsals, selection of repertoire, using DAW, finalise pieces, awareness of Music Industry, reference different genres, discuss difference in music heard.</p>
<p>How are topics spaced between unrelated topics?</p>	<p>Work is based on a continuous development of skills. Each topic provides students with a different approach to using these skills through stimuli, genre and context. In Year 9 the focus is on creating clear characters and interpretations. Students are aware they are developing skills that can be used both in KS4 but also beyond the academy as a form of recreational activity.</p>

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
7	Social/ Cultural Capital	Dance/Drama/Music/Tech clubs open to all students throughout the year Instrumental tuition open to all students throughout the year (FSM students get free tuition)					
	Tier 2/3 Vocabulary	Vocabulary used is very subject specific (mainly Tier 3 – see key concepts). Tutors are also encouraging discussion and justification of choices made either during the process of creating, rehearsing and reviewing work or when evaluating work of others both students and professionals.					
	Reading	Stimuli based on fairytales Staff notation		Script work Drum notation Lyrics	Graphic Scores Choreography choices	Staff notation	Lyrics
	Writing		Notation of composition	Spelling	Graphic Score Notation of Choreography choices		Notation of rhythms
	Numeracy	Fractions/rhythms Counting of beats and phrases	Counting of beats in sections such as bars and phrases	Fractions/rhythm Counting of beats to match music/moves	Structure of choreography	Fractions/rhythms Counting in 3/4 or 6/8	Counting of beats
	How does the PoS support students with SEND needs?	Focus on developing skills at the level they arrive at, encourage confident presentation of work, build self-esteem, positive reinforcement of effort leading to outcome, group rehearsals allow for time to reteach concepts either by tutor or peers					
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	Less focus on academic skills allows students to experience they are equal with the rest of the class. Develop sense of ability to improve through practise, build self-esteem through experience of success,					
	How does the PoS offer contextual content appropriate to Amington students?	Improve their feeling of worth, confidence and self-image; broaden their horizon by introducing them to other cultures both nationally and internationally; introduces them to cultural experiences and concepts; gives them references to use in other subjects, discussions as well as life outside school;					

8	Social/ Cultural Capital	Dance/Drama/Music/Tech clubs open to all students throughout the year Instrumental tuition open to all students throughout the year (FSM students get free tuition)					
	Tier 2/3 Vocabulary	Vocabulary used is very subject specific (mainly Tier 3 – see key concepts). Tutors are also encouraging discussion and justification of choices made either during the process of creating, rehearsing and reviewing work or when evaluating work of others both students and professionals.					
	Reading	Stimuli for acting Layout of minor chords Hasta moves		Scripts Lyrics	Staff notation Stimuli/poem	Monologue script	Score Script
	Writing	Chord patterns Structure of hasta moves	Create scripts Notation of musical ideas	Lyrics	Notes to remember ideas/compositions		Notes on how to use stimuli
	Numeracy	Counting unusual beat patterns	Counting beats/phrases to make moves and music match	Counting beats		Fractions/rhythms	Counting beats
	How does the PoS support students with SEND needs?	We aim to develop the confidence and self-esteem of SEND students as our focus will be on them developing their own skills and use them to the best of their ability. During rehearsal tutors have opportunities to revisit new learning with specific students. Groupwork enable students to support each other in creating skilled performances.					
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	A number of topics/skills set in Year 8 will be unfamiliar to all students which means students are exploring new skills from a similar starting point. All sessions contain STRETCH elements where students can expand their skill set and is open for all students to attempt. More able students in Performing Arts will be given the opportunity to demonstrate work, lead warmups and lead group work.					
	How does the PoS offer contextual content appropriate to Amington students?	This PoS presents our students to a variety of cultural experiences unfamiliar to a large proportion of students. By exploring the culture behind the performance students becomes more aware of the world around them and learn to appreciate things that are different from their everyday life. Monologues, in Term 5, presented to a leadership panel build confidence and prepares students for interviews.					

9	Social/ Cultural Capital	Dance/Drama/Music/Tech clubs open to all students throughout the year Instrumental tuition open to all students throughout the year (FSM students get free tuition)					
		Model work using recordings of professional Racial injustice in Perf. Arts industry Dance workshop	Christmas Showcase individual bands Culture of Reggae (popular locally)	Musical Production Jobs in Industry – Film, recording studio Model work using 'live performance'	Jobs in Industry (open to all years) Film/DAW Theatre trip	Jobs in Industry Deadlines	Trip to London (open to all years) Jobs in industry
	Tier 2/3 Vocabulary	Vocabulary used is very subject specific (mainly Tier 3 – see key concepts). Tutors are also encouraging discussion and justification of choices made either during the process of creating, rehearsing and reviewing work or when evaluating work of others both students and professionals.					
	Reading	Stimuli Score Lyrics	Score	Script Lyrics	Script	Score Script	Scenarios
	Writing	Notes reg. ideas			DAW notation ideas script	Present ideas for performance	Promotion
	Numeracy			Counting out set moves	Counting out set moves	Counting music, creating own choreography	Budget
	How does the PoS support students with SEND needs?	Most work is practical with a focus on grouped or paired work, this frees up the teacher to support individual students as well as allowed more able students to support other students. Students are able to shape their devised pieces to suit their strengths. Present different ways to gain a career in the Performing Arts industry.					
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	The PoS is based on developing cultural knowledge and a sense of self. Students are expected to push themselves towards a professional level of performance which means students at all skill levels are challenged to improve their skill set. High attainment students are given opportunities to run their own rehearsal both individually and with responsibility for a group rehearsal.					
	How does the PoS offer contextual content appropriate to Amington students?	Introduces career opportunities beyond academia highlighting the responsibilities given and the need to contribute with commitment and focus to become successful. Consumer and employer expectations are also part of this.					

How does the Implementation Plan meet the ACE curriculum design?

Ambitious	Through strong topics students are given opportunities to create performances that can be presented to an audience outside the classroom. Students are encouraged to produce work that makes them proud and they are happy to share with their peers and family. Students are continuously given opportunities to develop their skill set with support from their tutor.
Challenging	As students mature, they are asked to reflect on the topics using their own experiences. 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. They are given opportunities to work in a variety of groups and perform as part of a group. 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.
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 Implementation Plan?

The Implementation plan covers a wide variety of styles of genres aimed to expand the cultural knowledge of our students while keeping awareness of their interest. This ensure engagement which is vital for students to develop skills.

Another strength is the ability to adjust activities and outcome to suit individual and differences in year groups and staffing. This means we will be able to utilise the strength of individual staff members to ensure our students gets the best experience in Performing Arts possible.

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
 - Space interleaving 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.
- Consistency in lesson allocations as this has changed 5 times over the past 3 years.
- Review how end of topic assessment fits with tracking dates + consider time allowed for rehearsal of performances
- Resources needed to provide an ambitious outcome – scripts, dance mirrors, ability to review recordings during rehearsals, trips to theatre
- Communication with Primary school to build on knowledge and where needed offer support