

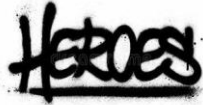









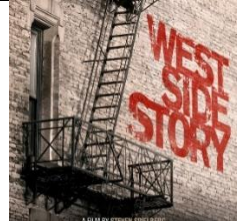

High Point Academy Curriculum Overview – Expressive Arts

Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>The Expressive Arts curriculum is heavily linked to the English curriculum and all themes compliment the ones on the English connector overview. The Year 7 opening unit introduces pupils to basic elements of Music Physical theatre and Drama, to develop their skills and repertoire. Pupils will learn basic skills in singing and playing at least three instruments. Throughout the year, pupils will experience responding to stimulus, composing, improvising, performing and evaluating. The music and drama texts drawn upon will be from a range of genres, cultures and time periods.</p>	 <p>Me, Myself and I An Introduction to Drama and Music Elements through autobiographical work. <i>(Transition unit from primary. Ensuring pupils are comfortable performing with their voice within their new class and re-emphasising/ teaching the key Musical elements.</i> <i>To enable the teacher to get to know the child behind the data with a view to informally assessing prior capability.</i> <i>What is drama and how do I begin to portray a character in performance?)</i></p>	 <p>They don't really care about us! Learning basic keyboard skills and mime through the theme of prejudice and bullying. <i>(This unit focuses on one of the main themes from 'Wonder' – the novel pupils are studying in English at the same time.</i> <i>Teaching basic theory skills such as the treble clef as well as note lengths and sharps/flats so that pupils can begin their journey into reading music. Pupils will then apply these skills by performing simple pieces of music on keyboards.</i> <i>To develop understanding of how to portray a character on stage through physical skills.)</i></p>	 <p>Heroes An introduction to rap and dramatic monologues through the theme of heroes. <i>(As pupils study persuasive techniques in English, this will be complimented by the study of rap and dramatic monologues and the power these can hold to convey messages.</i> <i>Development of composition skills in relation to rap music, creating a performance piece on the theme of heroes.</i> <i>To understand the basic principles of dramatic monologues.</i> <i>To develop pupils' ability to explore a hero themed stimulus in order to create original monologues.)</i></p>	 <p>Poetry in Motion Using poems to develop creative responses and compositions. <i>(Poetry will be used for pupils to study and respond to expressively.</i> <i>Teaching pupils the different parts of the physical theatre, how to take ideas and link movement to words.</i> <i>To enable teachers to assess pupils' ability to explore a stimulus in order to create original performance pieces.</i> <i>Devising is essential; it allows for personal development and exploration.)</i> <i>Physical theatre – taking the words away, how does the body portray words?</i></p>	 <p>Peter and the Wolf Exploring classical and traditional music/ movement through mythology. <i>(Pupils re-visit basic keyboard skills and learn how to play the keyboard with the correct hand position. Pupils will be exposed to classical music and will also use compositional techniques to create their own "animal" piece.</i> <i>Looking 'Still life at the penguin café' to explore how music can convey character – creating peter and the wolf performances using still image, improvisation, thought tracking, mime, key role taking, hot seating, mime and physical theatre.)</i></p>	 <p>Stomp! Rhythms and composition, performance and evaluation. <i>(Whilst pupils study drama in English, they will focus on performance skills and development of confidence to compliment this. To develop knowledge and understanding of rhythms used in different parts of the world, looking at more complex rhythms and creating a performance based on the ideas of Stomp, as well as exploring the West End.</i></p>
Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<p>Year 8</p>	<p>The Expressive Arts curriculum is heavily linked to the English curriculum and all themes compliment the ones on the English connector overview. The year 8 curriculum requires pupils to develop the skills and knowledge they were exposed to in year 7. They will build on the skills they have learnt in singing and the other instruments. They will continue to focus on responding to stimulus, composing, improvising, performing and evaluating, building upon prior work. The music and drama texts drawn upon will be from a range of genres, cultures and time periods.</p>	 <p>Family Portrait Developing basic drama and music elements through the theme of ‘is blood thicker than water’? <i>(Using one of the main themes of ‘Romeo and Juliet’ which pupils will be studying in English, this unit will develop pupils ability to perform with their voice further consolidate the key Musical elements. To further develop pupil understanding of character and relationships/ dynamics between characters.)</i></p>	 <p>Scrooge! Musical extracts specific study and performance skills based on the theme of Christmas. <i>(Whilst studying ‘A Christmas Carol’ in English, pupils will focus on analysing and performing extracts, focusing on the ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works around the theme of Christmas. To use the keyboard to learn and perform Christmas music, building on basic keyboard skills learnt in year 7.)</i></p>	 <p>Thriller Rap music and dramatic monologues – a deeper look through the theme of horror. <i>(To compliment the study of Gothic horror in English, pupils will continue to explore rap and dramatic monologues through ‘Thriller’. They will compose, improvise, perform and evaluate, using their music and drama skills. They will also consider genre and audience as a performer after studying conventions of scary music and drama.)</i> Looking at gothic horror poetry to develop and elaborate them to create their own raps.</p>	 <p>War Creative responses and compositions to classical and modern texts on war. <i>(Whilst studying ‘The Boy in the Striped Pyjamas’ in English, War Poetry and music about War will be used for pupils to study and respond to expressively using physical theatre. It will enable the assessment of pupils’ progress in exploring a stimulus to create original performance pieces. Looking at the history of music about war from 1930s to present day, with a particular focus on songs in response to war and political events.)</i></p>	 <p>Summertime Exploring music, drama and performance styles from around the world. <i>(Whilst pupils study travel writing in English, they will experience music and drama from around the world. They will continue to build upon their knowledge of performance through extracts of ‘A Summer Holiday’. African/Asian drumming and percussion work. In drama work, pupils will develop their movement skills, looking at cultural movement and performance from around the world.)</i></p>	 <p>Willy Russell and The Beatles! Case studies from page to stage! <i>(A musical case study of the Beatles and their influence on popular music. A case study of Willy Russell and his impact on theatre and drama – focusing on ‘Blood Brothers’, to coincide with the study of ‘Our Day Out’ in English. To further develop students’ ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works.)</i></p>
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High Point Academy Curriculum Overview – Expressive Arts

Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>The Expressive Arts curriculum is heavily linked to the English curriculum and all themes compliment the ones on the English connector overview. The year 9 curriculum requires pupils to develop the skills and knowledge they were exposed to in years 7 and 8. They will build on the skills they have learnt in singing and the other instruments They will continue to focus on responding to stimulus, composing, improvising, performing and evaluating, building upon prior work. The music and drama texts drawn upon will be from a range of genres, cultures and time periods. The final unit will allow pupils to show case their skills.</p>	 <p>Imagine Exploring the theme of Utopia vs Dystopia through music and drama <i>(Using one of the main themes of 'The Lord of the Flies' which pupils will be studying in English, this unit will develop pupils ability to perform with their voice further and consolidate the key Musical elements. To further develop pupil understanding of character and relationships/ dynamics between characters.)</i></p>	 <p>Do they know it's Christmas? Responding to media and non-fiction stimulus through performance. <i>(Whilst studying Media and Non-fiction in English, pupils will focus on analysing creating and performing on the theme of Band Aid and Live Aid, focusing on the ability to interpret texts for performance. Keyboard and drama skills will be developed further through the creation of music and acting for adverts.)</i></p> <p><i>What effect do the performing arts have on non-fiction topics?</i></p>	 <p>I want it all! Rap music and dramatic monologues – a deeper look through the theme of Power and Ambition. <i>(To compliment the study of 'Macbeth' in English, pupils will continue to explore rap and dramatic monologues through 'Power and Ambition'. They will compose, improvise, perform and evaluate, using their music and drama skills. They will focus on the importance of lyrics and words to create meaning and engagement for an audience.)</i> <i>Using music videos to influence composition of rap songs.</i></p>	 <p>Anything you can do..... Creative responses and compositions on the theme of bullying, conflict and arguments. <i>(Whilst studying writing to argue in English, pupils will focus in on bullying, conflicts and arguments. Pupils will study and respond to texts expressively. It will enable the assessment of pupils' progress in exploring a stimulus to create original performance pieces in the style of theatre in education.)</i> <i>Adapting 'anything you can do' song into their own creative responses i.e Rap, news article, freeze</i></p>	 <p>West Side Story Genre studies from page to stage! (Exploring cultural differences <i>(Whilst pupils study poems from other cultures in English, they will experience 'West Side Story', focusing on the warfare between two cultures. Basic stage combat skills and allow students to explore staging conflict to have an impact on an audience. To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.)</i> Recreation and development of the prologue scene.</p> <p>Look into the background of 'West</p>	 <p>A Change is Gonna Come Racism and Discrimination themed composition, performance and evaluation. <i>(To compliment pupils' study of 'Noughts and Crosses' in English, they will focus on this theme to refine their performance skills, confidence and create a show case of compositions for an audience, demonstrating the skills that they have acquired in Key Stage 3 Expressive Arts.)</i></p> <p>Look into groups and performers that are influenced by challenging extreme views on</p>

					<i>frames,, mime, poetry etc.</i>	Side story' where has it come from? Pupils pick a traditional text and develop it to suit a different culture.	race, disability, stereotypes and gender i.e DV8, Alvin Ailey, Hairspray, Diversity, Legally Blonde, BGT auditions (prejudice).
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Our main aim in Expressive arts is to expose pupils to a range of genres linked to the performing arts world, they will explore multiple different genres and appraising and creating their own work. We hope to use our curriculum to help pupils build their soft/holistic skills so pupils can find enjoyment in the arts and give exposure to pupils they may not previously had the opportunity to have. They will have developed a sound understanding of drama and performance techniques alongside basic notation, singing skills and basic skills on at least two instruments. Pupils will have developed their confidence, self-esteem and teamwork. They will be able to improvise, compose, perform and evaluate. Due to growing connections with the Hippodrome theatre our curriculum may be subject to change based on the strengths of our Learning Artist.

Expressive arts will be offered to KS4 connector pupils as parts of the WJEC entry level qualification in Arts, Media and Performing arts. Pupils each half term will be able to choose between an art/DT and Performing Arts module. Due to the uncertainty in numbers/take up our curriculum will be flexible and fluid based on the interest of the pupils that choose performing arts each half term. Over the duration of the course pupils will have the option to complete modules in the following areas:




- Appraising music
- Performing music (solo)
- Composing music
- Designing a music web page
- Using the body in dramatic context
- Using the voice in dramatic context
 - Dramatic improvisation

*“We must all do theatre,
to find out who we are,
and to discover
who we could
become.”
—Augusto Boal*



KS4 Developer Curriculum Overview

Year Group	Intent/Rationale	Autumn	Spring	Summer
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<p>10</p>	<p>The WJEC suite of Entry Level Awards, Certificates and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements.</p> <p>Through the performing arts units of the WJEC Creative Media and Performing Arts – Entry Level 2 qualification, our pupils will gain exposure and understanding of the arts through classroom, contextual and cultural experiences.</p>	 <p>An introduction to performing arts</p> <p>This term is intended to introduce pupils to different genres and types of performing arts. As our developer pupil will not have a lot of exposure to the arts this term will give our pupils to gain experience and experiment with different modes of performance. They will be able to comment on likes and dislikes with in the arts and understand the different elements of multiple genres.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Types of dance • Musical theatre • Plays and productions • Genres of music • Mime/expression • Group script reading 	 <p>WJEC Appraising Music – 6343 (5 credits)</p> <p>This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions</p> <p>By the end of this unit pupils will:</p> <ul style="list-style-type: none"> • Know the ‘building blocks’ of music 	 <p>Ensemble music performance – 6341 (5 credits)</p> <p>This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.</p> <p>By the end of this unit pupil will:</p> <ul style="list-style-type: none"> • Be able to perform pieces as part of an ensemble on an instrument/voice
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