



# Performing Arts

## CURRICULUM OVERVIEW – YEAR 7

**Maximise our potential, to be the best we can be, every day.**



## Curriculum Overview

### Subject: Performing Arts

Year group	Topic and length	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital	Links to NC and Spec
7 Term 1	The Building Blocks of Performing Arts	Pitch Tempo Texture Timbre Notation Time Signature Rhythm Stave Treble Clef Bass Clef Graphic score  Characters, Plot, Theme, Dialogue, Convention, Genre, Audience.  Movement, Voice, Character, Mood/atmosphere, Focus.  Making, Performing and Responding.	<ul style="list-style-type: none"> <li>-Aural identification of elements of music.</li> <li>-Keyboard skills.</li> <li>-Confidence.</li> <li>-Group work.</li> <li>-Co-ordination of hands.</li> <li>-Timing.</li> <li>-Reading rhythms.</li> <li>-Sense of timing and pulse.</li> <li>-Creating a character</li> <li>-Characterisation and physical/vocal skills.</li> </ul>	<ul style="list-style-type: none"> <li>-To develop an understanding of the elements of music.</li> <li>-To begin to recognize key instruments and timbres.</li> <li>-To begin to develop keyboard skills and work as a pair.</li> <li>-To be able to correctly read and perform rhythmic notation.</li> <li>-To be able to identify the rhythmic notation symbols.</li> <li>-To understand and recognise simple time</li> </ul>	Rhythm mini assessment. Pitch Listening assessment Elements Assessment. Notation mini assessment. Musical elements composition assessment. Notation assessment. Musical elements written assessment. Drama elements performance.	Pupils will develop the skills to read traditional music notation.  Each lesson students will listen to Music from a range of genres and composers in order to develop their appreciation of a variety of Musical styles.	Music: Listening Performing Composing  Drama: Making Performing

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				<p>signatures, both aurally and theoretically.</p> <ul style="list-style-type: none"> <li>-To develop an understanding of the elements of Drama.</li> <li>-To understand what audience awareness is.</li> </ul>			
7 Term 2a	Instruments of the Orchestra	<p>Orchestra Composer String Brass Woodwind Percussion Conductor Musical Director</p>	<ul style="list-style-type: none"> <li>-Aural identification of elements of music.</li> <li>-Keyboard skills.</li> <li>-Using dynamics and timbre in composing.</li> <li>-Composing to a brief.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to apply the elements of music in performance and composition.</li> <li>-To recognise instruments and be able to correctly place them in their orchestral family.</li> </ul>	<p>Sections of the orchestra listening assessment.</p> <p>Mini assessment of conducting skills Ode to Joy assessment</p> <p>Film composition mini assessment.</p> <p>John Williams assessment</p>	<p>Students will explore a range of composers from periods of history including the greats such as Beethoven, Mozart, Haydn and Bach.</p> <p>Students will see live performances of many instruments of the orchestra, have the opportunity to try some of the instruments and watch BBC 'Ten</p>	<p>Listening Performing Composing</p>

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						<p>Pieces' in The Paragon. Students will then study the work and style of the film composer John Williams including his influence and relationships within the film industry.</p>	
7 Term 2b	Storytelling Theatre	<p>Narration Narrative Direct Address Linear/ Non-Linear Characterisation Stock Character Protagonist/Antagonist.</p>	<p>Creating and sustaining Character  Third person narration  Direct Address  Tableaux  Characterisation and physical/vocal skills.</p>	<p>How direct address can engage audience.  What is third person narration.  What storytelling theatre is and makes a good storyteller  What audience awareness is.  How a narrative structure works.</p>	<p>Making and Performing – Storytelling  How: Through group performance, stock character development.  When/ Why: End of half term. Ability to perform considered character using physical/vocal skills appropriating the differing styles of</p>	<p>European folktales / Culture and tradition. Pantomime – British traditional form of theatre.</p>	<p>Making and Performing</p>

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					theatre – pupils understand how style effects performance and character.		
7 Term 3	Madchester	<p>Music Industry Manchester Music Scene Indie Orchestra Music Venues Britpop Kitchen Sink Drama Political Social Economy In-Yer-Face Theatre</p>	<p>-To be able to correctly read treble and bass clef notation. -To develop keyboard skills and either group work or individual co-ordination between hands. -To understand where notes are on the keyboard.</p> <p>-Performing for specific types of stage.</p> <p>-Physical/Vocal characterisationskills to perform a range of emotions.</p>	<p>-To understand the context and history of the Manchester Music Scene. -To be able to perform the music of Manchester Music artists.</p> <p>-What is Kitchen Sink Drama/in-yer-face.</p> <p>-Theatre impact and effect on the local community and economy.</p> <p>-The types of stage.</p>	<p>Listening analysis. Performance of Music from a Manchester Artist.</p> <p>Respond How: Written evaluation - MADchester</p> <p>When/ Why: Mid half term 6 - because the ability to evaluate correctly is essential moving forward. Based on short piece demonstrating local society in the time of the nineties Manchester boom, highlighting issues and events incorporating an</p>	<p>Pupils will experience a trip to The Bridgewater Hall to experience the Halle orchestra live.</p> <p>Professional theatres, performance spaces and local knowledge. New styles of influential performance and art.</p> <p>1990's multi-media awareness.</p>	<p>Performing Listening</p> <p>Performing Responding</p> <p>Developing a sound understanding of their local area and its influence on modern life, both locally and further, art and culture. Includes historical context.</p>

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				<p>How theatre can be used to express political message and propaganda.</p> <p>What is social and historical context.</p>	<p>understanding of Kitchen-Sink drama.</p>		
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