

**INTENT-**

- To give students a broad and varied knowledge and understanding of Drama and Music in preparation for choosing their options for Key Stage 4.
- To develop student skills in creating, performing and appreciation whilst developing understanding and application of specific key terminology.

**The bigger picture:**

**Link to SACRE:** World Theatre scheme explores SACRE 17-22 Strand, exploring spirituality in the Arts and the differences in the main beliefs.  
**Link to Music:** World Theatre scheme overlaps with World Music.  
**Links to English:** Exploration of language throughout all schemes of work. Macbeth – links to study of text at GCSE English Literature.

**Bilton School Planning for Progress over Time  
 Year 9 Performing Arts (Drama and Music)  
 Programme of Study**

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

**IMPLEMENTATION**

	Rotation (Drama) 11 weeks Devising Drama – Small group Project								Rotation Music 10 weeks Band Project and Performing							Rotation (Drama) 10 weeks Scripted Performance DNA							Rotation (Music) 10 weeks Film Soundtracks and Scoring																							
<b>KS3</b>																																														
<b>Year 9</b>	Introduction to Devising - stimuli	Developing themes and ideas	Developing characters	Creating your script/ set and costume	Creating your group performance	Creating your group performance	Creating your group performance	Self-assessment and Peer assessment	HOLIDAY 1 week	Rehearsing your performance	Knowledge and Understanding test/ Performance	Feedback and Rewards	Introduction/Skills Assessment	Critical Analysis and Stylistic	Band Politics/Skills Building	Setlist and Repertoire	Holiday 2 weeks	Recroding vs Live Show	Overview of project and planning	Band Project 1	Band Project 2	Band Project 3	Self Assessment and Peer Assessment	Introduction to DNA	Characters and Themes	Holiday: 1 week	Scene 1 – Jan and Mark	Rehearsal and perform	Scene 2 – Group Scene with set/costume	Rehearsal and creating of set/ costume	Rehearsal and creating of set/ costume	Rehearsal and creating of set/ costume	Performance and assessment	HOLIDAY: 2 weeks	Feedback week	Introduction to soundtracks	leitmotifs	Character themes and development	Holiday: 1 weeks	Dynamic changes	Horror Films	Science Fiction	Film creation project1	Film creation project2	Film creation project3	Self Assessment and Peer Assessment
<b>Progress and assessment</b>	Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored Teacher feedback and Peer feedback for each performance																																													
<b>Home work</b>																																														
<b>Key Vocabulary/ literacy opportunities</b>	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS								Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS							Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS							Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS							Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS																
<b>Connected knowledge</b>	Development of key skills explored in Year 7 and 8 introduction to key terminology within Drama and the ability to identify and reflect on how skills are used in practical activities.  <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> Analyse and evaluate their own work and the work of others																																													
<b>Spiritual, Moral, Social and cultural.</b>																																														

<b>British Values</b>	<ul style="list-style-type: none"> <li>• Respect and Sensitivity towards playing characters – avoiding stereotypes and ensuring students have access to a range of play texts that represent our society.</li> <li>• Clear expectations of individuals and how to work and collaborate with others through mutual respect.</li> <li>• Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints.</li> <li>• Taking responsibility for your own actions and understanding that your behaviour affects others.</li> <li>• Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society.</li> </ul>								
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Students develop empathy for others and learn how to communicate and work with other people</li> <li>• Encouraging students to share their own experiences and empathise with others to develop an understanding of different life styles and life chances.</li> <li>• Understand how social context can influence personal circumstances and being respectful and empathetic to others in different situations.</li> </ul>								
	<b>By the end of Year 9 Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Know and understand genres of drama and music</b></li> <li>• <b>Demonstrate a range of technical skills across both subjects</b></li> <li>• <b>Be able to evaluate their own application of skills</b></li> <li>• <b>Analyse professional work and production</b></li> </ul>				<b>They will be able to do this by;</b> <ul style="list-style-type: none"> <li>• <b>Completing retrieval and do it now tasks correctly</b></li> <li>• <b>Performing work in front of their peers and teacher</b></li> <li>• <b>Demonstrating their technical skills in lessons</b></li> <li>• <b>Demonstrating verbally and through written tasks self reflection</b></li> <li>• <b>Showing knowledge and understanding through written tasks linked to the piece of theatre</b></li> </ul>				

### Music Links

<b>Spiritual, Moral, Social and cultural.</b>	<ul style="list-style-type: none"> <li>• Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>• Development of a respectful and safe culture within the music room and practice spaces – being respectful and kind to our peers and resilient when working in small groups.</li> <li>• Considering what makes us feel part of a community and what makes us stand out (in regards to musical genres and styles from around the world)</li> <li>• Through the range of topics studied, students explore contemporary issues relating to society and tolerance through different pieces of music and lyrics.</li> </ul>								
<b>British Values</b>	<ul style="list-style-type: none"> <li>• Respect and Sensitivity towards others – avoiding stereotypes and ensuring students have access to a range of artists that represent our society.</li> <li>• Clear expectations of individuals and how to work and collaborate with others through mutual respect.</li> <li>• Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints.</li> <li>• Taking responsibility for your own actions and understanding that your behaviour affects others.</li> <li>• Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society.</li> </ul>								
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	<b>By the end of Year 8 Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Know and understand what musical elements are.</b></li> <li>• <b>Demonstrate a range of technical skills in music</b></li> <li>• <b>Evaluate their own application of skills</b></li> <li>• <b>Analyse professional artists work and music production</b></li> </ul>				<b>They will be able to do this by;</b> <ul style="list-style-type: none"> <li>• <b>Completing retrieval and do it now tasks correctly</b></li> <li>• <b>Practically using a range of skills to create their own work</b></li> <li>• <b>Performing work in front of their peers and teacher</b></li> <li>• <b>Demonstrating verbally and through written tasks self reflection</b></li> <li>• <b>Showing knowledge and understanding through written tasks linked to the piece of theatre</b></li> </ul>				