

# Kettlethorpe High School

*'Together, be the best we can be.'*

*Present*

*Achieving*

*Excelling*

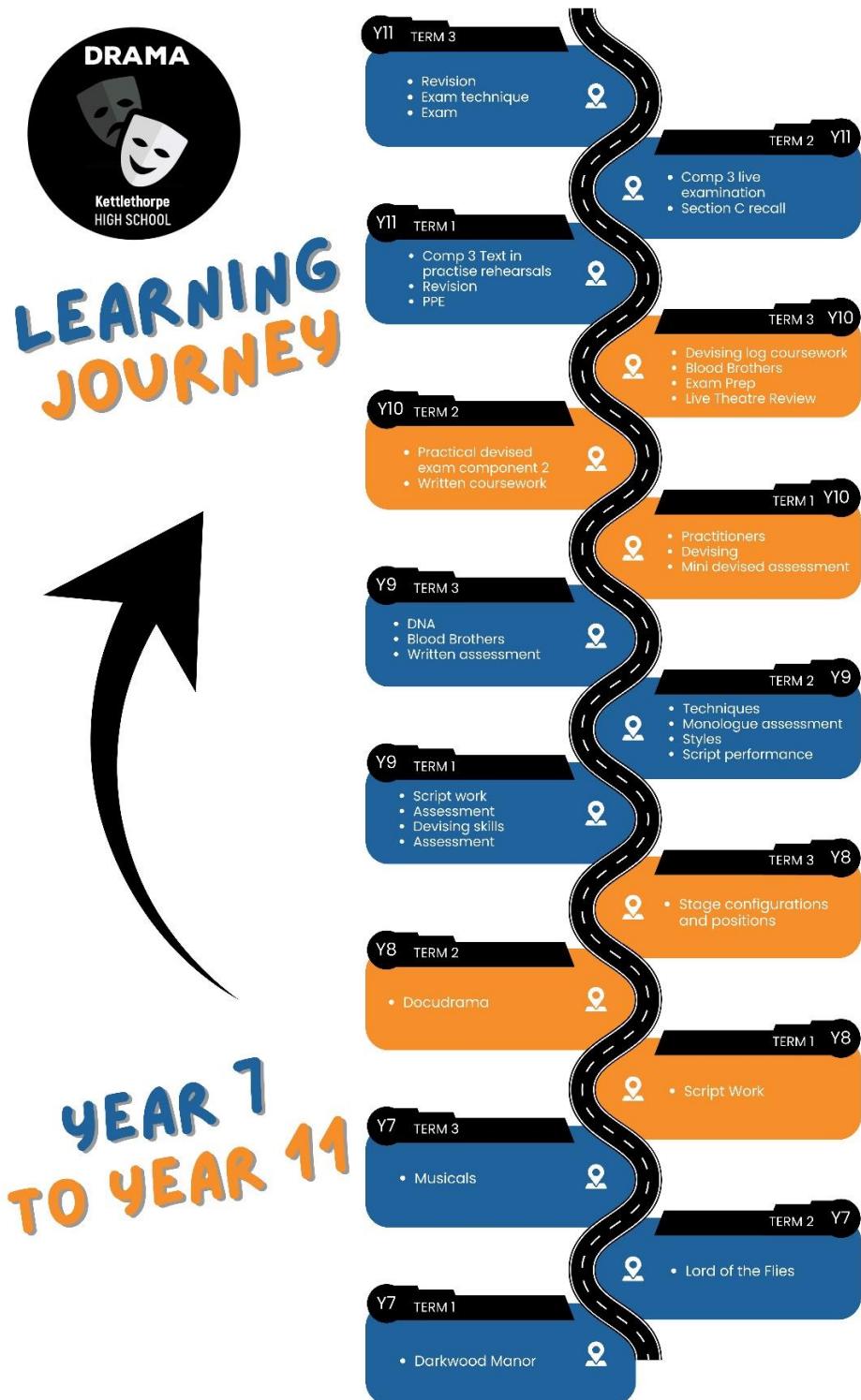
## Performing Arts Curriculum

Subject Quote	<p><i>"The world is a complicated place, and there's a lot of division between people. The performing arts tend to unify people in a way nothing else does."</i> David Rubenstein</p>
Curriculum Summary	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success <b>in music, dance and drama. In performing arts our goal is to enable independent learning and inspire a lifelong curiosity and appreciation of the performing arts. To learn appropriate skills enabling all students to express their perceptions, feelings and morals through performance-based work. To build pupil's confidence through regular performance. To encourage resilience.</b>, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p> <ul style="list-style-type: none"> <li>• Broad and Balanced</li> <li>• Engaging</li> <li>• Personalised</li> <li>• Values-Based</li> <li>• Transformational</li> <li>• Inclusive</li> <li>• Aspirational</li> </ul>
Links to Life and Future Destinations (Careers)	

# Curriculum Learning Journey - Music



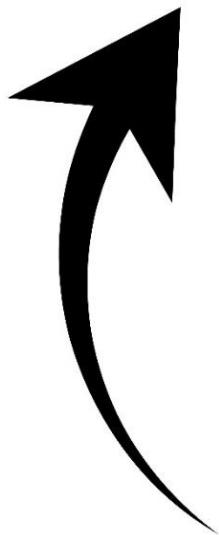
# Curriculum Learning Journey - Drama



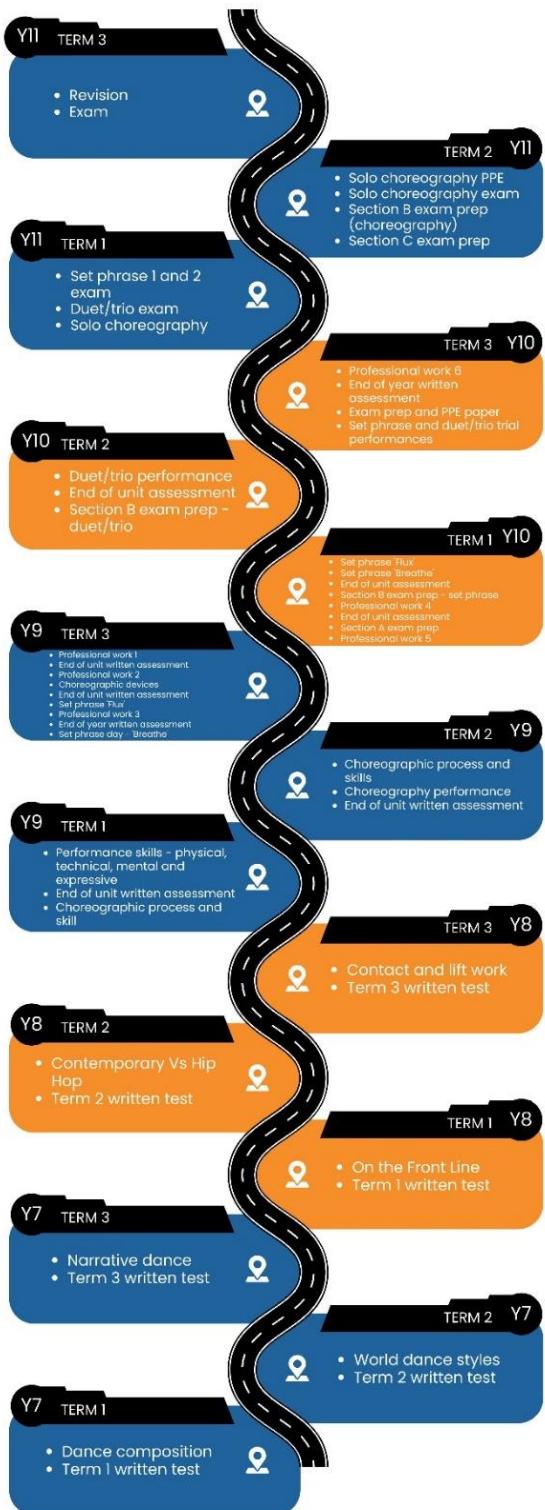
## Curriculum Learning Journey - Dance



# LEARNING JOURNEY



# YEAR 7 TO YEAR 11



Music, dance and drama are exciting parts of school life for all our students.

We have purpose-built spaces and highly specialist teachers.



Music lessons are delivered by two specialist music teachers, who have complimentary master's degrees in performance and musicology. Our drama teachers also teach some KS3 music. There are six visiting specialist instrumental teachers and approximately 10% of the school learn instruments or have vocal lessons. In music we have two specialist classrooms, both with MIDI-capable keyboards which are connected to computers providing students with access to cloud-based sequencing software. We have six practice rooms which are all equipped with band style set-ups: bass, electric and acoustic guitars, keyboards and drums and/or piano. Our students have access to practice rooms when not in use at either break, lunch or after school. The music department is a busy vibrant community within the school which students regularly describe as a 'little family'. We run a variety of weekly clubs: choir, concert band, soul band, and film and folk band. There are regular formal concerts, community performances, competitions and a band festival 'Rock the Quad' in the summer term. Additionally, the music department take regular tours to Europe.



Our dedicated and enthusiastic teacher, specialising in contemporary dance, teaches in a purpose-built dance studio with retractable wall for break out space. We also use the school hall for dance and large-scale performances, which has portable mirrors, a full lighting rig and sound system. A dance club runs weekly, and dance plays a large role in our showcase evening and school production.



Our specialist drama teachers use the drama studio, with full lighting rig and sound system, changing rooms, and green room. Drama is extremely popular extra-curricular club. The main drama teacher directs the school musical.

### **Three subjects; one team.**

Our team put a strong emphasis on practical approaches in years 7 and 8 so that students who have not had the privilege of specialist teachers at KS2 or outside of school can make quick gains. With a strong skill base, students

can extend their study into lifelong learning and passions, with or without opting to do an exam course.

We also hope to inspire students to think critically with regards to performance-based work and have an intellectual understanding of the performing arts. Lesson activities and recall starters are dual coded to displays, helping students learn vocabulary for lifelong learning. Interleaved end of term tests with knowledge organiser revision further embeds the specialist vocabulary and stylistic features, ready for progress to GCSE.

## PA Curriculum Overview

### Key stage 3:

In years 7 and 8 all our pupils have 2 hours of performing arts on their timetables. 1 hour of this is for music, and the other is a rotation between drama and dance.

Year 7 music is a year where new KS3 pupils are taught fundamental skills and language needed to access and understand music making. Through practical projects and recall they learn the elements of music, the foundations of music. Singing and classroom instruments of keyboard, ukulele, drums, guitar and bass guitar are embedded within projects. Emphasis is placed on melody and basic pitch and rhythm reading on score whilst learning about great composers in the first half term, and on harmony and triad chords, for their Christmas song. Later in the year more emphasis is placed on tonality and sonority whilst we recreate some music from around the world. Finally, the year is finished with work songs and folk tradition as we look to key feature work in year 8.

Year 8 music is a year where pupils are advancing their subject knowledge and skills, especially in ensemble work. Projects become more based on key features of styles, to become more in line with GCSE, however, just like in KS4 all questions and skills are still linked to the elements of music. For progression, harmony work includes extended chords and inversions, melodic work is more advanced, and more emphasis is placed on creativity and using musical devices for composition. Melodic work includes understanding intervals and their creative uses. In year 8, pupils are given access to sequencing software and taught the basics of performance using technology.

In years 7 and 8 pupils rotate between drama and dance, however they stay in the same class and with the same teacher. In Year 7 drama pupils develop basic skills in acting and

group work. Their lessons focus on how to work effectively as a team and how to create interesting, engaging characters through the use of theatrical skills such as facial expressions, body language, gestures, movement and voice. Different drama techniques are also explored such as still image, cross cutting and narration. Year 7 pupils are introduced to storytelling, script work and how to devise theatre.

In dance lessons we introduce year 7 to the basic skills of dance that they will continue to implement and master over the next two years. Alongside their skill development, pupils get to have a taster of different dance styles from around the world, as well as create their own choreography.

The year 8 Drama curriculum is sequenced so that pupils build on their skills which they learned in year 7 and gain much more confidence in collaborative work, as well as beginning to hone their performance skills in more depth. They then learn to apply these skills to devising Drama based on a theme and characterisation for script work.

In year 8 dance, projects become more based on key features of styles, to become more in line with the AQA GCSE specification. There is also more focus on contemporary dance. Lessons continue to be predominantly practical, enabling students to build technical skills and creative expression. Dance topics cover a wide range of genres and examine the cultural, historical, and social contexts of the art form.

#### **Key stage 4:**

We offer AQA GCSE courses in Music, Dance and Drama. We believe these courses offer variety in each art form and offer a good foundation for post 16 study. We teach our pupils to be creative and artistic and analytical thinkers.

**AQA GCSE Music** involves three main components: **Understanding Music, Performing, and Composing**. Students develop listening and analytical skills for a wide variety of genres, perform at least one solo and one ensemble piece, and create two original compositions. The course blends practical musicianship with academic study and is assessed through a written exam (40%) and a non-exam assessment (NEA) which includes performing and composing (60%).

**AQA GCSE Drama** involves a balance of practical and theoretical work, split into three components: a written exam on **understanding drama**, a practical **devising project with a written log**, and a **practical performance of scripted extracts** from a play. Students will develop creative and technical skills in performance or design, analyse live theatre and set texts, and gain transferable skills like collaboration and critical thinking.

**AQA GCSE Dance** course is split between 60% practical and 40% theory, combining **performance, choreography, and appreciation skills**. Students develop technical abilities, creative expression, and teamwork through practical work, while the theory component involves studying a dance anthology of six professional works and understanding the principles of dance. The course requires students to perform, choreograph, and critically analyse dance as an art form.

To ensure our pupils have the best possible outcomes, we offer numerous extra opportunities to run alongside our courses and while school extra-curricular clubs. These include KS4 theatre trips, set works concerts for music pupils and visiting dance companies.

# PA - Skills Expectations

## Music

Practical and compositional use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"><li>• Playing conjunct melodies;</li><li>• Playing triad chords;</li><li>• Use of pentatonic improvisation;</li><li>• Jingles;</li><li>• Bass line development;</li></ul>	<ul style="list-style-type: none"><li>• Chord sequences;</li><li>• Intervals and minor chords;</li><li>• Sequencing;</li><li>• DJing.</li><li>• Syncopated rhythms.</li></ul>	<ul style="list-style-type: none"><li>• Composing using pop song form and minimalism;</li><li>• Performing popular and traditional music;</li><li>• Solo and ensemble performances.</li></ul>	<ul style="list-style-type: none"><li>• Use of ornaments;</li><li>• Use of dissonance;</li><li>• Application of understanding to set work;</li><li>• Solo composition.</li></ul>	<ul style="list-style-type: none"><li>• Set Brief composition;</li><li>• Solo and ensemble recordings;</li><li>• Listening revision.</li></ul>

## Drama

Practical and creative use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"><li>• Soundscape.</li><li>• Still image.</li><li>• Accent.</li><li>• Cross cutting.</li><li>• Canon and unison.</li><li>• Thought track</li><li>• Choral speech and movement</li><li>• Gait.</li><li>• Emphasis.</li></ul>	<ul style="list-style-type: none"><li>• Using different stage configurations effectively.</li><li>• Effective use of stimuli.</li><li>• Read and perform as a character from script.</li><li>• Body language.</li><li>• Tone of voice.</li><li>• Marking the moment.</li><li>• Hot seating.</li><li>• Montage.</li></ul>	<p>Developing skills and knowledge of physical and vocal skills in performance.</p> <p>Physical skills: facial expressions, body language, eye contact, gait, posture, proxemics and levels.</p> <ul style="list-style-type: none"><li>• Vocal skills: intonation, diction, tone, pause, pitch, pace, accent, projection</li></ul>	<ul style="list-style-type: none"><li>• Students work creatively and independently with their groups to consolidate their original ideas from their chosen stimulus.</li><li>• Students must apply an extensive range of theatrical skills to their performance piece.</li></ul>	<ul style="list-style-type: none"><li>• Text: Learning how to communicate key characters and the context of the chosen play through a range of theatrical skills.</li><li>• Analyse and evaluate the success of an actor's performance in live theatre review.</li></ul>

		Introduction to devising theatre and off text work.		
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## Dance

Practical and compositional use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>• Action;</li> <li>• Space;</li> <li>• Dynamics;</li> <li>• Relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Motif development in street and contemporary dance;</li> <li>• Lift work: lightweight and counter-balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual workshop based on developing skills and knowledge of physical, technical, expressive, and mental skills;</li> <li>• Creative workshop based on types of stimuli - visual, literary, and auditory;</li> <li>• Learn about three professional works through practical and theoretical based workshops - build to a final performance</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about another three professional works through practical and theoretical based workshops;</li> <li>• Development of duet/trio through a range of sequential lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of solo or group choreography through a range of sequential lessons.</li> </ul>

# Knowledge Expectations

## Music

Practical and compositional use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Elements of music;</li> <li>Triad chords;</li> <li>World Music;</li> <li>Music for advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>Ground bass;</li> <li>Pop song form;</li> <li>Sequencing;</li> <li>Latin Pop key features</li> </ul>	<ul style="list-style-type: none"> <li>Elements in depth;</li> <li>Traditional music;</li> <li>Decades of pop;</li> <li>Pop song composition;</li> <li>Minimalism;</li> <li>Film and Game music;</li> <li>Musical Theatre.</li> </ul>	<ul style="list-style-type: none"> <li>Western Classical Tradition;</li> <li>Western Classical tradition since 1910;</li> <li>Set work analysis 1 recalling traditional and pop music.</li> </ul>	<ul style="list-style-type: none"> <li>Set work analysis 2 recalling Western Classical tradition</li> <li>Revision</li> </ul>

## Drama

Practical and creative use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Hot seating and physical theatre (Darkwood Manor).</li> <li>Musical Theatre .</li> <li>Script work memorisation.</li> <li>Dramatic exploration of a novel (<i>Lord of the Flies</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Explorations of stimulus work – literary and theme-based approach.</li> <li>Stage configuration and stage positions.</li> <li>Working from a script.</li> </ul>	<ul style="list-style-type: none"> <li>Performance styles and Influential Theatre Practitioners:</li> <li>Bertold Brecht (Epic Theatre);</li> <li>Konstantin Stanislavski (Naturalism);</li> <li>Antonin Artaud (Theatre of Cruelty);</li> <li>Frantic Assembly (Physical Theatre).</li> </ul>	<ul style="list-style-type: none"> <li>Component 2</li> <li>Research into chosen practitioner and performance style.</li> <li>Applying vocal and physical skills to practical performance piece.</li> <li>Coursework to analyse and evaluate the devising process</li> <li>PPE preparation and revision.</li> </ul>	<ul style="list-style-type: none"> <li>Stage configurations</li> <li>Stage positions</li> <li>Roles and responsibilities in the industry</li> <li><i>Blood Brothers</i> (Set Play);</li> <li><i>Billy Elliot</i> (Live Theatre Review)</li> <li>Understanding context of chosen Text (Component 3)</li> <li>Component 1 revision.</li> </ul>

## Dance

Practical and compositional use of:

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>• Dance composition – understanding key words</li> <li>• Dance from around the world – style contrast key features;</li> <li>• Narrative Dance – communicate a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• On the Front Line - stimulus</li> <li>• Contemporary VS Street – understand key features;</li> <li>• Contact and Lift work – understand logistical safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographing to a stimulus;</li> <li>• Shadows (analysis of movement/FOP PW1);</li> <li>• A Linha Curva (analysis movement/FOP PW2);</li> <li>• Within Her Eyes (analysis of movement/ FOPPW3);</li> <li>• Set Phrases (physical, expressive, technical, mental skills).</li> </ul>	<ul style="list-style-type: none"> <li>• Developing independence when choreographing to a stimulus;</li> <li>• Infra (analysis movement/FOP PW4);</li> <li>• Performance in a duet/trio (physical, expressive, technical, mental skills);</li> <li>• Emancipation of Expressionism (analysis movement/FOP PW5).</li> </ul>	<ul style="list-style-type: none"> <li>• Artificial Things (analysis of movement/FOP PW6);</li> <li>• Final performance of set phrases (component 1);</li> <li>• Final performance of duet/trio (component 1);</li> <li>• Choreographing to a stimulus final exam (component 1);</li> <li>• Revision for final exam (component 2).</li> </ul>

# Performing Arts- Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
World Music/Dance - develops pupils' awareness of other cultures	Damilola Taylor – develops pupils' awareness of moral compass and impact of decision making.	Traditional music - develops pupils' awareness of key features of musical traditions ASBO – discusses choices people make and how this impacts later life. Blackout play – awareness of the law/courts and sentences	Devising – theatre in education – social and moral issues are explored Western Classical Music - develops pupils' awareness of key features of musical traditions	Ensemble performances – working together for a common purpose Billy Elliot – Live Theatre review – pupils will explore challenging political themes.
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
Young Dancer of the Year Young Musician of the Year	Young Dancer of the Year Young Musician of the Year Music for fundraising – whole school links and thinking of others	Young Dancer of the Year Young Musician of the Year	Young Dancer of the Year Young Musician of the Year Duet and trio	Young Dancer of the Year Young Musician of the Year Solo performance Monologues component 3 Solo choreography
Numeracy				
Year 7	Year 8	Year 9	Year 10	Year 11

Subdivision – Develops understanding of how to subdivide to understand musical rhythms Metre - beats in a bar Musical theatre	Inversions – Develops understanding of how to work out the change of chord roots Syncopation – subdivide to play against a beat	Flux – Develops understanding of how movement patterns fit with a BPM Choral speaking – staying in time – following a pulse	Breathe - Develops understanding of how movement patterns fit with a BPM Circle of 5ths – working out dominant/subdominant harmony	Sonata Form – making sure 1 <sup>st</sup> and 2 <sup>nd</sup> subjects play in the correct key. Solo performances – develop understanding of rhythm and metre
<b>Cultural Capital</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
Musical Theatre  Develops awareness of key features of other traditions	Latin Pop Rock Minimalism Contemporary verses Hip-hop  Develops awareness of key features of other traditions	Traditional and popular music  Film and gaming music Professional works Blood Brothers  Develops awareness of key features of other traditions	Western Classical Music  Set work study Queen Practitioners  Develops awareness of key features of other traditions	Set works Beethoven Billy Elliot Blood Brothers – discussions around education, life choices, values.  Develops awareness of key features of other traditions
<b>Substantive Knowledge</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
Harmony Melody Rhythm Stylistic features	Bass lines Texture Dynamics Stylistic features	Stylistic features Elements of music Choreographic process	Stylistic features	Stylistic features
<b>Disciplinary Knowledge</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
Use of devices within all projects	Use of devices within all projects	Use of devices within each AOS	Use of devices within each AOS	Use of devices within each AOS
<b>Subject-specific Skills</b>				

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Keyboard work Ukulele work Drum patterns Bass guitar Notation	Keyboard work Ukulele work Drum patterns Bass guitar Guitar Notation	Individual instrumental work Composition /choreography/devising skills Analysis Notation	Individual instrumental work Composition /choreography/devising skills Analysis Notation	Individual instrumental work Composition /choreography/devising skills Analysis Notation
<b>British Values</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Ensemble and group work  Develops awareness of collaborative impact and team decision making.  Mutual respect and tolerance is practiced through group work and peer-assessment in all Performing Arts lessons.	Ensemble and group work  Develops awareness of collaborative impact and team decision making.  Mutual respect and tolerance is practiced through group work and peer-assessment in all Performing Arts lessons.	Ensemble and group work  Develops awareness of collaborative impact and team decision making.  Mutual respect and tolerance is practiced through group work and peer-assessment in all Performing Arts lessons.	Ensemble and group work  Develops awareness of collaborative impact and team decision making.  Mutual respect and tolerance is practiced through group work and peer-assessment in all Performing Arts lessons.	Ensemble and group work  Develops awareness of collaborative impact and team decision making.  Mutual respect and tolerance is practiced through group work and peer-assessment in all Performing Arts lessons.
<b>Life Skills</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Group work  Develops awareness of collaborative impact and team decision making.	Group work  Develops awareness of collaborative impact	Group work  Develops awareness of collaborative impact and team decision making.	Group work  Develops awareness of collaborative impact and team decision making. Public speaking/ confidence	Group work/ensemble  Develops awareness of collaborative impact and team decision making. Public speaking

Public speaking/ confidence	and team decision making. Public speaking/confidence	Public speaking/confidence		
<b>Careers</b>				
Discussions threaded into schemes develops pupils' awareness of: Playwriters Performers Choreographers Composers	Discussions threaded into schemes develops pupils' awareness of: Playwriters Performers Choreographers Technical theatre roles Composers DJs	Discussions threaded into schemes develops pupils' awareness of: Playwriters Performers Choreographers Technical theatre roles Composers	Discussions threaded into schemes develops pupils' awareness of: Playwriters Performers Choreographers Technical theatre roles Composers	Discussions threaded into schemes develops pupils' awareness of: Playwriters Performers Choreographers Technical theatre roles Composers
<b>Literacy</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Scripts Lyrics Oracy skills	Scripts Lyrics Oracy skills	Scripts Lyrics Oracy skills Pupils will develop literacy skills by using key words to write evaluations of their performances.	Scripts Lyrics Oracy skills Pupils will develop literacy skills by using key words to write evaluations of their performances.	Scripts Lyrics Oracy skills Pupils will develop literacy skills by using key words to write evaluations of their performances.
<b>Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Use of YouTube tutorials develop pupil's internet skills whilst	Use of Music sequencing and	Developing use of music sequencing and	Developing use of music sequencing and	Developing use of music sequencing and

developing keyboard skills	online DJing to gain confidence with music technology	notation software to develop sophisticated compositions – links to careers within digital music.	notation software to develop sophisticated compositions – links to careers within digital music.	notation software to develop sophisticated compositions – links to careers within digital music.
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# Key Stage 3 Assessment in PA - Dance & Drama

## Aims of Assessment

- To demonstrate knowledge through vocal and physical skills and explorative strategies.
- Set the foundation for GCSE style performances where students will work collaboratively with a chosen performance group to develop a devised piece of work and a scripted performance.
- To give students confidence to perform in front of a live audience as this helps prepare students for the KS4 assessment which is externally assessed by an AQA examiner.
- To assess a wide range of practical skills so students can identify their strengths as performers.
- To teach knowledge of how to develop and communicate characters and a narrative to the audience.
- Give the students the confidence to work independently and as part of a team to develop a devised piece of work for an assessment.
- To ensure a balance of practical skill and knowledge is assessed to ensure students have a clear understanding of how well they could access the GCSE course.

## Context

- With the GCSE drama specification being 70% written, and dance 40%, we use weighted end of unit tests to assess the knowledge and of students at KS3. This will prepare students for the demands of the GCSE and embed essential knowledge for the GCSE Component 1 examination in both Drama and Dance.
- Some students at GCSE level have struggled to memorise sections of scripts. As a result of this, we have encouraged students to memorise short sections of scripts in years 7, 8 and 9 to help them develop their confidence and ability to retain chunks of a text.

## Assessment

### Low Stakes Testing

As virtually all learning is done practically, students get most low stakes testing in the form of verbal feedback during initial stages and final rehearsals.

- Students are given detailed feedback from their class teacher. Students are carefully guided how to give useful and constructive feedback during plenary sessions at the ends of lessons.
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### High Stakes Testing

The end of each unit contains a practical session where students perform in front of a live audience (peers). Students receive peer and teacher feedback to help them identify their strengths and areas for future development.

- Each practical assessment is skill based but performances demonstrate the understanding of the style.

### Tracking

- Teacher Tracking – Low and high stakes testing
- Track common mistakes and misconceptions that need to be addressed, skills that need to be re-evaluated in lesson. Discussions with students/parents of barriers to learning and support needed.
- Department Tracking – High stakes testing
- Marks for assessment points are entered into the tracker alongside the end of unit listening test. These calculations create the report data for each term in equal weighting to GCSE dance or 50/50 for GCSE drama.
- As a department, end of unit tests for Year 7 and 8 have been newly implemented, to ensure a greater understanding of student progress and accurate predictions for step grades.

Y7 dance assessment points. Each colour represents 1 term, with 1 practical assessment worth 60% and one written test worth 40%

Dance composition	End of Unit 1 written exam	Overall unit 1 mark	World dance	End of Unit 2 Written exam	Overall unit 2 mark	Unit 1 and 2 average	Narrative dance	End of unit 3 written exam	Overall unit 3 mark	Unit 1, 2 and 3 average
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Y8 dance assessment points. Each colour represents 1 term, with 1 practical assessment worth 60% and one written test worth 40%

On the Front Line	End of Unit 1 written exam	Overall unit 1 mark	Contemporary vs Hip Hop	End of Unit 2 Written exam	Overall unit 2 mark	Unit 1 and 2 average	Contact and Lift work	End of unit 3 written exam	Overall unit 3 mark	Unit 1, 2 and 3 average
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Y7 drama assessment points. Each colour represents 1 term, with 1 practical assessment worth 50% and one written test worth 50%

Darkwood Manor	End of Unit 1 written exam	Overall unit 1 mark	Lod of the Flies	End of Unit 2 Written exam	Overall unit 2 mark	Unit 1 and 2 average	Musicals	End of unit 3 written exam	Overall unit 3 mark	Unit 1, 2 and 3 average
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Y8 drama assessment points. Each colour represents 1 term, with 1 practical assessment worth 50% and one written test worth 50%

Script Work	End of Unit 1 written exam	Overall unit 1 mark	Damiola Taylor	End of Unit 2 Written exam	Overall unit 2 mark	Unit 1 and 2 average	Positions and stages	End of unit 3 written exam	Overall unit 3 mark	Unit 1, 2 and 3 average
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## **Students (focus upon DP)**

DP students are paired with HAPs to support them with the assessment process. Extra-curricular weekly clubs are run at lunch so that DP students can easily attend.

## **Targets for 2025-2026**

Review and embed new end of unit tests in Drama and Dance for Year 7 and 8, to improve quality and accuracy of step grades and assessment data.

# **Years 7 and 8 Assessment - Music**

## **Aims of Assessment**

- To demonstrate knowledge through skills.
- Set the foundation for GCSE style listening questions, to reduce time teaching skills within KS4 and provide more time to engage students in wider subject knowledge.
- To give students confidence to try to play in a variety of styles and enjoy ensemble performance experience.
- To assess a wide range of skills so students can find and develop their strengths.
- To give students experience of performing in front of others.
- To teach knowledge which students can use to be confident enough to create their own music which is successful in terms of context.

## **Context**

- Previous assessments did not give students access to GCSE style listening questions or give them a chance to demonstrate and prove their understanding of key words in a formal setting.
- Students are expected to do 30% of the exam in terms of performance, 15% of this as an ensemble, and therefore enough time must be given at KS3 to see if they wish to develop this skill to the required standard to take practical performance in GCSE music.

- Students are expected to do 30% of the exam coursework in the form of 2 compositions. Students need to feel empowered by their Year 7 and 8 knowledge before teaching for GCSE composition commences.

## Assessment

### Low Stakes Testing

- Virtually all lessons start with low-stakes quiz to reinforce general musical knowledge, or the learning outcomes and skills required for that lesson.
- As most learning is done practically, students get quick verbal feedback during initial stages and final rehearsals.

### High Stakes Testing

- The end of most units contains an assessed performance.
- Each practical assessment is skill based but performances demonstrate the understanding of the style.
- 40% of each term's marks are formed from an end of unit listening test which is done in exam conditions. These include interleaved knowledge accumulated throughout the key stage and supported by knowledge organisers. The percentage mimics GCSE weightings so that data gives a more accurate account of potential at GCSE level. Teachers read questions to the students for adaptations for SEND students.

Y7 assessment points. Each colour represents 1 term, with 2 practical assessments worth 60% and one listening and learning worth 40%

Ode to Joy	Christmas Song	Unit 1 Listening and Learning Mark	Overall unit 1 mark	Scottish	Reggae	Unit 2 Listening and Learning Mark	Overall unit 2 mark	Unit 1 and 2 average	Radio Jingles	4-Chord Trick	End of Year Listening and Learning Mark	Overall unit 3 mark	Unit 1, 2 and 3 average
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Y8 assessment points. Each colour represents 1 term, with 2 practical assessments worth 60% and one listening and learning worth 40%

			Unit 1 Listening and Learning	Overall unit 1 mark	Havana	Use Somebody	Unit 2 Listening and Learning	Overall unit 2 mark	Unit 1 and 2 average	Soundtrap	Theme and Variations	End of Year Listening and Learning	Overall unit 3 mark	Unit 1, 2 and 3 average
Pachelbel	Horror Composition	Mark												

### Tracking

- Teacher Tracking – Low and high stakes testing:  
Track common mistakes and misconceptions that need to be addressed, skills that need to be re-evaluated in lesson. Discussions with students/parents of barriers to learning and support needed. This can be guiding students to use rehearsal rooms at lunch/break/after school or encouraging students to have instrumental lessons.
- Department Tracking – High stakes testing  
Marks for assessment points are entered into the tracker alongside the end of unit listening test. These calculations create the report data for each term in equal weighting to GCSE music.

### Students (focus upon DP)

- As always, PP students will be offered free instrumental lessons and access to rehearsal rooms. Music staff manage this by targeting students who show promise at KS3.

### Targets for 2025-2026

Review and embed new end of unit tests in music for Year 7 and 8, to improve quality and accuracy of step grades and assessment data.

# Year 9, 10 and 11 Assessment - Drama

## Aims of Assessment

- To provide a balance between developing the knowledge and theatrical skills of all Year 9, 10 and 11 Drama students.
- To assess all GCSE skills in line with AQA GCSE specification covering all assessment objectives.
- To give regular and consistent exam practice to all students with back up revision work provided using low stakes testing, where students can go over misconceptions and retry mistakes.
- To give students time to demonstrate their knowledge practically in order to consolidate key features whilst gaining key practical skills.
- To assess knowledge through factual recall starter tests to check knowledge retention.
- To allow students time to self-reflect and peer assess using mark schemes to help identify areas for improvement.
- To allow students to purple pen exam answers working on written feedback from teachers.

## Context

- 3 years of progress in exam results following change in staffing.

## Assessment

### Low Stakes Testing

- Regular tests and quizzes in lessons to focus on Section A- multi-choice section of the paper. PLCs to reflect strengths and areas for development on Section B and C of the paper. Peer assessment against assessment criteria to allow students to mark peers work against WABOLL'S and WAGOLL's.
- All students in Year 9, 10 and 11 do weekly interleaved recall homework, set over Microsoft teams as an assignment.

### **High Stakes Testing**

- Students complete exam style questions under timed conditions to ensure they are fully prepared for the written examination.
- Students complete a technical/dress rehearsal of their component 2 and 3 examinations, to a live audience where possible. Students are given detailed feedback to ensure they can make the necessary progress in the practical aspects of the course.
- Yearly PPEs cover all practical and written components of work studied to ensure students are confident in all aspects of the course.

### **Tracking**

- RAG for the skill areas within the performance help staff direct students during rehearsal.
- Department Tracking – High stakes testing - to allow staff to monitor pupil's progress throughout the Year;
- SISRA and SMID is used to monitor the performance of individuals against targets and to see how they compare to other subjects.

### **Interventions**

- After school department intervention night is used to support the GCSE Drama cohort with the written examination. This mostly runs Christmas to March on a Monday evening only.
- Lunchtime interventions are offered to guide students with the practical aspects of the course for Component 3.

# Years 9, 10 and 11 Assessment - Music

## Aims of Assessment

- To provide a balance between knowledge and skills.
- To assess all skills in line with AQA GCSE specification covering all assessment objectives.
- To give regular and consistent exam practice to all students with back up revision work provided using low stakes testing, cloud-based software where students can go over misconceptions and retry mistakes.
- To give students time to demonstrate their knowledge practically to consolidate key features whilst gaining key practical skills.
- To assess knowledge through factual recall starter tests to check knowledge retention.
- To allow students time to self-reflect and peer assess using mark schemes to help identify areas for improvement.
- To allow time for ensemble practice to improve marks, musicianship and encourage independence.

## Context

- Our results are consistently high, so this system has proven success and has been evaluated and slowly improved each year.

## Assessment

### Low Stakes Testing

- Lesson starters are designed to help students recall relevant previous learning.
- Students are frequently questioned about their understanding of key vocabulary in lessons.
- All listening in school is done via exam style questions which develop exam technique. Teacher modelling is prioritised to support the development of student's confidence. For the same reason, sometimes students work in pairs.
- All students in years 9, 10 and 11 do weekly 10-mark, interleaved recall homework. From Y9, HT3 students also do additional listening. They are both set as assignments on Microsoft Teams.

## **High Stakes Testing**

- The end of each unit has a test with questions that mirror those in the GCSE examination. Each combines general listening skills and recall of style-specific key features. Previously taught topics are interleaved in end of unit tests.
- Students submit performances for marking twice, yearly. Detailed written feedback is given by teachers to guide improvement.
- Yearly PPEs cover all units of work studied.
- Students work to specific hand-in dates for Component 3: Composition. Feedback is given at this stage, adhering to exam guidelines, to support student's understanding of strengths and areas for development.

**Tracking** Centrally stored Excel mark books RAG student outcomes for high stakes end of unit tests, PPEs and performances.

- Students receive performance feedback with each skill area with RAG coding to support further development.
- Low-stakes homework scores are stored in the Microsoft Teams gradebook.
- SISRA is used to monitor the performance of individuals against agreed targets and to provide comparisons with other subjects.

## **Interventions**

- Teaching is adapted to cater for our students' vast range of instrumental and theoretical knowledge. This leads to a very individualised approach for each student based on their personal strengths and areas for development. Adaptations include providing appropriately targeted instrumental parts for ensemble performances that enable access at different levels of ability. This applied to performance practice and the learning of key features through performance.
- Composition is taught differently depending on students' skill and prior knowledge. For instance, some tab readers prefer to use Soundtrap to layer audio recordings, notation readers are guided towards Noteflight, and some students prefer to use pen/paper and record audio.
- Listening practice at home is done using Microsoft Forms via Teams assignments. Further listening practice and therapy is done using examples on Focus on Sound and YouTube.
- PP students are offered free instrumental lessons and, like all students in the school, may book practice rooms to rehearse at break, lunch or after school.
- Tutor time is utilised to offer composition and performance interventions to specific students where additional help may be needed for scoring, recording, or rehearsing.

## Targets for 2025-2026

- Further encourage the music tech performance where necessary after recent success in this area.
- Encourage all students to invest greater time in their instrumental/vocal practice to raise the general overall standard.

## Exemplar Smith Proforma for performance feedback:

Name:	Emma Stefaniw	Date:	25/10/2019	Perf No.:	1
Instrument:	Piano	Solo:	Y	Ensemble:	N
Title:	Dancing Fingers	Composer:	A Smith	Level of Demand:	4

### Accuracy

Pitch	Mostly accurate throughout. Just small slips in the left hand semi-quavers.
Rhythm	Generally very good, and your pulse is very steady throughout. Be careful with the descending semi-quavers
Intonation	Good throughout.

### Expression

Articulation	A really good attempt to observe all articulations. Just small slips occasionally.
Phrasing	You shape the music well.
Dynamics	A good attempt to include all the markings, but you can let the range of dynamics increase.
Overall Style	A good first performance. You really try to do everything in the music accurately.

Level of Demand: (6)	4
Accuracy: (15)	12
Expression: (15)	11
<b>TOTAL:</b>	<b>23</b>
%	75%

# Years 9, 10 and 11 Assessment – Dance

## Aims of Assessment

- To provide a balance between developing the knowledge, performance and choreography skills of all Y9,10 and 11 dance pupils
- To assess all GCSE skills in line with AQA GCSE specification covering all assessment objectives
- To give regular and consistent exam practice to all Y9, Y10 and 1Y1 students with back up revision work provided using low stakes testing, where pupils can go over misconceptions and retry mistakes
- To give students time to demonstrate their knowledge practically to consolidate key features whilst gaining key practical skills
- To assess knowledge through factual recall starter tests to check knowledge retention
- To allow students time to self-reflect and peer assess using mark schemes to help identify areas for improvement
- To allow pupils to purple pen exam answers working on written feedback from teachers
- To identify suitable interventions to put in place in components 1 and 2

## Assessment:

### Low Stakes Testing

- Regular recall quizzes and low stakes tests in lessons to focus on key dance terminology and factual knowledge from topics covered.
- Informal performance opportunities threaded throughout the schemes of work to check memory of set phrases / duets / trios / choreography. Therapies provided to reflect strengths and areas for development
- Self-assessment/peer assessment against assessment criteria to allow pupils to mark peers work against WABOLL'S and WAGOLL's
- All pupils in years 9, 10 and 11 are set weekly interleaved recall homework, set over Microsoft teams as an assignment

## **High Stakes Testing**

- Pupils complete a final performance of the set phrase in Y9 /Y10 where they receive feedback to improve for final exam in Y11
- Pupils complete a final performance of the duet/trio in Y9/Y10 where they receive feedback to improve for final exam in Y11
- Students complete exam style questions in Y11 under timed conditions to ensure they are fully prepared for the written examination
- All students complete a PPE of written exam in Y10 and Y11 completed cover all practical and written components of worked studied to ensure pupils are confident in all aspects of the course;
- End of unit assessments to provide summative assessment opportunities to identify strengths, weaknesses and gaps in learning

## **Tracking**

- Use of RAG system when feeding back to pupils on practical work so students/teacher can track improvements over time
- High stakes testing to monitor pupil's progress throughout the Year
- Low stakes testing to provide frequent opportunities to identify misconceptions
- SISRA analytics is used to monitor the performance of individuals against targets and to see how they compare to other subjects
- Use of tracker which correlates with the GCSE Dance grade boundaries - this is provisionally estimates based on outcomes in Y9 and Y10. As more evidence is gained from practical and written assessments through Y9 and Y10, the tracker is updated to provide more robust data to predict grades and inform interventions

## **Interventions**

- After school intervention is used to support the GCSE dance cohort with practical components of the course. Once practical components are complete, this then turns to the written exam
- Weekend intervention day organised for pupils preparing their solo choreographies

# SOW overviews performing arts

## Long Term Plans Y7 Music

Year 7 Music											
HT1		HT2		HT3		HT4		HT5		HT6	
1	03-Sep Intros and trips	9	03-Nov Christmas Medley (max 2 practice rooms)	16	05-Jan Scottish (Auld Lang Ayne) note reading	22	23-Feb Term 2 written assessment (Mu2) Reggae (Mu1)	27	15-Apr Radio Jingle 4 chord package trick (Mu1)	33	01-Jun 4 chord trick (Mu1)
2	08-Sep Ode to Joy	10	10-Nov Christmas Medley (max 2 practice rooms)	17	12-Jan Scottish (Improv etc.)	23	02-Mar GCSE Music performance exams - KS3 cover required	28	20-Apr Radio Jingle 4 chord package trick (Mu2)	34	08-Jun 4 chord trick (Mu1)
3	15-Sep Ode to Joy	11	17-Nov Christmas Medley (max 2 practice rooms)	18	19-Jan Scottish (Improv etc.)	24	09-Mar Reggae (Mu2) Term 2 written assessment (Mu1)	29	27-Apr Radio Jingle 4 chord package trick (Mu1)	35	15-Jun 4 chord trick (Mu1)
4	22-Sep Ode to Joy	12	24-Nov Christmas Medley (max 2 practice rooms)	19	26-Jan Carnival de Paris (Mu1)	25	16-Mar Reggae (Mu2) Carnival de Paris (Mu1)	30	04-May Radio Jingle 4 chord package trick (Mu2)	36	22-Jun 4 chord trick (Mu1)
5	29-Sep Ode to Joy	13	01-Dec Christmas Medley	20	02-Feb Carnival de Paris (Mu1) Reggae (Mu2)	26	23-Mar Reggae (Mu2) Carnival de Paris (Mu1)	31	11-May Video Games	37	29-Jun Wellerman
6	06-Oct 3 chord song	14	08-Dec Term 1 written assessment	21	09-Feb Carnival de Paris (Mu1) Reggae (Mu2)	32	18-May Term 3 written assessment			38	06-Jul Wellerman
7	13-Oct 3 chord song	15	15-Dec Solo week (possible Christmas)							39	13-Jul Wellerman
8	20-Oct 3 chord song										

**KEY**

- Performance assessment lessons
- Written assessment lessons
- GCSE Performance Exams

**Homework**  
All sheet music is provided on Microsoft Teams for students to access at home. This can be used for personal practice at home if students want to, and are able to, do this. Students are given one revision homework to prepare for that term's written assessment. To do this students are directed to their knowledge organisers.

# Y8 Music

Year 8 Music												KEY		
HT1		HT2		HT3		HT4		HT5		HT6		KEY		
1	01-Sep	Pachelbel (only some groups due to staggered starts)	9	03-Nov	Term 1 written assessment	16	05-Jan	Soundtrap (Mu2) Havana (Mu1)	22	23-Feb	Soundtrap (Mu2) Havana (Mu1)	27	13-Apr	Daft Punk
2	08-Sep	Pachelbel	10	10-Nov	Children in Need Sponsorship lesson	17	12-Jan	Soundtrap (Mu2) Havana (Mu1)	23	02-Mar	GCSE Music performance exams - KS3 cover required	28	20-Apr	Daft Punk
3	15-Sep	Pachelbel	11	17-Nov	Children in Need Sponsorship lesson	18	19-Jan	Soundtrap (Mu2) Havana (Mu1)	24	09-Mar	Soundtrap (Mu2) Havana (Mu1)	29	27-Apr	Daft Punk
4	22-Sep	Pachelbel (with composed melody)	12	24-Nov	Christmas Pop	19	26-Jan	Soundtrap (Mu2) Havana (Mu1)	25	16-Mar	Soundtrap (Mu2) Havana (Mu1)	30	04-May	Daft Punk
5	29-Sep	Pachelbel (with composed melody)	13	01-Dec	Christmas Pop	20	02-Feb	Term 2 written assessment	26	23-Mar	Soundtrap (Mu2) Havana (Mu1)	31	11-May	Djing
6	06-Oct	Horror Composition	14	08-Dec	Christmas Pop	21	09-Feb	Solo week / written assessment mop-up	32	18-May	Djing	38	06-Jul	Solo Week
7	13-Oct	Horror Composition	15	15-Dec	Christmas Pop / other winter melodies							39	13-Jul	Highlights week
8	20-Oct	Horror Composition Performance												
<b>Homework</b> All sheet music is provided on Microsoft Teams for students to access at home. This can be used for personal practice at home if students want to, and are able to, do this. Students are given one revision homework to prepare for that terms written assessment. To do this students are directed to their knowledge organisers.														

# Y9 Music

Music: Year 9 AQA GCSE Music Long Term Plan														
	HT1		HT2		HT3		HT4		HT5		HT6		KEY	
1	01-Sep	Intros	Elements of music	9	03-Nov	AoS 3: Traditional Music blues	AoS 3: Traditional Music blues	16	05-Jan	AoS 2: Decades of Pop - 60s	AoS 2: Decades of Pop - 60s	22	23-Feb	Performance exams this week
2	08-Sep	Elements of music	Elements of music	10	10-Nov	AoS 3: Traditional Music folk	AoS 3: Traditional Music folk	17	12-Jan	AoS 2: Decades of Pop - 60s / 70s	AoS 2: Decades of Pop - 70s	23	02-Mar	Group pop comps
3	15-Sep	Elements of music	Elements of music	11	17-Nov	AoS 3: Traditional Music Latin	AoS 3: Traditional Music Latin	18	19-Jan	AoS 2: Decades of Pop - 70s	AoS 2: Decades of Pop - 80s	24	09-Mar	Group pop comps
4	22-Sep	Elements of music	Marking a performance lesson	12	24-Nov	AoS 3: Traditional Music Fusion	AoS 3: Traditional Music Fusion and revision	19	26-Jan	AoS 2: Decades of Pop - 90s	AoS 2: Decades of Pop - 90s	25	16-Mar	Group pop comps on Soundtrap / Tech Perf
5	29-Sep	Elements of music	Elements of music and performance 1 due in	13	01-Dec	AoS 3 - End of Unit Test	Feedback / Therapy	20	02-Feb	AoS 2: Popular Music - Revision	AoS 2: Popular Music - Revision	26	23-Mar	Soundtrap / Tech Perf / Performance 2 / Vocal deadline
6	06-Oct	Elements of music revision	Elements of music - End of Unit Test	14	08-Dec	Christmas ensemble preparation		21	09-Feb	End of Unit Test	Feedback / Therapy	32	18-May	AOs 2: Musicals and Vocal Techniques
7	13-Oct	Feedback / Therapy	Solo Performance mops-ups	15	15-Dec							38	06-Jun	AOs 2: Musicals and Vocal Techniques
8	20-Oct	Try Noteflight	Try Noteflight									39	13-Jun	AOs 2: Musicals and Vocal Techniques
<b>Homework</b> Year 9 pupils will complete one ten-question recall quiz per week. There will be additional theory and composition exercises, usually once a week, using Noteflight, or Focus on Sound. Instrumental practice, including recording of performances for mock deadlines (HT1 and HT4) Weekly listening homework also begins after February half-term.														

# Y10 Music

Music: Year 10 AQA GCSE Music Long Term Plan														
HT1		HT2		HT3		HT4		HT5		HT6		KEY		
1 01-Sep	Recap from year 9 - Queen test	Instruments of the orchestra	9 03-Nov	AoS 4: Western Classical from 1910	AoS 4: Western Classical from 1910	16 05-Jan	SET WORK: Queen	Contrast sections - tonality/melody and sonority	22 23-Feb	SET WORK: Queen	Composition 2	27 13-Apr	SET WORK: Queen End of unit test	Composition 2
2 08-Sep	AoS 1: Western Classical Tradition	AoS 1: Western Classical Tradition	10 10-Nov	AoS 4: Western Classical from 1910	AoS 4: Western Classical from 1910	17 12-Jan	SET WORK: Queen	Composition 2 chord sequence and sonority	23 02-Mar	GCSE Performance Exams this week	Composition 2	28 20-Apr	Feedback / Therapy	Performance due in
3 15-Sep	AoS 1: Western Classical Tradition	AoS 1: Western Classical Tradition	11 17-Nov	AoS 4: Western Classical from 1910	AoS 4: Western Classical from 1910	18 19-Jan	SET WORK: Queen	Composition 2 main melody/verse	24 09-Mar	SET WORK: Queen	Composition 2	29 27-Apr	Composition 2	Ensemble Performance or music tech
4 22-Sep	AoS 1: Western Classical Tradition	AoS 1: Western Classical Tradition	12 24-Nov	AoS 4: Western Classical from 1910	AoS 4: Western Classical from 1910 Revision	19 26-Jan	SET WORK: Queen	Composition 2 create structure	25 16-Mar	SET WORK: Queen	Composition 2	30 04-May	Composition 2	Composition 2 DEADLINE
5 29-Sep	AoS 1: Western Classical Tradition	AoS 1: Western Classical Tradition	13 01-Dec	End of Unit Test	Feedback/Therapy	20 02-Feb	SET WORK: Queen	Composition 2 second melody/chorus	26 23-Mar	SET WORK: Queen Revision	Composition 2	31 11-May	REVISION AOS1	BEETHOVEN FIRST GLANCE
6 06-Oct	AoS 1: Western Classical Tradition	Revision AoS2 and 3	14 08-Dec	Hooks and Riffs	Chord sequences	21 09-Feb	SET WORK: Queen	Composition 2 new chord sequence				32 18-May	Beethoven First Glance	BEETHOVEN FIRST GLANCE
7 13-Oct	Revision AoS1	AoS 1: End of Unit Test	15 15-Dec	Writing a melody	Developing a melody							38 06-Jun	Rewards Week	Feedback / Therapy
8 20-Oct	Feedback / Therapy	Performance due in										39 13-Jun	Composition 2 Alterations	Composition 2 Alterations
<b>Homework</b> Year 10 pupils will complete listening practice and recall quiz homework once a week using Microsoft Forms. Instrumental practice, including recording of performances for mock deadlines (HT5 and 6). From HT 3 compositions can be worked on from home. Knowledge Organiser Strategy Booklet HW set every few weeks.														

# Y11 Music

Music: Year 11 AQA GCSE Music Long Term Plan																							KEY		
	HT1			HT2			HT3			HT4			HT5			HT6						KEY			
	1	01-Sep	Intro / Revision from Y10	Composition 2	9	03-Nov	SET WORK: Beethoven Revision	Composition 1	16	05-Jan	Composition	Composition	22	23-Feb	REVISION / Tech perform	Revision - AOS1	27	13-Apr	REVISION	Beethoven	33	01-Jun	Revision	Revision	KEY
	2	08-Sep	SET WORK: Beethoven	Composition 1 plan	10	10-Nov	SET WORK: Beethoven - End of Unit Test	Performance / Tech performance 1 Due in	17	12-Jan	Composition	PPE Feedback / Improvement	23	02-Mar	GCSE Performance Exams	GCSE Performance Exams	28	20-Apr	REVISION	Queen	34	08-Jun	Revision	Revision	KEY
	3	15-Sep	SET WORK: Beethoven	Composition 1	11	17-Nov	Beethoven - End of Unit Test Therapy	Composition 1	18	19-Jan	Composition	Comp	24	09-Mar	REVISION / Tech perform	Revision - AOS2	29	27-Apr	REVISION	Exam techniques	35	15-Jun	Therapy	Therapy	KEY
	4	22-Sep	SET WORK: Beethoven	Composition 1	12	24-Nov	PPE Revision	Composition 1	19	26-Jan	Composition	Comp	25	16-Mar	REVISION / Tech perform	Revision - AOS3	30	04-May	EXAMS START	EXAMS START	36	22-Jun	Performance	Performance	KEY
	5	29-Sep	SET WORK: Beethoven/Music tech	Composition 1	13	01-Dec	PPEs	PPEs	20	02-Feb	Composition	Comp	26	23-Mar	REVISION / Tech performance	Revision - AOS4	31	11-May	REVISION AOS1	REVISION AOS2	37	29-Jun	Deadline	Deadline	KEY
	6	06-Oct	SET WORK: Beethoven/Music tech	Composition 1	14	08-Dec	PPEs	PPEs	21	09-Feb	Composition	Composition Deadline					32	18-May	REVISION AOS3	REVISION AOS4	38	06-Jul	Composition	Composition	KEY
	7	13-Oct	SET WORK: Beethoven/Music tech	Composition 1	15	15-Dec	Composition 1	Composition 1													39	13-Jul	Deadline	Deadline	KEY
	8	20-Oct	SET WORK: Beethoven/Music tech	Composition 1																					KEY

**Homework**  
 Year 11 pupils will complete weekly listening and recall practice using Office Forms.  
 Instrumental practice, including recording of performances or tech performances for deadlines (HT2 & 4).  
 Composition 1 (set brief) must be worked on at home and completed by February half-term.  
 Alterations to composition 2 (Y10 free comp) must be completed at home by October half term.

# Y7 Performing Arts

Drama and Dance Year 7 Long Term Plan(2025-2026)													
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14
w/c	HT1	w/c	HT2	w/c	HT3	w/c	HT4	w/c	HT5	w/c	HT6		
01-Sep	Drama games	03-Nov	Dance composition	05-Jan	Lord of the Flies	23-Feb	World Dance	13-Apr	Musicals	01-Jun	Narrative Dance		Ice breakers
08-Sep	Drama games	10-Nov	Dance composition	12-Jan	Lord of the Flies	02-Mar	World Dance	20-Apr	Musicals	08-Jun	Narrative Dance		Dance written assessment
15-Sep	Darkwood Manor	17-Nov	Dance composition	19-Jan	Lord of the Flies	09-Mar	Drama written task 2	27-Apr	Drama written task 2	15-Jun	Narrative Dance		Drama written assessment lesson
22-Sep	Darkwood Manor	24-Nov	dance written task 1	26-Jan	Drama written task 2	16-Mar	World Dance	04-May	Musicals	22-Jun	Narrative Dance		practical assessment lesson
29-Sep	Darkwood Manor	01-Dec	Dance composition	02-Feb	Lord of the Flies	23-Mar	World Dance	11-May	Musicals	29-Jun	Dance written task 3		Dance lesson
06-Oct	Drama written task 1	08-Dec	Dance composition	09-Feb	Lord of the Flies			18-May	Musicals	06-Jul	Narrative Dance		Drama lesson
13-Oct	Darkwood Manor	15-Dec	Dance composition							13-Jul	Narrative Dance		
20-Oct	Darkwood Manor												
Drama													
Dance													

# Y8 Performing Arts

# Y9 Drama

AQA GCSE Drama Year 9 Long Term Plan (2025-26)																	
w/c	HT1		w/c	HT2		w/c	HT3		w/c	HT4		w/c	HT5		w/c	HT6	
01-Sep	KS4 Introduction to Drama	Anti Social Behaviour - Still images	03-Nov	Intro to Tell Me Why - Still Image	Tell Me Why - Marking the Moment	05-Jan	Intro to Blackout - Read through	Blackout - Non-naturalistic Techniques	23-Feb	ETAJ - Intro to Musical Theatre	Script - Opening scene	13-Apr	DNA Introduction to Play	DNA - Play read through	01-Jun	Blood Brothers	Blood Brothers
08-Sep	Role play - Anti-Social behaviours	Non-Verbal Movement - offender	10-Nov	Tell Me Why Text & Forum Theatre	Tell Me Why Cell Nightmare Sequence	12-Jan	Blackout Scene - Realistic Role play	Blackout characterisation & contrast	02-Mar	Non-verbal movement	Monologue	20-Apr	DNA Still Images/Marks Monologue	DNA - Peer pressure scene	08-Jun	Blood Brothers	Blood Brothers Context and Characters
15-Sep	ASBO script read through	ASBO - Cross Cutting	17-Nov	Tell Me Why - Artaud	Tell Me Why - Artaud	19-Jan	Blackout - Marking the Moment	Blackout - Movement, mime & gesture	09-Mar	Conscience Alley	Script work	27-Apr	DNA Extract 5 Physical Skills	DNA - Non-verbal openings	15-Jun	Practical Exploration	Practical Exploration
22-Sep	ASBO Still Images & Flash Forward	ASBO - newspaper headlines	24-Nov	Tell Me Why 7 Levels of Tension & Hot seating	Tell Me Why - Cross Cutting & montage	26-Jan	Blackout - Monologue rehearsal	Blackout - Monologue rehearsal	16-Mar	Ensemble/ Chorus work/ prep for performances	Ensemble/ Chorus work/ prep for performances	04-May	DNA Page 35 Flashback and Monologue	Group Performance Intro	22-Jun	Intro to assessment/ Mickey & Eddie Scene	Practical Assessment lesson
29-Sep	ASBO Rhythm & pace to create climax	Theatrical skills test	01-Dec	Tell Me Why - Cross Cutting & montage	Techniques written task	02-Feb	Blackout - Monologue rehearsal	Blackout - Monologue assessment	23-Mar	Performances	Performances	11-May	Group Performance Rehearsal	Group Performance Rehearsal	29-Jun	Assessment - Mickey & Eddie scene	Practical Exploration
06-Oct	ASBO Performance - Scene 6	ASBO Performance - Scene 6	08-Dec	Intro to Devising - Mini Comp 2	Devising Rehearsal	09-Feb	Assessment Feedback	Written Reflection/ vocal & physical skills test	EASTER			18-May	DNA group Performance	Performance Feedback & written reflection task	06-Jul	Practical Exploration- Kids Game	Written Assessment
13-Oct	Scene 6 Performance - mini assessment	Evaluation/ Reflection Task	15-Dec	Stimulus Exploration Mini practical C2 exploration	Mini Devising Assessment							13-Jul		Practical Exploration		Written Task	
20-Oct	Artaud nightmare sequence	Feedback from performance															

# Y10 Drama

AQA GCSE Drama Year 10 Long Term Plan (2025-26)																	
w/c	HT1		w/c	HT2		w/c	HT3		w/c	HT4		w/c	HT5		w/c	HT6	
01-Sep	Practitioner influence -Stan	Section A/ Practitioner Influence	03-Nov	Introduction to Comp 2	Responding to different stimuli	05-Jan	Groupings & rehearsal	Workshop on stimuli	23-Feb	Practical C2 exam prep - Rehearsals	Practical C2 exam prep - Rehearsals	13-Apr	Prep for Devised log	Section B Intro - BB	02-Jun	Section A & B Exam Prep	Section A & B Exam Prep
08-Sep	Practitioner influence - Stan	Section A/ Practitioner Influence	10-Nov	Devising techniques	Intro to Devising Log (Section A)	12-Jan	Selection of Stimuli	Devised rehearsals	02-Mar	Practical C2 exam prep - Rehearsals	Section 2 Devised Log	20-Apr	Coursework session - Devising Log	Set Text exploration	09-Jun	Section A & B Exam Prep	Section A & B Exam Prep
15-Sep	Practitioner influence - Stan	Practitioner influence - Stan	17-Nov	Intro to Section A - Stage positions	Initial ideas to a given stimulus	19-Jan	Practical C2 exam prep - Rehearsals	Devised Rehearsals/ section C	09-Mar	Practical C2 -Dress Rehearsal	Practical C2 -Dress Rehearsal	27-Apr	Coursework session - Devising Log	Set Text exploration	16-Jun	Mock PPE	Practical Assessment
22-Sep	Practitioner influence - Stan	Practitioner influence - Stan	24-Nov	Devising techniques workshop	Rehearsal for Devised performance	26-Jan	Devised rehearsal	Section A test and feedback	16-Mar	Responding to feedback/ development	Responding to feedback/ development	04-May	Coursework session - Devising Log	Set Text exploration	23-Jun	Text in Practice intro	Written Task
29-Sep	Practitioner influence - Brecht	Practitioner influence - Brecht	01-Dec	Mock Devised Performances	Feedback from Performance s WWW/EBI	02-Feb	Practical Rehearsal	Devising Log - Section 1	23-Mar	Final C2 Practical Exam	Final C2 Practical Exam	11-May	Section B intro to exam prep	Coursework session - Devising Log	30-Jun	WE	WE
06-Oct	Practitioner influence - Brecht	Practitioner influence - Brecht	08-Dec	Intro to stimuli	Stimuli workshop	09-Feb	Practical Rehearsal	Devising Log - Section 1		EASTER		18-May	Coursework session - Devising Log	Section B intro to exam prep	07-Jul	Watch Billy Elliot/ Cwork catch up	Watch Billy Elliot/ Coursework Catch up
13-Oct	Mini devising assessment	Mini devising assessment	15-Dec	Stimuli workshop	Stimuli workshop							14-Jul	Text in Practice intro/ groupings	Text in Practice intro/groupings			
20-Oct	Mini devising assessment	Mini devising performance															

# Y11 Drama

AQA GCSE Drama Year 11 Long Term Plan (2025-2026)																		
w/c	HALF TERM 1		H/work	w/c	HALF TERM 2		Homework	w/c	HALF TERM 3		H/work	w/c	HALF TERM 4		H/work	w/c	HALF TERM 5	
01-Sep	Live Theatre intro - Section C	Intro to C3	Watch BE The Musical - on Teams	03-Nov 10-Nov 17-Nov 24-Nov 01-Dec 08-Dec 15-Dec	Comp 1	C3 rehearsals	Line learning & recall	05-Jan 12-Jan 19-Jan 26-Jan 02-Feb 09-Feb	comp 3 rehearsals	Comp 3 rehearsals	Line learning & recall	23-Feb 02-Mar 09-Mar 16-Mar 23-Mar	Section B 4 Marker	Section B 8 Marker	Recall & 4 marker	13-Apr 20-Apr 27-Apr 04-May	Revise/exam technique	
	Live Theatre intro - Section C	Component 3	Teams Recall		C3 rehearsals	Comp 1 section B	Section B 4 marker and recall		comp 3 rehearsals	comp 3 rehearsals	Line learning & recall		Section B 8 Marker	Section B 8 Marker	Recall & 8 marker		Revise/exam technique	
	Theatrical skills test	Live Theatre - Section C	Recall BE Scab Scene		C3 Rehearsals	Section C Scab Scene essay	Try a section B essay		comp 3 rehearsals	Comp 3 rehearsals	Line learning & recall		Section B 12 Mark	Section B 12 Mark	Recall & 12 marker		Revise/exam technique	
		Live Theatre Section C	Component 3		C3 rehearsals	Go through past paper - Walking talking mock	Purple section B and try a 12 marker BB		Comp 3 Dress Rehearsal	Comp 3 Dress Rehearsal	Line learning & recall		Section B 12 Mark	Section B 20 Mark	Recall & 20 marker		Revise/exam technique - Exams Start	Practical Assessment
	Component 1 - section B	Live Theatre Section C	Recall BB and BE, stage structure		Re-watch key BE scenes - Revision of structure	C3 rehearsals	Revise		Comp 3 Therapy/ feedback	Comp 3 Therapy/ feedback	Line learning & recall		Section B 20 Mark	Section A, B Exam				Written Task
		Component 1	Component 1		Recall BB, revise B marker and BE	PPE - full paper	PPE - full paper		Comp 3 Exam	Comp 3 Exam	Recall		Easter Holidays					Feedback /Therapy
	Launch Comp 3	Section B recap	Recall theatrical skills		PPE Therapy	PPE Therapy			Half Term holiday									Exam
	Live Theatre open book	Comp 3 rehearsals	Read play		Christmas holiday													

# Y9 Dance

AQA GCSE Dance Year 9 Medium Term Plan (2025-2028)											
w/c	HT1	w/c	HT2	w/c	HT3	w/c	HT4	w/c	HT5	w/c	HT6
01-Sep	Intro to course / equipment / expectations	03-Nov	Performance Skills - Expressive Skills	05-Jan	Choreographic Process / Choreographic Skills	23-Feb	Rehearsal time for showcase	13-Apr	Professional work 1: A Linha Curva	01-Jun	Set Phrase: Flux - Physical skills focus
08-Sep	Performance Skills - physical skills	10-Nov	Performance Skills - Expressive Skills	12-Jan	Choreographic Process / Choreographic Skills	02-Mar	Professional work 1: A Linha Curva	20-Apr	Professional work 1: A Linha Curva	08-Jun	Set Phrase: Flux - Expressive skills focus
15-Sep	Performance Skills - physical skills	17-Nov	Performance Skills - Mental Skills	19-Jan	Choreographic Process / Choreographic Skills	09-Mar	Professional work 1: A Linha Curva	27-Apr	Professional work 2: A Emancipation of Expressionism	15-Jun	Set Phrase: Flux - Mental skills focus
22-Sep	Performance Skills - Mental skills	24-Nov	Choreographic Process / Choreographic Skills	26-Jan	Choreographic Devices	16-Mar	Professional work 1: A Linha Curva	04-May	Professional work 2: A Emancipation of Expressionism	22-Jun	Professional work 3: Within Her Eyes
29-Sep	Performance Skills - Technical Skills	01-Dec	Choreographic Process / Choreographic Skills	02-Feb	Choreographic Devices	23-Mar	Professional work 1: A Linha Curva	11-May	Professional work 2: A Emancipation of Expressionism	29-Jun	Professional work 3: Within Her Eyes
06-Oct	Performance Skills - Technical Skills	08-Dec	Choreographic Process / Choreographic Skills		End of Unit Practical Assessment			18-May	Professional work 2: A Emancipation of Expressionism	06-Jul	Professional work 3: Within Her Eyes
13-Oct	Performance Skills - Technical Skills	15-Dec	Choreographic Process / Choreographic Skills		End of Unit Written Assessment				Professional work 2: A Emancipation of Expressionism	13-Jul	Professional work 3: Within Her Eyes
20-Oct	Performance Skills - Expressive Skills								End of year Written Assessment		

# Y10 Dance

AQA GCSE Dance Year 10 Long Term Plan (2024 - 2027)																		
w/c	HT1		w/c	HT2		w/c	HT3		w/c	HT4		w/c	HT5		w/c	HT6		
01-Sep	Professional work 3: Within Her Eyes	Professional work 3: Within Her Eyes	03-Nov	Professional Work 4: Infra	Professional Work 4: Infra	05-Jan	Performance in a duet/trio	Performance in a duet / trio	20-Feb	Performance in a duet/trio	Performance in a duet/trio	13-Apr	Professional Work 6: Artificial Things	Professional Work 6: Artificial Things	01-Jun	Section A Prep	Section A Prep	
08-Sep	Professional work 3: Within Her Eyes	Professional work 3: Within Her Eyes	10-Nov	End of term assessment	Section A Prep (choreography skills)	12-Jan	Performance in a duet/trio	Performance in a duet/trio	27-Feb	Performance in a duet/trio	Performance in a duet/trio -	20-Apr	Professional Work 6: Artificial Things	Professional Work 6: Artificial Things	08-Jun	Section B Prep - Set Phrase	Section B Prep - Duet/trio	
15-Sep	Professional work 3: Within Her Eyes	Professional work 3: Within Her Eyes	17-Nov	Section A Prep (choreography skills)	Section A Prep (choreography skills)	19-Jan	Performance in a duet/trio	Performance in a duet/trio	06-Mar	Performance in a duet/trio	Performance in a duet/trio	27-Apr	Professional Work 6: Artificial Things	Professional Work 6: Artificial Things	15-Jun	Written PPE	Written PPE	
22-Sep	Professional work 3: Within Her Eyes	Professional work 3: Within Her Eyes	24-Nov	Section A Prep (Performance skills)	Section A Prep (Performance skills)	26-Jan	Performance in a duet/trio	Performance in a duet/trio	13-Mar	Performance in a duet/trio	Performance in a duet/trio	04-May	Professional Work 6: Artificial Things	Professional Work 6: Artificial Things	22-Jun	Written PPE	Written PPE	
29-Sep	Section B Prep - Set Phrase (6 marker)	Section B Prep - Set Phrase (6 marker)	01-Dec	Professional work 5: Shadows	Professional work 5: Shadows	02-Feb	Performance in a duet/trio	Section A Preparation (performance skills)	20-Mar	End of unit assessment	End of unit assessment	11-May	Professional Work 6: Artificial Things	End of term assessment	29-Jun	WEX	WEX	
06-Oct	Professional Work 4: Infra	Professional Work 4: Infra	08-Dec	Professional work 5: Shadows	Professional work 5: Shadows	09-Feb	Performance in a duet/trio	Performance in a duet/trio	18-May	Section B Prep - Duet/Trio (6 marker)	Tuesday 7th July: Year 10 Practical Dance PPE and rehearsal: duet/trio		06-Jul	Performance in a duet/trio	Performance in a duet/trio	13-Jul	Set phrase rehearsal Breathe / Flux	Set phrase rehearsal Breathe / Flux
13-Oct	Professional Work 4: Infra	Professional Work 4: Infra	15-Dec	Professional work 5: Shadows	Professional work 5: Shadows							17-Jul	Set phrase rehearsal Breathe / Flux	Set phrase rehearsal Breathe / Flux				
20-Oct	Professional Work 4: Infra	Professional Work 4: Infra		Professional work 5: Shadows	Professional work 5: Shadows													

# Y11 Dance

AQA GCSE Dance Year 11 Long Term Plan (2025 - 2026)																	
w/c	HT1		w/c	HT2		w/c	HT3		w/c	HT4		w/c	HT5		w/c	HT6	
01-Sep	Performance in a duet/trio rehearsal	Performance in a duet/trio rehearsal	03-Nov	Component 1: Solo Choreography	Component 1: Solo Choreography	05-Jan	Component 1: Solo Choreography	Component 1: Solo Choreography	23-Feb	Section B Prep (choreography)	Section B (choreography)	13-Apr	Section A Prep	Section A Prep	01-Jun	REVISION	REVISION
08-Sep	Performance in a duet/trio rehearsal	Performance in a duet/trio rehearsal	10-Nov	Component 1: Solo Choreography	Component 1: Solo Choreography	12-Jan	Component 1: Solo Choreography	Component 1: Solo Choreography	02-Mar	Section B Prep (duet/trio)	Section B Prep (Set Phrases)	20-Apr	REVISION	REVISION	08-Jun	REVISION	Final Exam - 11th June = Approx date
15-Sep	Performance in a duet/trio rehearsal	Performance in a duet/trio rehearsal	17-Nov	Component 1: Solo Choreography	Component 1: Solo Choreography	19-Jan	Component 1: Solo Choreography	Component 1: Solo Choreography	09-Mar	Artifical Things	Artifical Things	27-Apr	REVISION	REVISION	15-Jun	REVISION	
22-Sep	Performance in a duet/trio rehearsal	Performance in a duet/trio rehearsal	24-Nov	Component 1: Solo Choreography	Component 1: Solo Choreography	26-Jan	Component 1: Solo Choreography	Component 1: Solo Choreography	16-Mar	Artifical Things	Artifical Things	04-May	REVISION	REVISION	22-Jun		
29-Sep	Performance in a duet/trio EXAM WEEK - Monday 29th	Approx date -15th September - Choreography Exam Released - distribute paper	01-Dec	Component 1: Solo Choreography	Component 1: Solo Choreography	02-Feb	Component 1: Solo Choreography	Component 1: Solo Choreography	23-Mar	Section C Prep	Section C Prep	11-May	REVISION	REVISION	29-Jun		
06-Oct	Set Phrase - Breathe / Flux Rehearsal	Set Phrase - Breathe / Flux Rehearsal - Friday 10th dress rehearsal	08-Dec	PPEs	PPEs	09-Feb	Component 1: Solo Choreography EXAM WEEK	Component 1: Solo Choreography EXAM WEEK	Sunday 1st Feb - Choreography Rehearsal Day			18-May	REVISION		06-Jul		
13-Oct	Set Phrase - Breathe / Flux Rehearsal	Set Phrase - Breathe / Flux Rehearsal FINAL EXAM: Flux = Thur 16th	15-Dec	PPEs	PPEs	13-Jul											
20-Oct	FINAL EXAM Breathe = Mon 20th Oct Component 1: Solo Choreography Research	Component 1: Solo Choreography Research															