



Curriculum Intent

The Curriculum is designed to ignite our student's creativity, passion and promote a lifelong love of the Arts. Within The Performing Arts (Dance, Drama and Music) students are given the opportunity to explore the world around them through the practical application of different styles, techniques and the study of practitioners. Students are encouraged to develop their group work skills as well as make independent decisions and communicate effectively. Throughout the Curriculum the emphasis is on practical work and the development of performance skills and technique. Students are encouraged to think creatively about how they present theoretical components as a student of the Performing Arts.

Relevant

Our curriculum is designed to excite, inspire and engage students whilst increasing their cultural capital. We explore real life and world culture that is relevant to our students and the wider world. Career pathways are also made explicit where relevant.

Appropriate

All practical work in Performance is designed to build both confidence and skills by being accessible to all as well as engaging and challenging. Themes include challenging concepts and topics which reflect each group E.g. Black Lives Matter and Mental Health.

Coherent

The curriculum is designed to support the development of transferrable skills that can be applied and developed throughout the wider curriculum and beyond. Students develop confidence, problem solving skills, empathy and collaborative learning skills as well as performance technique and subject specific knowledge.

Biddulph High School Commitment to Performing Arts

1. **Ensuring a positive child-centred experience** – we will ensure that we are focused on our students and getting the best experience possible and celebrate both effort and success. Students are at the fore front of any decisions made, be that curriculum, trips or performance opportunities.
2. **Safety to take risks** – we understand that the importance of risk taking in a creative environment and nurture an environment where students feel safe taking risks to produce authentic work.
3. **Leadership at all levels** – we are always learning and we learn from everybody be that students or staff. We value leadership at all levels and students are encouraged through a variety of opportunities to lead their peers both within their class, other year groups and within the community of schools within the town of Biddulph.
4. **Striving for excellence** – we have very high standards and expectations of our students, and we do not apologise for this. We will always aim to achieve the best possible experience for our young people through high quality work, commitment, training and role modelling.

Scheme of Learning/Courses/Curriculum Map

This is a flexible document depending on the skill and experience of the students and the progress they are making.



Year 9 Performing Arts Carousel

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9 Drama	Carousel Introduction to Drama (5-8 lessons) To include: <ul style="list-style-type: none"> Physical Skills Vocal Skills Mime/Physical Theatre Devising Performance Appreciation 		Carousel Introduction to Drama (5-8 lessons) To include: <ul style="list-style-type: none"> Physical Skills Vocal Skills Mime/Physical Theatre Devising Performance Appreciation 	Drama workshops (students option One – 18 lessons)	Drama workshops (students option Two – 18 lessons)	Drama workshops (students option Three – 18 lessons)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9 Music	Carousel Introduction to Music (5-8 lessons) To include: <ul style="list-style-type: none"> What is Music? Rhythm Pitch and Melody Instrumentation Performance Composition 		Carousel Introduction to Music (5-8 lessons) To include: <ul style="list-style-type: none"> What is Music? Rhythm Pitch and Melody Instrumentation Performance Composition 	Music workshops (students option One – 18 lessons)	Music workshops (students option Two – 18 lessons)	Music workshops (students option Three – 18 lessons)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9 Dance	Carousel Introduction to Dance (3-4 lessons) To include: <ul style="list-style-type: none"> Performance Skills (Physical and interpretive) Choreographic Skills Appreciation Skills 	Carousel Introduction to Dance (3-4 lessons) To include: <ul style="list-style-type: none"> Performance Skills (Physical and interpretive) Choreographic Skills Appreciation Skills 	Carousel Introduction to Dance (3-4 lessons) To include: <ul style="list-style-type: none"> Performance Skills (Physical and interpretive) Choreographic Skills Appreciation Skills 	Carousel Introduction to Dance (3-4 lessons) To include: <ul style="list-style-type: none"> Performance Skills (Physical and interpretive) Choreographic Skills Appreciation Skills 	Carousel Introduction to Dance (3-4 lessons) To include: <ul style="list-style-type: none"> Performance Skills (Physical and interpretive) Choreographic Skills Appreciation Skills 	Introduction to KS4 Dance for students who opted to take the qualification

Year 10 – RSL Level 2 Certificate in Creative and Performing Arts (Dance)

Term	Unit Content and Assessment Criteria Covered
1.1 Sept - Oct	<p>CAPA 229 Ensemble Dance</p> <p>Students will learn the ability to perform technical steps and sequences as required including, for example:</p> <ul style="list-style-type: none">- Warm up and cool down in preparation for technical class- Logical progression of exercises moving from simple to more complex- Movement sequences with variation of content- Fundamental Dance technique skills <p>Safe Dance Practice</p> <p>Students will gain an understanding of the clothing and footwear requirements of the style and its implications for the safety of the performer. They will also learn the principles of physical warm up and cool down with reference to the specific dance style.</p>
1.2 Nov - Dec	<p>CAPA 229 Ensemble Dance</p> <p>Students will learn about the physical and interpretive attributes of the style including:</p> <ul style="list-style-type: none">- Appropriate posture and control- Strength and stamina appropriate to the chosen style- Co-ordination- Spatial awareness- Learning and reproducing movement reflecting the integrity of the style- Body awareness and control- Musicality and rhythmical understanding- Appropriate Alignment- Awareness of the space and the other dancers within it- Awareness of the required quality and expression of the movement <p>Performance Skills</p> <p>In addition to the technical dance skills above, the students will also learn to interpret the dance style in performance and will be able reproduce the taught sequence accurately demonstrating:</p> <ul style="list-style-type: none">- Performance quality and interpretation- Confidence- Expression- Musicality <p>Performance Opportunity: Winter Showcase 2021 to include a performance of their first group pieces.</p> <p>The following Assessment Criteria will be covered and assessed formatively and Summatively:</p> <p>1.1 Work collaboratively with others to rehearse two group pieces in the chosen</p>

	<p>dance style.</p> <p>1.2 Perform in the chosen dance genre demonstrating:</p> <ol style="list-style-type: none"> Knowledge and understanding of the technique and vocabulary of the chosen genre Co-ordination Musicality Physical awareness and control Spatial awareness Application of stylistic features <p>2.1 Reflect on own performance and identify the strengths and areas for improvement within their chosen performance. Identify what they most enjoyed and found most challenging about the style.</p>
<p>2.1 Jan - Feb</p>	<p>CAPA 229 Ensemble Dance</p> <p>Communication Skills</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> - The use of verbal and non-verbal communication skills in the development and rehearsal of devised sequences - The ability to give and respond to direction - The capacity to peer review the work of others constructively - The ability to present <p>The following Assessment Criteria will be covered and assessed formatively:</p> <p>1.1 Work collaboratively with others to rehearse two group pieces in the chosen dance style.</p> <p>1.2 Perform in the chosen dance genre demonstrating:</p> <ol style="list-style-type: none"> Knowledge and understanding of the technique and vocabulary of the chosen genre Co-ordination Musicality Physical awareness and control Spatial awareness Application of stylistic features <p>2.1 Reflect on own performance and identify the strengths and areas for improvement within their chosen performance. Identify what they most enjoyed and found most challenging about the style.</p>
<p>2.2 March - Apr</p>	<p>CAPA 229 Ensemble Dance</p> <p>The following Assessment Criteria will be covered and assessed formatively:</p> <p>1.1 Work collaboratively with others to rehearse two group pieces in the chosen dance style.</p> <p>1.2 Perform in the chosen dance genre demonstrating:</p> <ol style="list-style-type: none"> Knowledge and understanding of the technique and vocabulary of the chosen genre Co-ordination Musicality Physical awareness and control

	<p>e. Spatial awareness f. Application of stylistic features</p> <p>2.1 Reflect on own performance and identify the strengths and areas for improvement within their chosen performance. Identify what they most enjoyed and found most challenging about the style.</p> <p>Performance Opportunity: Inspire Dance Show 2022</p>
3.1 April - May	<p>CAPA 229 Ensemble Dance</p> <p>The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>2.1 Reflect on own performance and identify the strengths and areas for improvement within their chosen performance. Identify what they most enjoyed and found most challenging about the style.</p>
3.2 June - July	<p>During the final part of the Summer Term, students will be introduced to the craft of choreography in preparation for CAPA 201 next academic year. This includes:</p> <ul style="list-style-type: none"> - Practitioners approaches to choreography - Dance structures - Choreographic devices - The relationship of dance to music - Using different types of stimulus -

Year 11 – RSL Level 2 Certificate in Creative and Performing Arts (Dance)

Term	Units and Assessment Criteria Covered
1.1	<p>CAPA 201E Live Performance</p> <p>Students will be guided through a Mock Assignment Brief for CAPA 201E. Looking at examples of work before undertaking a scaled down version.</p>
1.2	<p>CAPA 201E Live Performance</p> <p>Students will be guided through a Mock Assignment Brief for CAPA 201E. Looking at examples of work before undertaking a scaled down version. They will explore the external brief when it is released in November in preparation for starting January 2023.</p>
2.1	<p>CAPA 201E Live Performance</p> <p>Completion of the External Brief</p>
2.2	<p>CAPA 201E Live Performance</p> <p>Completion of the External Brief</p>
3.1	Dance for Wellbeing and introduction to Dance at KS5
3.2	N/A

Year 12 – RSL Level 3 Diploma in Creative and Performing Arts (Dance)

Term	Units and Assessment Criteria Covered
1.1	<p>CAPA329 Dance Technique and Performance 1 – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>1.1 Perform the technique of the chosen genre which includes:</p> <ul style="list-style-type: none">a. Movements and sequences to an appropriate standardb. Build of stamina and strengthc. Appropriate posture and controld. Musicality and clarity of performance <p>1.2 Perform one seen and one unseen movement/sequence in the chosen genre which includes:</p> <ul style="list-style-type: none">a. Understanding of the vocabulary and technique of the chosen genreb. Co-ordinationc. Flexibilityd. A variety of more complex movements and sequencese. Musicalityf. Confidenceg. Sustained performanceh. Physical awareness and control <p>3.1 Reflect on the history and context of the dance genre</p> <p>CAPA324 Choreography – Internal The following Assessment Criteria will be covered and assessed formatively:</p> <p>1.1 Choreograph a dance which:</p> <ul style="list-style-type: none">a. Is inspired by a suitable piece of music, literature or artb. Includes a range of compositional tools and devices, including theme and variationc. Demonstrates movement motif and its developmentd. Is set at a suitable level of technique for the dancer(s) performing ite. Shows sensitivity to the material and the performers <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively:</p> <p>1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following:</p> <ul style="list-style-type: none">a. An assessment of current knowledge and skillsb. An overview of current aspirations and goalsc. An assessment of knowledge and skills required to attain the goalsd. A schedule for on-going review of progress towards goals
1.2	<p>CAPA329 Dance Technique and Performance 1 – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p>

	<p>2.1 Compose a routine to an appropriate standard reflecting the essence of the dance genre</p> <p>2.2 Perform the composed routine, including:</p> <ol style="list-style-type: none"> Accurate realisation of the chosen style Appropriate use of space and musicality Technical accuracy A sense of performance <p>3.2 Evaluate own performance including personal strengths and areas for development</p> <p>3.3 Identify the challenges faced through the process of composing and performing in the chosen dance genre</p> <p>3.4 Explain how a particular performance has influenced their work</p> <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following:</p> <ol style="list-style-type: none"> An assessment of current knowledge and skills An overview of current aspirations and goals An assessment of knowledge and skills required to attain the goals A schedule for on-going review of progress towards goals
<p>2.1</p>	<p>CAPA324 Choreography – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>1.1 Choreograph a dance which:</p> <ol style="list-style-type: none"> Is inspired by a suitable piece of music, literature or art Includes a range of compositional tools and devices, including theme and variation Demonstrates movement motif and its development Is set at a suitable level of technique for the dancer(s) performing it Shows sensitivity to the material and the performers <p>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p> <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively:</p> <p>2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ol style="list-style-type: none"> Current skills and required skills for the role

	<ul style="list-style-type: none"> b. Accepted routes into the role c. Availability of the role d. Competition for the role
2.2	<p>CAPA324 Choreography – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>1.1 Choreograph a dance which:</p> <ul style="list-style-type: none"> a. Is inspired by a suitable piece of music, literature or art b. Includes a range of compositional tools and devices, including theme and variation c. Demonstrates movement motif and its development d. Is set at a suitable level of technique for the dancer(s) performing it e. Shows sensitivity to the material and the performers <p>2.1 Rehearse and bring the dance to performance showing:</p> <ul style="list-style-type: none"> a. Management and scheduling of the rehearsal process b. An understanding of the needs of the performers c. Application of safe dance practice throughout the performance d. The ability to work with others sensitively <p>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p> <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ul style="list-style-type: none"> a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role
3.1	<p>CAPA324 Choreography – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>3.1 Reflect on the challenges of devising and bringing the choreography to performance</p> <p>3.2 Explain how they managed performance scheduling and timings</p> <p>3.3 Discuss the ideas and motivation behind each piece of choreography</p> <p>3.4 Evaluate the strengths in the work and changes that they would make to their process in the future</p>

	<p>CAPA322 Applying Safe Dance Practice – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>1.1 Plan a physiological warm up and cool down following safe dance principles in preparation for dance class 1.2 Lead their peers in the demonstration of the warm up/cool down</p> <p>2.1 Explain the importance of appropriate clothing and footwear and the implications of not adhering to this 2.2 Explain the reasons for warm up and cool down and its effects on the dancing body</p> <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>2.2 Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined or used independently, to produce a sustainable income</p>
3.2	<p>CAPA322 Applying Safe Dance Practice – Internal The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>2.3 Identify 4 key muscle groups used in their warm up and the anatomical effects of the warm up on these muscle groups 2.4 Identify key factors which help ensure their safe dance environment 2.5 Explain the principles of injury prevention and care 2.6 Explain the influence of good nutrition and hydration in supporting healthy dance practice 2.7 Explain the benefits to dance practice of applying safe, effective dance knowledge</p> <p>CAPA306 Planning for a Career in the Creative & Performing Arts – Internal Core The following Assessment Criteria will be covered and assessed formatively and summatively:</p> <p>2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income</p>

GCSE AQA Music – Year 10

TERM	1.1	1.2	2.1	2.2	3.1	3.2
Y10	AOS2: Popular music	AOS2: Popular music. Focus on study piece (Little Shop of Horrors)	AOS2: Popular Music. Continue focus on study piece (Little Shop of Horrors) AOS3: Traditional music.	AOS3: Traditional music. AOS1: Western classical tradition 1650-1910.	AOS1: Western classical tradition 1650-1910. Focus on study piece (Mozart)	AOS1: Western classical tradition 1650-1910. Focus on study piece + exam practice

GCSE AQA Music – Year 11

TERM	1.1	1.2	2.1	2.2	3.1	3.2
Y11	AOS1: Western classical tradition 1650-1910.	Revise study pieces for AOS2 and AOS1.	Continue revision of study piece for AOS1 and begin AOS4: Western classical tradition since 1910.	AOS4: Western classical tradition since 1910.	Exam practice and revision.	