

# KS3 Creative Arts Curriculum

	Scheme of Learning One		Scheme of Learning Two		Scheme of Learning Three	
Techniques	Characterisation, facial expressions, body language, evaluation, still image, thought-tracking		Slapstick comedy, stage-fighting, audience participation, commedia dell'arte, stock characters		Noh theatre, gestures, symbolic movement, symbolic hand gestures, rhythm, narration, choral speech, still image	
DRAMA Year 7	<b>SOL 1: Exploration of Drama- Baseline assessment</b>  To give learners an introduction to the skills they will need to develop in Drama at KS3 and beyond. This includes building characterisation, using stimulus to devise drama, understanding and using drama conventions to make sense of drama and developing their improvisation skills.  To give learners the opportunity to be creative and independent in their thinking and learning.   Assessment: Continuous assessment   Homework Project 1		<b>SOL 2: Pantomime</b>  To develop their characterisation skills by creating larger than life stock characters. To encourage learners to use the correct language to reflect and discuss the effectiveness of their own and others work, to identify strengths and areas to develop. To develop their knowledge of drama conventions  .To use fairy tales to create a piece of drama. To enable learners to recognise where changes may need to be made to improve their work and display progress. To develop the fluidity of their improvisation skills. To deepen their understanding of the fourth wall that sometimes exists in drama.   Assessment: End of topic performance  Friday 16th Dec		<b>SOL 3: World Theatre</b>  To build upon skills pupils are learning in KS3. To introduce students to different cultures and traditions. . To give students the opportunity to be creative and independent in their thinking and learning. To work with others in sharing and developing ideas for dramatic presentation; negotiating effectively with others both in and out of role.   Assessment: End of topic with a choice of theatre e.g. Indian, Japanese, African	
	Research, verbal and written analysis, transitions, key dance actions, SPAFFTE skills.	Choreographic process/ devices, research, structure, verbal and written analysis, SPAFFTE skills, stylistic qualities.	Research, physical performance skills, interpretative performance skills, verbal and written analysis, chance choreography.	Structure, choreographic devices/ process, inspired choreography, physical and interpretative performance skills.	Research, stylistic qualities, freeze frames, guided choreography, lifts, physical and interpretative performance skills.	Inspired choreography, choreographic process, devices, structure, physical and interpretative performance skills.
	<b>DANCE SOL 1 :</b> <b>Street Styles: Intro to street styles</b>  Baseline assessment: ASDR where students explore learning motifs and developing using choreographic skills.  To be able to link basic street movements together from the following styles of street dance: Breaking, tutting, robot and house dance. Performance will be reviewed/ critiqued through peer and self-assessment.  To be able to perform a street motif linked to choreography previously learned/ created prior. Further develop their choreography by creating their own motif with the application of choreographic devices. Performance will be reviewed/ critiqued through peer assessment.		<b>DANCE SOL 2:</b> <b>Michael Jackson: Repertoire and choreography</b>  To perform repertoire from icon Michael Jackson linked to a choreographed section of own choreography. To perform as a member of a team showing consideration of both their physical and interpretative performance skills. Performance will be reviewed/ critiqued through self-assessment.  To perform repertoire from Michael Jackson, linked to choreography created by students. Performance will be reviewed/ critiqued through verbal peer and self assessment.		<b>DANCE SOL 3:</b> <b>Rock 'n' Roll: Stylistic qualities</b>  To perform key Rock 'n' Roll movements including lifts and freeze frames of a varied difficulty, showing clear stylistic qualities. Able to work effectively with a partner to choreograph a short rock n roll motif inspired by rock n roll in the media. Performance will be reviewed/ critiqued through peer and self-assessment.  To perform an advanced, culturally inspired 'Lindy Hop' motif linked to an inspired choreographed section. Application of structure, choreographic devices and performance skills. Performance will be reviewed/ critiqued through peer and self-assessment.	
Techniques	Physical and interpretative performance skills. Inspired choreography, choreographic devices, Verbal and written analysis, research.	Complex choreographic devices, physical and interpretative performance skills, transitions, verbal and written analysis.	Research, physical and interpretative performance skills, inspired choreography, transitions, verbal and written analysis.	Research, physical and interpretative performance skills, transitions, inspired choreography, verbal and written analysis	Research, stylistic qualities, verbal and written analysis. Guided choreography, choreographic devices.	Research, transitions, stylistic qualities, choreographic process/ devices. Verbal and written analysis.

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<p><b>ART</b> <b>Year 7</b></p>	<p><b>ART SOL: Line</b></p> <p><b>ASSESSMENT:</b> Baseline assessment (1Hr) – observational exercise. A3 line and Van Gogh sheet including experiments with mark making and artists' research.</p>	<p><b>ART SOL: Tone</b> Assessment: A3 tonal studies sheet showing exploration of shading techniques and observational studies. Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p><b>ART SOL: Colour</b></p> <p>A3 sheet showing understanding of colour theory effectively including the terms Primary colour, secondary colour, Tertiary colour and complimentary colour as well as identifying and mixing these colours successfully. An observational study will demonstrate effective use of colour. Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p><b>ART SOL: Pattern</b></p> <p>Assessment: A3 sheet investigating use of pattern and colour in other artists work. Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p><b>ART SOL: Developing ideas</b></p> <p>Produce an A3 sheet showing development from initial ideas for compositions to include observational studies and patterned backgrounds linking to artists work. Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p><b>ART SOL: Formal Elements: Personal Response</b></p> <p>Assessment: Create a final piece that reinforces all that has been learned throughout the year showing artists inspiration, skilful observation, expressing feeling and emotions, creative and discriminating use of media, visual elements and chosen techniques. Evaluate, modify and refine own work through self/peer and group assessment.</p>
<p><b>Techniques</b></p>	<p>Recording observations with Line using Vincent Van Gogh as inspiration. Written analysis and research, experimenting with media/techniques.</p>	<p>Recording observations (colour, texture composition) Critical and contextual understanding, experimenting with techniques and media</p>	<p>Increase knowledge and understanding of other artists work from different backgrounds, use media, techniques and visual elements to express feelings and emotions</p>	<p>Developing ideas using own research, exploring composition, annotating own work reviewing and refining use of media and techniques.</p>	<p>Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>	<p>Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>
<p><b>MUSIC</b> <b>Year 7</b></p>	<p><b><u>Keyboard Skills 1</u></b></p> <p><b>Baseline assessment:</b> (45 mins) Written and Listening test looking at prior knowledge of the musical elements, music notation, identification of musical styles and instruments.</p> <p>Students will learn about the core musical elements and will discover new skills on the keyboard by learning chords, melody and bass lines. They will do this as they learn to play Written in the Stars by Tinie Tempah feat Eric Turner.</p> <p><b>Assessment:</b> Solo or pair performance (recorded) Peer/self assessment as well as teacher assessment.</p> <p><b>Homework:</b> Year 7 Homework Sheet</p>	<p><b><u>Music for a Moving Image</u></b></p> <p>In groups, students will produce a backing track by creating sounds and musical motifs to match a Wallace and Gromit animated clip. They will need to ensure that they can describe how the musical elements are being used in their performances.</p> <p><b>Assessment:</b> Students can either produce a solo or pair performance (recorded), or a sequenced piece recorded on a computer handed in by memory stick. Peer/self assessment as well as teacher assessment.</p>	<p><b><u>World Music</u></b></p> <p>Students will explore music from around the globe and will discover the differences in instruments, sounds and culture. They will be looking at music from the Caribbean.</p> <p><b>Assessment:</b> Group/solo performance and composition. Teacher/peer/self assessed work.</p>			

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	Autumn One Autumn Two		Spring One Spring Two			Summer One Summer Two	
<b>Techniques</b>	Reading staff notation, developing aural skills, timing, pace and pitch.		Composition and accuracy skills will be required for this ensemble performance. Students will also be expected to show development as well as evaluate their performances.			Composition and improvisation skills will be required for this composition and performance. Students will also be expected to show development as well as evaluate their performances.	
<b>DRAMA Year 8</b>	<p><b>SOL 1: Exploration of Blood Brothers</b></p> <p>To give learners the ability to create and perform through the study of the play Blood Brothers This includes building characterisation, using stimulus to devise drama, understanding and using drama conventions to make sense of drama and developing their improvisation skills.</p> <p>To give learners the opportunity to be creative and independent in their thinking and learning.</p> <p>Assessment: Continuous assessment on process drama</p> <p><b>Homework Project 1</b></p>		<p><b>SOL 2: Stage-fighting</b></p> <p>To be able to understand the key aspects of stage-fighting. To be able to demonstrate these movements in a sequence. To be able to create a character reflecting the key characteristics of a southern American stock character.</p> <p>Assessment: Final assessment at end of scheme.</p>			<p><b>SOL 3: TIE Project (Hard to Swallow scheme)</b></p> <p>Learn about the effects of anorexia and other issues that young people may encounter during adolescence. To learn how drama can be used to raise people's awareness of an issue in society.</p> <p>To develop a range of drama skills to create a successful performance.</p> <p>To give students the opportunity to be creative and independent in their thinking and learning.</p> <p>To enable pupils to take on a range of characters.</p> <p>Assessment: Continuous assessment on ideas and then final outcome</p>	
<b>Techniques</b>	Still image, vocal skills( pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice, thought-tracking, still image, role-play.	Stage-fighting, southern American accent (vocal skills), key stock characters, slow motion, flashback.	Physical theatre, direct speech, choral speech, symbolic movement, thought-tracking, still image, hot-seating.				
<b>DANCE Year 8</b>	<p><b>DANCE SOL 1 : Urban Dance: Repertoire and choreography</b></p> <p>To perform a challenging urban motif, linked to inspired group choreography developed with devices. Response to the injustices of the development of urban dance. Performance will be reviewed/ critiqued through peer and self-assessment.</p> <p>To perform a complete group dance including challenging repertoire of a variety of urban styles linked seamlessly. Application of choreographic devices used throughout. Performance will be reviewed/ critiqued through peer and self-assessment.</p>		<p><b>DANCE SOL 2 : Professional Works</b></p> <p>To perform a trio/small group based on Swan Song repertoire and choreography focusing on the stimuli of manipulation/ bullying and consequences. Performance will be reviewed/ critiqued through peer and self-assessment.</p>			<p><b>DANCE SOL: Preparation &amp; Production: Origins of African Dance</b></p> <p>To produce and perform a small group/whole class African group dance. Perform an African Key motif with a high level of performance skills linked to their interpretation of a rhythm section choreographed in groups including the application of choreographic devices. Performance will be reviewed/ critiqued through peer and self-assessment.</p>	

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Techniques							
ART Year 8	<p><b>ART SOL:</b> War : artist appreciation: Kathe Kollwitz</p> <p>Assessment: To produce an A2 artists research sheet communicating understanding of artists response to the injustice of war, showing effective observational skills and control of media. Evaluate, modify and refine own work through self/peer and group assessment.</p>	<p><b>ART SOL:</b> War : artist appreciation : Johnathan Darby</p> <p>Assessment: To produce an A2 artists research sheet communicating understanding of artists work and the context in which it was made. Further develop observational work through effective use of colour, collage and text. Compare and contrast different artists approaches to theme. Evaluate, modify and refine own work through self/peer and group assessment.</p>	<p><b>ART SOL:</b> Expressing emotion : Portraiture</p> <p>Assessment: Produce an A2 sheet exploring facial expressions. Accurately record observations from a variety of stimuli, experimenting with media and techniques to help express loss, loneliness, fear and anger. Show inspiration from previous artists studied, and research other examples of work from different cultural and historical contexts. Evaluate, modify and refine own work through self/peer and group assessment.</p>		<p><b>ART SOL:</b> Developing ideas</p> <p>Assessment: Produce an A2 sheet showing development from initial ideas for compositions based on the theme of war, exploration of war poetry and use of text within an image. Use expressive techniques and colours to reinforce meaning and show emotion. Evaluate, modify and refine own work through self/peer and group assessment.</p>	<p><b>ART SOL:</b> War : Personal response</p> <p>Assessment: Develop a final piece that reinforces all that has been learned throughout the year showing artists inspiration, skilful observation, expressing feeling and emotions, creative and discriminating use of media, visual elements and chosen techniques. Evaluate, modify and refine own work through self/peer and group assessment.</p>	<p><b>ART SOL:</b> War : Personal response</p> <p>Assessment: Create a final piece that reinforces all that has been learned throughout the year showing artists inspiration, skilful observation, expressing feeling and emotions, creative and discriminating use of media, visual elements and chosen techniques. Evaluate, modify and refine own work through self/peer and group assessment.</p> <p>Organise a display of work, design a flyer to advertise the exhibition.</p>
Techniques	Recording observations(line and tone) ,written analysis and research, experimenting with media/techniques	Recording observations (colour, texture composition)Critical and contextual understanding, experimenting with techniques and media	Increase knowledge and understanding of other artists work from different backgrounds, use media, techniques and visual elements to express feelings and emotions		Developing ideas using own research, exploring composition, annotating own work reviewing and refining use of media and techniques.	Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.	Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

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<b>MUSIC</b> Year 8	<u><b>Keyboard Skills 2</b></u>  Students will revise the core musical elements and will be pushed to take their keyboard skills from last year to the next level with a more complex piece of music and target skills such as coordinating both left and right hands.  <b>Assessment:</b> Solo or pair performance (recorded) Peer/self assessment as well as teacher assessment.  <b>Homework:</b> Year 8 Homework Sheet	<u><b>Music for a Film</b></u>  In groups students will work together to create a musical piece which matches a short movie seen. Students will need to focus on matching their music to a visual film to create a certain atmosphere.  <b>Assessment:</b> Students can either produce a solo or pair performance (recorded), or a sequenced piece recorded on a computer handed in by memory stick. Peer/self assessment as well as teacher assessment.	<u><b>Composing Pop Music</b></u>  Students will look into detail on how a typical pop song is made by learning and putting to practice the key musical elements, such as tempo, structure and dynamics.  <b>Assessment:</b> Students can either produce a solo or pair performance (recorded), or a sequenced piece recorded on a computer handed in by memory stick. Peer/self assessment as well as teacher assessment.				

	Scheme of Learning One		Scheme of Learning Two		Scheme of Learning Three	
<b>Techniques</b>	<b>Brecht, physical theatre, direct address, placards, Stanislavski, Naturalism, Grotowski, poor theatre, Frantic Assembly, Boal, Forum Theatre, Artaud, grotesque images, sounds.</b>		Tone of voice, pitch of voice, pace of voice, accent, posture, stance, body language, Stanislavski, Brecht, Artaud, mannerisms.		Soundscape, physical theatre, still image, placards, thought-tracking, direct address, Brecht, Grotowski, Artaud, Stanislavski, Boal, Frantic Assembly, mime, slow motion, choral speech.	
<b>DRAMA</b> Year 9	<b>Component 1</b> <b>Practitioner SOW</b>  Students will be introduced to six different practitioners and explore them throughout workshop style lessons.  <b>Assessment:</b> Holistic assessment of their overall exploration of the different practitioners.		<b>Component 2</b> <b>Acting Skills- Movie SOW</b>  Students will be introduced to a range of different scripts from well-known texts. They will be focusing on developing their acting skills. Specifically looking at vocal and physical skills.  <b>Assessment:</b> Final performance from a chosen script that they have studied.		<b>Component 3</b> <b>Devising SOW</b>  Students will be exploring the themes within the play 'Our Day Out'. Using this as their chosen stimuli. They will create a devised piece of work in groups using different practitioner influences.  <b>Assessment:</b> Final assessment of devised performance alongside a logbook of the devising process.	
<b>Techniques</b>	Use of spine, articulation of feet, projection, timing, energy, accuracy, musicality and focus.	Use of spine, articulation of feet, projection, timing, energy, accuracy, musicality and focus.	Choreographic devices: formation, unison, canon, manipulation, stimuli, transition, levels, direction and counterpoint.	Choreographic devices: formation, unison, canon, manipulation, stimuli, transition, levels, direction and counterpoint.	Choreographic process: formation, unison, canon, manipulation, stimuli, transition, levels, direction and counterpoint. Performance skill, interpretive skills and technical skills.	Choreographic process: formation, unison, canon, manipulation, stimuli, transition, levels, direction and counterpoint. Performance skill, interpretive skills and technical skills.

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<b>DANCE</b> Year 9	<p>Unit 4: Dance Skills (To be completed in year 10)</p> <p>SOL 1 Part 1</p> <p>Introduction to Dance Skills Contemporary and Street technique Contemporary and street performances</p>	<p>Unit 4: Dance Skills (To be completed in year 10)</p> <p>SOL 1 part 2</p> <p>Introduction to Dance Skills Contemporary and Street technique Introduction to Dance Skills Contemporary and Street technique Contemporary and street performances</p>	<p>Unit 1: Introduction to choreography (To be completed in year 11)</p> <p>SOL 2 part 1</p> <p>Introduction to Choreography Create and develop solo performance Create and develop duo/trio performance</p>	<p>Unit 1: Introduction to choreography (To be completed in year 11)</p> <p>SOL 2 part 2</p> <p>Introduction to Choreography Create and develop solo performance Create and develop duo/trio performance</p>	<p>Unit 2: Preparation, Performance and Production (To be completed in year 11)</p> <p>SOL 3 part 1</p> <p>Introduction to Performance Learn and perform a group piece that consists of different dance styles. Learn about the process of putting on a performance, including props, lighting and costumes. A combination of choreography taught by the teacher and choreography created by the learners.</p>	<p>Unit 2: Preparation, Performance and Production (To be completed in year 11)</p> <p>SOL 3 part 2</p> <p>Introduction to Performance Learn and perform a group piece that consists of different dance styles. Learn about the process of putting on a performance, including props, lighting and costumes. A combination of choreography taught by the teacher and choreography created by the learners.</p>
Techniques						
<b>ART</b> Year 9	<p>ART SOL: Line</p> <p>A2 sheet to include continuous line study and observational study of James Allens work.</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p>ART SOL: Line</p> <p>A2 line and Van Gogh sheet including experiments with mark making and artists' research</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p>ART SOL: Tone</p> <p>A3 tonal studies sheet showing exploration of shading techniques and observational studies.</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p>ART SOL: Tone</p> <p>Tonal studies sheet showing exploration of shading techniques and observational studies. Research on Ian Murphy.</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p>ART SOL: Colour</p> <p>A3 sheet showing understanding of colour theory effectively including the terms Primary colour, secondary colour, Tertiary colour and complimentary colour as well as identifying and mixing these colours successfully. An observational study will demonstrate effective use of colour.</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>	<p>ART SOL: Colour</p> <p>A3 sheet showing understanding of mark making and application of different media</p> <p>Work will be evaluated, reviewed and refined through formative and summative assessment.</p>
Techniques						

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<b>MUSIC</b> <b>Year 9</b>	<p><b><u>Original Compositions</u></b></p> <p>Students will get the opportunity to express themselves by creating a song in their own choice of style and show off both musical ability and song writing skills.</p> <p><b>Assessment:</b> Students can either produce a solo or pair performance (recorded), or a sequenced piece recorded on a computer handed in by memory stick. Peer/self assessment as well as teacher assessment.</p> <p><b>Homework:</b> Year 9 Homework Sheet</p>	<p><b><u>Music for an Advert</u></b></p> <p>In groups students will create a musical piece to be used for a TV advert. Students will need to focus on how their music is relevant to the advert, and how it will draw the public's attention to the product.</p> <p><b>Assessment:</b> Students can either produce a solo or pair performance (recorded), or a sequenced piece recorded on a computer handed in by memory stick. Peer/self assessment as well as teacher assessment.</p>	<p><b><u>Music Industry</u></b></p> <p>Students will explore how the music industry works and links together. They will design a particular music product and research the best to advertise their product and why.</p> <p><b>Assessment:</b> Students will hand a coursework project containing relevant research, product designs with annotations and a final physical product.</p>
<p style="text-align: center;"><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed holistically throughout each SOL.</li> <li>• At the end of each SOL the teacher will highlight every statement the student can consistently do on their individual progress chart.             <ul style="list-style-type: none"> <li>• Teachers must give feedback to the student, informing them of which statements they can consistently do.                 <ul style="list-style-type: none"> <li>• Students must set themselves a target for their next SOL during this process.</li> <li>• Teachers may set additional targets for students if it is appropriate.</li> </ul> </li> </ul> </li> <li>• At the beginning of the spring term Teachers must inform students if they are a suitable candidate for GCSE.</li> </ul>			

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Techniques</b>						
<b>DRAMA Year 10</b>	Practice for Component 3: Theatre Makers in Practice DNA (Dennis Kelly)  Practitioner (Style) One Part 1	Practice for Component 3: Theatre Makers in Practice DNA (Dennis Kelly)  Assessment: Mock Written Exam  Practitioner (Style) One Part 2	Practice for Component 2: Practice for Component 2: The Edge  Practitioner Two (style) Part 1	Practice for Component 2: Practice for Component 2: The Edge  Assessment: Mock Performance Exam- in lesson (Hall)  Practitioner Two (style) Part 2	Component 1: Devising (Bodysnatchers) (Portfolio alongside devising)  Practitioner Three (style) Part 1	Devised Performance Day- Period 5 performance- WB 3rd July  Practitioner Three (style) Part 2
<b>Techniques</b>						
<b>DRAMA Year 11- For 2018</b>	Component 2: Performance from Text Curious Incident of the Dog in the Night-Time (2012, comic-mystery, Simon Stephens)	Component 2: Performance from Text Curious Incident of the Dog in the Night-Time (2012, comic-mystery, Simon Stephens)	Component 3: Performance Text for Written Examination - The Crucible	Component 3: Performance Text for Written Examination - The Crucible	Component 3: EXTERNAL WRITTEN EXAMINATION	
<b>Techniques</b>						
<b>DRAMA Year 11 EDEXCEL - For 2017</b>	Unit 2: Bodysnatchers  Assessment: 6x 1 hour workshops 2,000 word documentation  Homework- Coursework- Theatre Review, Unit 1: The edge 1,000 word document	Unit 2: Bodysnatchers  Assessment: 6x 1 hour workshops 2,000 word documentation  Homework- Coursework- Theatre Review, 2,000 word document  18th October Woman in Black - <a href="http://thewomaninblack.com/education">http://thewomaninblack.com/education</a>	Unit 3 - Text in performance  Assessment: Practical formative feedback on Unit 3 criteria  Homework- Line learning and attendance to rehearsals after school	Unit 3 - Text in performance  Assessment: Practical formative feedback on Unit 3 criteria  Homework- Line learning and attendance to rehearsals after school  <u>COURSEWORK FINAL DEADLINE FOR INTERNAL MODERATION</u>	Unit 3 - Text in performance  Assessment: Practical formative feedback on Unit 3 criteria  Homework- Line learning and attendance to rehearsals after school  UNIT 3 EXTERNALLY MARKED EXAM IN EARLY MAY TBC BY EXAM BOARD  UNIT 1 & 2 MARKS EXAM DEADLINE 7TH MAY	
<b>Techniques</b>						
<b>ART Year 10 JP</b>	Unit One Recording observations of architecture using line and tone  Verbal feedback in lessons/target setting every two weeks with formative feedback	Unit One: Experimenting with colour and mark making techniques  Artists research.  Verbal feedback in lessons/target setting every two weeks/formal assessment sheet with grades by end of term	Unit One: Developing ideas and experimenting with media based on theme of architecture  Verbal feedback in lessons/target setting every two weeks with formative feedback	Unit One: Final piece/personal response based on architecture.  Verbal feedback in lessons/target setting every two weeks/formal assessment sheet with grades by end of term	Unit One: Artists research - Jonathan Darby and Kathe Kollwitz to include written analysis and observational studies  Verbal feedback in lessons/target setting every two weeks with formative feedback	Unit One: Recording observations of portraits for war child project.  Verbal feedback in lessons/target setting every two weeks/formal assessment sheet with grades by end of term



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<b>Techniques</b>						
<b>ART Year 11</b>	Unit One : Personal response - final piece for war child to be completed by half term. Verbal feedback in lessons/target setting every two weeks with formative feedback	Unit One: Personal response - final piece for Dog Project to be completed. Homework and session 6 for completion of preparatory work Unit One completion and assessed by end of term.	Unit Two Exam preparation for AO1/AO2/AO3 both in class and for homework. Verbal feedback in lessons/target setting every two weeks with formative feedback	Unit Two Exam Preparation completed. 10 hour controlled test completed. Formally assessed before the end of term.	Unit One Completion of any outstanding coursework. Final formal assessment Marks entered for 31 May deadline.	

	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>Techniques</b>						
<b>DANCE Year 10</b>	<p><b>Unit 4: Dance Skills</b> (Audition) Contemporary technique sequences</p> <p>Logbook entries analysing their progress SMART target setting and reviewing progress</p> <p><b>Assessment:</b> Performance of Contemporary sequences learned during workshops in a formal setting. Contemporary Date: WC 17th October</p> <p><b>Homework:</b> Session 6, written reviews and logbooks.</p>	<p><b>Unit 4: Dance Skills</b> (Performance) Contemporary performance piece Logbook entries analysing their progress Reviewing SMART target progress</p> <p><b>Assessment:</b> Performance of Contemporary piece in a formal setting: Date: WC 5th December</p> <p><b>Homework:</b> Session 6, written reviews and logbooks.</p>	<p><b>Unit 4: Dance Skills</b> (Audition) Street technique sequences Logbook entries analysing their progress SMART target setting and reviewing progress</p> <p><b>Assessment:</b> Performance of Street technique sequences learned during workshops in a formal setting. Street date: WC 13th February</p> <p><b>Homework:</b> Session 6, written reviews and logbooks.</p>	<p><b>Unit 4: Dance Skills</b> (Performance) Contemporary performance piece Street Performance piece Logbook entries analysing their progress Reviewing SMART target progress</p> <p><b>Assessment:</b> Performance of Contemporary and Street performance pieces in a formal setting: Date: WC 27th March Theory workbook: FINAL HAND IN DATE: WC 27th March</p> <p><b>Homework:</b> Session 6, written reviews and logbooks.</p>	<p><b>Introduction to Unit 2: Preparation, Performance and Production</b></p> <p>Learn different Dance styles. Learn, develop and create motifs based on the stimuli of 'Pop music through time'/ Influential women or 'Influential women'</p> <p>Learn about, and have an input into the process of putting on a performance, including props, lighting and costumes. Analysis of choreographic content in two pop music videos/ influential women Logbook entries analysing the process of putting on a performance</p> <p><b>Homework:</b> Session 6, research and scrap book.</p>	<p><b>Introduction to Unit 2: Preparation, Performance and Production</b></p> <p>Learn different Dance styles. Learn, develop and create motifs based on the stimuli of 'Pop music through time'/ Influential women or 'Influential women'</p> <p>Learn about, and have an input into the process of putting on a performance, including props, lighting and costumes. Analysis of choreographic content in two pop music videos/ influential women Logbook entries analysing the process of putting on a performance</p> <p><b>Homework:</b> Session 6, research and scrap book.</p>

# KS4 Creative Arts Curriculum

Techniques						
<b>DANCE</b> Year 11	<p><b>Unit 2: Preparation, Performance and Production</b></p> <p>Learn different Dance styles. Learn, develop and create motifs based on the stimuli of 'Pop music through time' or 'Influential women'</p> <p>Learn about, and have an input into the process of putting on a performance, including props, lighting and costumes.</p> <p>Analysis of choreographic content in two pop music videos/ influential women</p> <p>Logbook entries analysing the process of putting on a performance</p> <p><b>Assessment:</b></p> <p>Performance of group piece. Date: WC 5<sup>th</sup> December</p> <p>Completed theory work booklet: Date: WC 5<sup>th</sup> December</p> <p><b>Homework:</b> Session 6 (practical), research, scrap books, selection and rejection of ideas for coursework.</p>	<p><b>Unit 2: Preparation, Performance and Production</b></p> <p>Learn different Dance styles. Learn, develop and create motifs based on the stimuli of 'Pop music through time' or 'Influential women'</p> <p>Learn about, and have an input into the process of putting on a performance, including props, lighting and costumes.</p> <p>Analysis of choreographic content in two pop music videos/ influential women</p> <p>Logbook entries analysing the process of putting on a performance</p> <p><b>Assessment:</b></p> <p>Performance of group piece. Date: WC 5<sup>th</sup> December</p> <p>Completed theory work booklet: Date: WC 5<sup>th</sup> December</p> <p><b>Homework:</b> Session 6 (practical), research, scrap books, selection and rejection of ideas for coursework.</p>	<p><b>Unit 1: Individual Showcase</b></p> <p>Create two solo performances in response to the progression opportunity identified on the exam paper in September 2015</p> <p>Write a letter of application applying for a job within the dance industry.</p> <p><b>Assessment:</b></p> <p>Performance of first solo performance. Date: WC 12<sup>th</sup> Feb</p> <p>Performance of second solo performance: WC 1<sup>st</sup> May</p> <p>Solo letter controlled assessment. Date: WC 1<sup>st</sup> May</p> <p><b>Homework:</b> Session 6 (practical), letter of application</p>	<p><b>Unit 1: Individual Showcase</b></p> <p>Create two solo performances in response to the progression opportunity identified on the exam paper in September 2015</p> <p>Write a letter of application applying for a job within the dance industry.</p> <p><b>Assessment:</b></p> <p>Performance of first solo performance. Date: WC 12<sup>th</sup> Feb</p> <p>Performance of second solo performance: WC 1<sup>st</sup> May</p> <p>Solo letter controlled assessment. Date: WC 1<sup>st</sup> May</p> <p><b>Homework:</b> Session 6 (practical), letter of application</p>	<p><b>Unit 1: Individual Showcase</b></p> <p>Create two solo performances in response to the progression opportunity identified on the exam paper in September 2015</p> <p>Write a letter of application applying for a job within the dance industry.</p> <p><b>Assessment:</b></p> <p>Performance of first solo performance. Date: WC 12<sup>th</sup> Feb</p> <p>Performance of second solo performance: WC 1<sup>st</sup> May</p> <p>Solo letter controlled assessment. Date: WC 1<sup>st</sup> May</p> <p><b>Homework:</b> Session 6 (practical), letter of application</p>	N/A
<b>MUSIC</b> Year 10	<p><b>Introduction to the Course</b></p> <p>Students will be introduced to the course and shown the course plan for the next two years. Units will be explained in detail to the learners so they understand what they will need to deliver over the next two years. Learners will start prep work for the selected units for the course. Group rehearsals, songwriting, concert plans, log books, skills audits, targets.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>	<p><b>Unit 4 – Introducing Music Composition</b></p> <p>This unit will be require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. Learners will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise.</p> <p>An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. They will be introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present the students with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene. Above all, this unit is about the</p>	<p><b>Unit 4 – Introducing Music Composition</b></p> <p>This unit will be require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. Learners will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise.</p> <p>An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. They will be introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present the students with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene. Above all, this unit is about the</p>	<p><b>Unit 2 - Managing a Music Product</b></p> <p>Learners will cover both the planning and the carrying out of the event. It is important the learners provide sufficient evidence to show their own contribution. Learners only need to produce one item each of promotional material but this should be such that it will include the essential information. To show industry awareness and target audience suitability, learners need to explain/annotate/draw conclusions from research and relate it to their own work.</p> <p><b>Assessment:</b></p> <p><b>Unit 2 -</b> An individual logbook. Video evidence of performance and setting up.</p> <p>Your final promotional item. Annotated research notes on target audience and industry practice. Drafts and notes on your promotional material.</p> <p>A written report, recorded discussion or presentation.</p>	<p><b>Unit 2 &amp; 5 - Managing a Music Product and Performance</b></p> <p><b>Unit 5 -</b> Students will complete a skills audit assessing their music performance skills and set two short term and long term target. Students will set a goal for their rehearsal and rehearse as part of their weekly timetabled lesson. Students should complete a weekly log highlighting the strengths, areas for develop and development to their personal practise as part of reviewing their rehearsal process.</p> <p><b>Unit 2 -</b> Learners will cover both the planning and the carrying out of the event. It is important the learners provide sufficient evidence to show their own contribution. Learners only need to produce one item each of promotional material but this should be such that it will include the essential information. To show industry awareness and target</p>	<p><b>Unit 2 &amp; 5 - Managing a Music Product and Performance</b></p> <p><b>Unit 5 -</b> Students will complete a skills audit assessing their music performance skills and set two short term and long term target. Students will set a goal for their rehearsal and rehearse as part of their weekly timetabled lesson. Students should complete a weekly log highlighting the strengths, areas for develop and development to their personal practise as part of reviewing their rehearsal process.</p> <p><b>Unit 2 -</b> Learners will cover both the planning and the carrying out of the event. It is important the learners provide sufficient evidence to show their own contribution. Learners only need to produce one item each of promotional material but this should be such that it will include the essential information. To show industry awareness and target</p>

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		<p>creation of music in the here and now. You will be encouraged to find your own creative routes through the compositional process and ultimately begin to develop your own creative voice.</p> <p><b>Assessment:</b> A portfolio of four short ideas, notated in an appropriate format. Recordings of the two extended ideas. Recording of the completed composition. Completed composition, notated in a format appropriate to the genre.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>	<p>creation of music in the here and now. You will be encouraged to find your own creative routes through the compositional process and ultimately begin to develop your own creative voice.</p> <p><b>Assessment:</b> A portfolio of four short ideas, notated in an appropriate format. Recordings of the two extended ideas. Recording of the completed composition. Completed composition, notated in a format appropriate to the genre.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>	<p><b>Homework:</b> Revision, Session 6, Log Books.</p>	<p>audience suitability, learners need to explain/annotate/draw conclusions from research and relate it to their own work.</p> <p><b>Assessment:</b> <b>Unit 2</b> - An individual logbook. Video evidence of performance and setting up. Your final promotional item. Annotated research notes on target audience and industry practice. Drafts and notes on your promotional material. A written report, recorded discussion or presentation.</p> <p><b>Unit 5:</b> Skills audit and target setting. Log/ Rehearsal Diary. Video recordings of review point Video recordings of practice sessions. Video recordings of performance.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>	<p>audience suitability, learners need to explain/annotate/draw conclusions from research and relate it to their own work.</p> <p><b>Assessment:</b> <b>Unit 2</b> - An individual logbook. Video evidence of performance and setting up. Your final promotional item. Annotated research notes on target audience and industry practice. Drafts and notes on your promotional material. A written report, recorded discussion or presentation.</p> <p><b>Unit 5:</b> Skills audit and target setting. Log/ Rehearsal Diary. Video recordings of review point Video recordings of practice sessions. Video recordings of performance.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>
Techniques						
MUSIC Year 11	<p><b>Unit 2 &amp; 5 - Managing a Music Product and Introducing Music Performance</b> Unit 5 - Students will complete a skills audit assessing their music performance skills and set two short term and long term target. Students will set a goal for their rehearsal and rehearse as part of their weekly timetabled lesson. Students should complete a weekly log highlighting the strengths, areas for develop and development to their personal practise as part of reviewing their rehearsal process.</p> <p><b>Unit 2</b> - Learners will cover both the planning and the carrying out of the event. It is important the learners provide sufficient evidence to show their own contribution. Learners only need to produce one item each of promotional material but this should be such that it will include the essential information. To show industry awareness and target audience suitability, learners need to</p>	<p><b>Unit 5 - Performance Introducing Music Performance</b> Unit 5 - Students will complete a skills audit assessing their music performance skills and set two short term and long term target. Students will set a goal for their rehearsal and rehearse as part of their weekly timetabled lesson. Students should complete a weekly log highlighting the strengths, areas for develop and development to their personal practise as part of reviewing their rehearsal process.</p> <p><b>Unit 5:</b> Skills audit and target setting. Log/ Rehearsal Diary. Video recordings of review point Video recordings of practice sessions. Video recordings of performance.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>	<p><b>Unit 1 - Music Industry</b> Students will be shown the big picture of the music industry. Discovering and researching on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. This unit will allow learners to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.</p> <p><b>Assessment:</b> This unit is assessed externally using a paper-based exam marked by Edexcel. The exam will take place on Monday 15<sup>th</sup> May.</p> <p><b>Homework:</b> Revision, Session 6.</p>	<p><b>Unit 1 - Music Industry</b> Students will be shown the big picture of the music industry. Discovering and researching on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. This unit will allow learners to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.</p> <p><b>Assessment:</b> This unit is assessed externally using a paper-based exam marked by Edexcel. The exam will take place on Monday 15<sup>th</sup> May.</p> <p><b>Homework:</b> Revision, Session 6.</p>	<p><b>Unit 1 - Music Industry</b> Students will be shown the big picture of the music industry. Discovering and researching on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. This unit will allow learners to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.</p> <p><b>Assessment:</b> This unit is assessed externally using a paper-based exam marked by Edexcel. The exam will take place on Monday 15<sup>th</sup> May.</p> <p><b>Homework:</b> Revision, Session 6.</p>	N/A

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	<p>explain/annotate/draw conclusions from research and relate it to their own work.</p> <p><b>Assessment:</b></p> <p><b>Unit 2</b> - An individual logbook. Video evidence of performance and setting up. Your final promotional item. Annotated research notes on target audience and industry practice. Drafts and notes on your promotional material. A written report, recorded discussion or presentation.</p> <p><b>Unit 5</b>- Skills audit and target setting. Log/ Rehearsal Diary. Video recordings of review point Video recordings of practice sessions. Video recordings of performance.</p> <p><b>Homework:</b> Session 6 (practical), research, Log books.</p>					
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# KS5 Creative Arts Curriculum

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Art Year 12	Investigation of a Theme	Visual elements	Artist Investigation	Idea Development	Unit 3 Personal Investigation – Study of an artist	
Art Year 13	Unit 3 Personal Investigation – Study of an artist		Unit 4: Exam Preparation and Exam			
DANCE Year 12	Unit 11: Street Dance Technique - KL <b>Assessment: May 2018</b> <b>Homework:</b> Practical session 6, target setting, Logbook entries and review of targets, written report, evaluation					Introduction to Unit 2: Developing Skills and Techniques for Live Performance
DANCE Year 12	Unit 3: Group Performance Workshop - EM <b>Assessment: May 2018</b> <b>Homework:</b> Practical session 6, Milestones.					Introduction to Unit 1: Investigating Practitioners’ work
DANCE Year 12	Unit 4: Performing Arts in the community - SJ2 <b>Assessment: May 2018</b> <b>Homework:</b> Practical session 6, Logbook entries, research activities, written report, evaluation					Introduction to Unit 5: Individual Performance Commission
DANCE Year 12	Unit 12: Contemporary Dance Technique - JMJ <b>Assessment: May 2018</b> <b>Homework:</b> Practical session 6, target setting, Logbook entries and review of targets, written report, evaluation					Introduction to Unit 6: Final Live Performance to an audience

# KS5 Creative Arts Curriculum

DANCE Year 13	<p><b>Unit 2: Developing Skills and Techniques for Live Performance - KL</b>  <b>Assessment: May 2018</b>  <b>Homework:</b> Practical session 6, target setting, Logbook entries and review of targets, written report in scrapbook format, evaluation, dancers' diary.</p>	NA
DANCE Year 13	<p><b>Unit 5: Individual Performance Commission- SJ2</b>  <b>Assessment: May 2018</b>  <b>Homework:</b> Practical session 6, plan for written proposal, research into selected stimuli, plan evaluation</p>	NA
DANCE 13	<p><b>Unit 6 - Final Live Performance to an Audience - JMJ</b>  <b>Assessment: May 2018</b>  <b>Homework:</b> Practical session 6, target setting, Logbook entries and review of targets, written report in scrapbook format, evaluation, dancers' diary.</p>	NA
DANCE 13	<p><b>Unit 1: Investigating Practitioners Work - EM</b>  <b>Assessment: May 2018</b>  <b>Homework:</b> Research into selected practitioners, practice essay writing, essay plan, plan for external assessment</p>	NA

# Music at Key Stage 3

Students in year 7 and 8 will change topics in music every half term and cover 3 areas in total before the rotation takes place

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<u>Keyboard Skills</u> Students will discover new skills on the keyboard and develop their musical ability by practicing chords, melody and timing.	<u>Music for a Moving Image</u> In groups students will produce a backing track by creating sounds and musical jingles to match a moving image of the teacher's choice.	<u>World Music</u> Student will explore music from around the globe and will discover the differences in instruments, sounds and culture.	<u>Keyboard Skills</u> Students will discover new skills on the keyboard and develop their musical ability by practicing chords, melody and timing.	<u>Music for a Moving Image</u> In groups students will produce a backing track by creating sounds and musical jingles to match a moving image of the teacher's choice.	<u>World Music</u> Student will explore music from around the globe and will discover the differences in instruments, sounds and culture.
<b>Year 8</b>	<u>Keyboard Skills 2</u> Students will be pushed to take their keyboard skills from last year to the next level with a more complex piece and target skills such as using both left and right hands.	<u>Music for a Film</u> In groups, students will work together to create a musical piece which matches a short movie scene. Students will need to focus on matching their music to a visual film to create a certain atmosphere.	<u>Composing Pop Music</u> Students will look in detail at how a typical pop song is made by learning and getting to practice the key musical elements such as tempo, structure and dynamics.	<u>Keyboard Skills 2</u> Students will be pushed to take their keyboard skills from last year to the next level, with a more complex piece and target skills such as using both left and right hands.	<u>Music for a Film</u> In groups, students will work together to create a musical piece which matches a short movie scene. Students will need to focus on matching their music to a visual film to create a certain atmosphere.	<u>Composing Pop Music</u> Students will look in detail at how a typical pop song is made by learning and getting to practice the key musical elements, such as tempo, structure and dynamics.
<b>Year 9</b>	<u>Original Compositions</u> Students will get the opportunity to express themselves by creating a song in their own choice of style and show off both musical ability and song writing skills.		<u>Music for an Advert</u> In groups, students will create a musical piece to be used for a TV advert. Students will need to focus on how their music is relevant to the advert, and how it will draw the public's attention to the product.		<u>Music Industry</u> Students will explore how the music industry works and links together. They will design a particular music product and research the best way to advertise their product and why.	

# Music at Key Stage 4

**In Music at Key Stage 4, we study the BTEC Level 2 First Award in Music.**

This course can help you take your first steps towards a career in the music industry. You'll learn essential skills from performing and composing to producing, and promoting a new track, album or concert.

The course consists of 4 equally-weighted units that are delivered over the 2 years.

<b>Unit 1 – The Music Industry</b> Externally assessed	<b>Unit 2- Managing a Music Product</b> Internally assessed	<b>Unit 4- Introducing Music Composition</b> Internally assessed	<b>Unit 5 – Introducing Music Performance</b> Internally assessed
<p><b>1 Hour Exam</b></p> <p>The exam revolves around an array of different areas within the Music Industry. There are 2 key learning aims:</p> <p>Learning Aim A: Understand different types of organisations that make up the music industry.</p> <p>Learning Aim B: Understand job roles in the music industry.</p>	<p>This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Your research should introduce you to elements of industry practice.</p>	<p>This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea.</p> <p>Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.</p>	<p>Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance. You should be aware of when your performances are so that you are able to plan your preparation time. You should be encouraged to choose your own pieces for performance to an audience. You should work with a specialist teacher to improve your technique and should keep a practice/production log that details how you have improved over the duration of the unit.</p>