

This year, we are trialling a new curriculum plan for Year 7 by combining their Music and Drama lessons into a cohesive Performing Arts subject. Sometimes, these lessons will be taught separately to ensure students are provided with the appropriate skills in each discipline; at other times, both subjects will come together as a Performing Arts lesson, wherein these skills will be consolidated and developed through a combination of both areas.

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Knowledge and Skills	<p>Baseline Assessments:</p> <ul style="list-style-type: none"> In both Music and Drama, to ascertain current levels of skill and experience in each subject. <p>Introduction to theatrical skills (Drama):</p> <ul style="list-style-type: none"> Understanding staging types and stage positions Being aware of the strengths and weaknesses of each one Selecting and using stage configurations and positions for effect <p>Building Bricks (Music):</p> <ul style="list-style-type: none"> Exploring the Elements of Music, Descriptive and Programme Music, Graphic Notation and Graphic Scores Understand and recognise the Elements of Music: pitch, tempo, dynamics, duration, texture, timbre or sonority, articulation, silence. 	<p>Acquirement of theatrical skills (Drama):</p> <ul style="list-style-type: none"> Use of silence: building tension or comedy Use of levels: varying stage pictures Eye contact: creating meaningful character connections <p>Soundtracks (Music):</p> <ul style="list-style-type: none"> Exploring Film music, Leitmotifs, Motifs, Mood and Sound Effects & Mickey Mousing How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. <p>Soundtracked devised piece (Performing Arts):</p> <ul style="list-style-type: none"> Music and Drama groups come together to combine their understanding of the subjects thus far, creating a devised dramatic performance which is accompanied by a soundtrack that enhances the action. 	<p>Musical Theatre (Performing Arts):</p> <ul style="list-style-type: none"> Scene and song study, using musical theatre scripts including <i>Matilda Jr</i>, <i>Chicago</i> and <i>The Lion King Jr</i>. Skills from Drama and Music taught throughout the topic, including keyboard skills (exploring effective keyboard performance technique, treble clef staff notation, sharps and flats, melody and chords), exaggeration: selecting aspects of characters to heighten for effect and high-energy performances: creating fast-paced, immediately-engaging drama 	<p>Application of theatrical skills (Drama):</p> <ul style="list-style-type: none"> Monologues / duologues: rehearsal and performance Selecting and applying theatrical skills acquired thus far to a performance piece <p>Live theatre critique (extract from <i>One Man, Two Guvvors</i> and <i>The Cat in the Hat</i>) (Drama):</p> <ul style="list-style-type: none"> Introduction to analysis and evaluation of theatrical skills <p>Form & Structure (Music):</p> <ul style="list-style-type: none"> Exploring musical structures: Question & Answer phrases, Binary Form, Ternary Form and Rondo Form 	<p>Live theatre critique (<i>Shrek the Musical</i>) (Drama):</p> <ul style="list-style-type: none"> analysis and evaluation of theatrical skills in a family musical <p>Instruments used in an Orchestra and other Ensembles (Music):</p> <ul style="list-style-type: none"> Exploring instruments of the orchestra and other ensembles, the conductor, beating time and performing as an ensemble. Learn a song from the musical <i>Shrek!</i> Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. 	<p>Application of theatrical and musical skills (Performing Arts):</p> <ul style="list-style-type: none"> Creation, rehearsal and performance of a libretto, based on a stimulus Selecting and applying theatrical and musical skills acquired thus far to a performance piece with consideration of the effect on an audience

	Assessment	<ul style="list-style-type: none">• A baseline devised performance at the beginning of the year; a similar assessment at the end of the year to chart progress.• Retrieval practice quizzes at the beginning of most lessons to check understanding of key concepts/theories/skills.• Lesson-by-lesson assessments to check how well each new skill has been adopted.• As well as the baseline assessments at the beginning of the year, there are two large-scale assessments during terms 2 and 6 (the soundtracked devised piece and the libretto), where each student is given time to thoroughly explore, rehearse and perform.
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