



# Curriculum Statement: Performing Arts

*Art is not a mirror held up to reality but a hammer with which to shape it. - Bertolt Brecht*

## Curriculum Rationale

The performing Arts Curriculum aims to promote a love of the performing arts for all students. The curriculum is designed to demonstrate links across all three disciplines (music, dance, drama) and provide students with opportunity to experience a range history and culture from across performing arts.

Via the curriculum we aim to embed the schools key values of respect, resilience and excellence.

### **Music:**

The Music curriculum aims to create well rounded and developed musicians with skills and knowledge to be confident musicians as well as developing students love for music.

The curriculum includes three key elements: performing, composing and listening. Students complete a range of topics to support development of practical ability as well as completing relevant listening activities designed to develop key vocabulary and understanding required at KS4.

The music curriculum aims to provide students with a wide range of musical experiences from world music, classical music and modern pop music. Students are encouraged to explore their ability and develop a deep understanding of other cultures.

### **Drama:**

The Drama curriculum aims to provide opportunity for students to explore and develop on their performing skills building confidence.

Students learning is split into: Devising, rehearsal and performing. The curriculum aims to build knowledge and understanding of key vocabulary to support the required skills needed to succeed at KS4.

The Drama curriculum also provides PSHE, Unicef values and our whole school values. It enables students to develop key communication skills, build confidence and understand respect for each other.

### **Dance:**

We took the decision to add dance to the performing arts curriculum with the intention of providing students with the full experience of the performing arts and developing when rounded performers who are capable of success within the performing arts industry. Many of the skills found as part of dance also support students learning across music and drama. Students build understanding of how to rehearse and perform effectively as well as building a knowledge and understanding of key dance terminology and techniques.

Dance provides students with understanding of key values of the school via group work to teach respect and communication skills.

Our overall vision and goal for performing arts to ensure students are exposed to a range of cultures and experiences.

We aim to build a student's confidence with transferable skills that can be used within the wider curriculum and when they leave Cockshut Hill.

## Curriculum Progression & Strategies

The core priority across the performing arts curriculum is to enable students to grow and develop as performers, with an emphasis on practical ability and theoretical understanding providing knowledge that support practical developments.

### **Music:**

One of the key priorities for the KS3 music curriculum is to build up a student's practical ability. This is done through a range of musical activities which allow students to explore their potential and where they are guided to build on their abilities throughout the curriculum.

As well as the practical elements students are pushed to develop their academic understanding of key musical concepts throughout KS3. This is done by expanding the key vocabulary students are exposed to and having an expectation that these terms are learnt and used.

Within the curriculum the core principles remain constant (improvement of practical ability). This is done through the exploration of a range of musical topics to enable a wide range of cultural understanding.

Throughout the curriculum key learning and understanding is revisited and strengthened. For example students are taught the core musical elements at the beginning of year 7 and these are used across the curriculum up through to year 11.

We are now starting to see improvements in the quality of student's practical and verbal musical understanding. Moving forward the curriculum aims to continue to build on this understanding for the future.

Progress in music is shown through a development of a student's practical ability and an expansion of their music vocabulary and understanding.

#### **Drama:**

Similar to music the key priority for the drama curriculum is to focus on the improvement of practical skills.

The drama curriculum aims to expand and build on previous skills and embed best practice. Students are exposed to a range of new language and techniques throughout the curriculum and encouraged to use these alongside previous learning.

Practical skills all link and build though out the curriculum. Similar to the music curriculum the core principles of performance remain a constant with the expectation that that the use of skills expands and the use of key terms when communicating about drama are used and understood.

#### **Dance:**

As Dance is a new subject area the curriculum has been adapted throughout the past 9 months to reflect the needs of students. We aim to continue to grow the curriculum as we start to offer this subject within year 9 students from Sept 19.

As this is still a new subject the year 7 and 8 curriculums at present are similar, however moving forward the year 8 curriculum will start to build on the learning that has taken place in year 7 by encouraging students to expand on their current practical ability.

At present the curriculum aims to introduce the key concepts of dance to students across year 7 and 8 and build their confidence in performance.

Key vocabulary and recall techniques are used to embed the language that is being used.

#### **Performing Arts:**

Repetition of the practical skills needed throughout all of performing arts. Some skills across music, dance and drama are linked and we reiterate this to students to help them to make the connections in their learning.

Repetition of key vocabulary throughout they KS3 and KS4 curriculum to embed understanding.

Repeated application of the key vocabulary through listening practice to support student ability to recognise techniques when hearing them.

## **Curriculum Enrichment**

Year 7 trip to Symphony Hall – As well as providing students with the opportunity to see a live orchestra, this trip links to the current year 7 curriculum unit "What is an Orchestra"

Year 10 theatre – the year 10 theatre trip helps to support the GCSE drama curriculum as it is important that students see as many live performances as possible. This supports them in developing their own acting ability as well as completing controlled assessment elements of the course.

Extra-curricular clubs currently provide students with opportunities to perform and build on existing skills.

EPAs at KS4 are used to support development of key vocabulary required to access the written GCSE papers in both music and drama.