



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

PERFORMING ARTS

Dance

Intent:

Dance at Shirley aims to foster a life-long love of the Arts and curiosity in our learners. The Dance curriculum at Shirley High School ensures students gain knowledge of a variety of dance styles, dance history and practitioners. The broad curriculum allows students to interrogate ideas, respond to current events and learn about other cultures. The curriculum has been designed to develop dance specific and life skills, which can be used in the wider world beyond education.

Teaching and learning in Dance at Shirley High school aims for all young people to become:

- Successful learners – who progress and achieve
- Confident individuals – who lead safe and healthy lives
- Responsible Global citizens – who make a positive contribution to society

Key Stage 3 Curriculum Plan

Dance is a compulsory subject at KS3. In most cases, six units are delivered in a year lasting the equivalent of one-half term. These units allow for the progression of knowledge, skills and understanding.

Year 7: The Emerging Dance Student

The units implemented in Year 7 intended to build on and consolidate students KS2 experience of and stimulate interest and enthusiasm for dance. The Emerging Dance Student will be introduced to the four main components of dance, develop basic choreography skill and begin to develop an appreciation for dance both as a style and analytically through peer and self-evaluation.

The units covered in Year 7 are:

Unit 1: Opposites (Choreography)

Unit 2: Trains (Performance)

Unit 3: Communications (Appreciation and Choreography)

Unit 4: What's in a Name? (Choreography)

Unit 5: Island Dance (Appreciation and Choreography)

Unit 6: Musical Theatre (Performance)

Year 8: The Novice Dance Student

The Novice Dance Student will continue to expand their knowledge of the four main components of dance, deepen their choreographic ability - understanding stimulus and choreographic intention and explore the skills required of a dancer for effective performance.

The units covered in Year 8 are:

Unit 1: Big Picture (Performance and Choreography)



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Unit 2: Big Picture Continued (Performance and Choreography)

Unit 3: Gothic Horror (Choreography)

Unit 4: Remote control (Choreography)

Unit 5: World of Dance (Appreciation and Performance)

Unit 6: World of Dance continued (Appreciation and Performance)

Year 9: The Skilled Dance Student

The Skilled Dance Student will study selected professional dance works, practitioners, dance styles and choreographic techniques. Students will develop their own choreographic style and practices alongside deepening their performance style through the use of expressive skills and the physical skills.

The units covered in Year 9 are:

Unit 1: Emancipation of Expressionism (Appreciation, Choreography and Link to KS4 Work)

Unit 2: Chance Dance (Choreography)

Unit 3: Swansong (Appreciation and Choreography)

Unit 4: Dance and the Camera (Appreciation, Choreography and Link to KS4 Work)

Unit 5: Matrix and Matrix Reloaded (Performance)

Unit 6: Interpreting Stimulus (Choreography)

Key Stage 4 GCSE Curriculum Plan

Students follow the GCSE Dance AQA Specification. Learners follow curriculum maps and medium term plans that take inspiration from the GCSE Dance AQA Specification. The course consists of the following two components: Component 1: Performance (30%) and choreography (30%) Total: (60%) and Component 2: Dance appreciation (40%). Component 2 requires students to sit a written exam. Students will engage with exam practices and techniques to positively impact their approach to a written paper.

Year 10: The Competent Dance Student

The competent Dance Student will begin their GCSE Dance journey – continuing to develop the correct dance technique, developing long form writing, analytical skills

The areas of study covered are:

Each area of study will combine tasks for Component 1: Performance and Choreography and Component 2: Dance appreciation - Section C of the written exam with exercises to scaffold for Section A and B of the written exam, which is explored in depth at Year 11.

Area of study1 : A Linha Curva

Area of study 2: Shadows

Area of study 3: Infra



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Area of study 4: Within her eyes

Area of study 5: Artificial Things

Area of study 6: Emancipation of Expressionism

Year 11: The Proficient Dance Student

The Proficient Dance Student will continue their GCSE Dance journey, strengthening their correct dance technique, development of long form writing, analytical skills and choreographic skills.

The areas of study covered are:

Area of study 1 : Performance: Set solo's: Breathe and Shift

Area of study 2: Performance: Set duet/trio and section B of exam paper.

Area of study 3: Choreography - Solo/Group dance and section A of exam paper

Area of study 4: Choreography - Solo/Group dance and section A of exam paper

Area of study 5: Component 2: Dance appreciation, section C of exam paper - Revision.

Key Stage 5 BTEC Performing Arts: Dance Curriculum Plan

The Shirley High Dance student continues their journeys via the BTEC Performing arts: dance course, following the Pearson specification. A range of units are explored via project-based assessments which focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in industry or further education.

Year 12: The Advanced Dance Student

The areas of study covered are:

Unit 3: Group Performance Workshop

Unit 10: Jazz Dance Technique

Unit 12: Contemporary Dance Technique

Year 13: The Accomplished Dance Student

The areas of study covered are:

Unit 13: Healthy Dancer

Unit 14: Choreography for Live performance

Unit 26: Physical Theatre Techniques

Unit 34: Developing Skills and Techniques for Performance



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Spiritual, Moral, Social or Cultural Opportunities

Dance at Shirley High School provides the opportunity for students to study a wide range of dance styles, practitioners and techniques. The historical and political context of the selected themes and dance works allow discussion around social, cultural, moral and historical issues. Trips to see professional dance continue to allow for spiritual, moral, social and cultural opportunities.

Most Able Opportunities

All units delivered are designed to stretch all students and offer challenge to the more able student. Appropriate scaffolding and teacher modelling is highly considered to ensure the maximum progress of all students. The expectation of students within the performing arts, and at Shirley High School is high. Intervention is available to help the most able excel through Saturday School sessions in Year 11, after school sessions for KS3 and Shirley Dance Company.

Inclusivity

Teachers facilitate lessons that are inclusive and target all learners and all learning styles. Learners frequently work as soloists, in pairs or as part of a larger ensemble. Learners perform in front of small and larger audiences frequently. Regular performances improves student confidence and self-esteem.

Diversity

In lessons, students explore dance styles from around the world and a diverse range of professional dance works and practitioners, which encompass a range of social and cultural contexts and settings. Students explore the work of key dance practitioners whose work was/is influenced by dance practices and politics from across the globe.

Drama

Intent:

The Drama Curriculum at Shirley High School allows students to gain a detailed knowledge of Drama and Theatre. It also aims to foster a love of the Arts and uses Drama as a tool to enable students to develop key skills that will prepare them for their future. As a result, the curriculum is designed to cover the following key areas; performance work, theatrical knowledge and personal development.

Performance Work

Students will develop performance work, not only as actors by exposing them to a wide variety of performance styles and genres, but an understanding of all areas that contribute to performance. These include: directing, set, costume, lighting and sound. Students will not only gain a knowledge of each area, but develop their own practical skills.



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Theatrical Knowledge

Students will gain a theoretical understanding of how Drama and Theatre is constructed, how it's developed and critically analysed. Students focus on the work of key practitioners and the methodology behind each. Key works are explored requiring students to develop a detailed understanding of each play's social, historical and cultural context. Finally, students will also develop the ability to critically analyse performance work from all aspects of a production.

Personal Development

Students are given opportunities to develop key life skills such as confidence, team work, organisation and presenting skills. These are key life skills valued by employers and further/higher establishments alike. There are numerous opportunities to students to utilise Drama as a tool to discuss relevant social, historical and cultural issues, which will develop their understanding of the world as a whole. Finally, theatre trips and theatre practitioner workshops provide opportunities for students to engage in culturally enriching experiences.

Key Stage 3 Curriculum Plan

Drama is a compulsory subject at KS3. Six units are studied in a year generally lasting the equivalent one-half term and allow for progression of knowledge, skills and understanding.

Year 7 - The Emerging Drama Student

The Emerging Drama Student will be introduced to foundation drama skills and techniques, learn how to create and perform a character, begin to develop an appreciation for drama through the ages and be introduced to working with a script.

The specific units covered are:

Unit 1 – Foundation for Drama

Unit 2 – The Evacuees

Unit 3 – An Introduction to Shakespeare

Unit 4 – Greek Theatre – My Father Odysseus

Unit 5 – The Twits

Unit 6 – Musical Theatre - Matilda

Year 8 - The Novice Drama Student

The Novice Drama Student will begin to look at drama as way of exploring issues and themes, as well as continuing to develop their appreciation of drama through the ages, creating and performing a character, and working with script.

The specific units covered are:

Unit 1 - Masks

Unit 2 - Commedia

Unit 3 - Melodrama

Unit 4 – Seven Deadly Sins

Unit 5 – Curious Incident

Unit 6 – Musical Theatre – Blood Brothers



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Year 9 - The Skilled Drama Student

The Skilled Drama Student will study a selection of popular texts and theatre practitioners, as well as developing the ability to devise from a stimulus, equipping them with an excellent level of knowledge of drama and theatre.

The specific units covered are:

Unit 1 – Too Much Punch For Judy

Unit 2 – Slow Time by Roy Williams

Unit 3 – Metamorphosis by Steven Berkoff

Unit 4 – The Caucasian Chalk Circle by Bertolt Brecht

Unit 5 – Devising from a Stimulus and Frantic Assembly

Unit 6 – Devising from a Stimulus and Frantic Assembly

Key Stage 4 GCSE Curriculum Plan

Students follow the GCSE Drama AQA specification. Drama is an extremely popular option at GCSE and groups are taught by experienced drama and performing arts teachers and practitioners. Learners follow curriculum maps and medium term plans that take inspiration from the GCSE Drama AQA specification. The course is made up of three components; Component 1 – Understanding Drama (40%), Component 2 – Devising Drama (40%), Component 3 – Texts in Practice (20%).

Year 10 (Competent Drama Student)

The Competent Drama Student will begin their GCSE journey - developing long form writing and analytical skills, develop performance of text, and devise pieces of drama from a stimulus for assessment towards final GCSE grade.

The areas of study covered are:

Area of study 1 – Component 1: Understanding Drama and Bouncers and Shakers by John Godber

Area of study 2 – Component 1: Understanding Drama and Bouncers and Shakers by John Godber

Area of study 3 – Component 1: Understanding Drama and Component 2: Devising Drama

Area of study 4 – Component 1: Understanding Drama and Component 2: Devising Drama

Area of study 5 – Component 1: Understanding Drama and Component 2: Devising Drama

Area of study 6 – Component 2: Devising Drama

Year 11 (Proficient Drama Student)

The Proficient Drama Student will develop long form writing and analytical skills, and solidify application of theatrical skills to text. They will be exam-ready for their GCSE and ready for the next step in their journey, whatever that might be.

The areas of study covered are:

Area of study 1 – Component 1: Understanding Drama and Component 3: Texts in Practice

Area of study 2 – Component 1: Understanding Drama and Component 3: Texts in Practice

Area of study 3 – Component 1: Understanding Drama and Component 3: Texts in Practice

Area of study 4 – Component 1: Understanding Drama

Area of study 5 – Component 1: Understanding Drama



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Key stage 5 - A-Level Drama and Theatre Studies Curriculum plan

The Shirley High drama student continues his/her journey at post 16 via the A Level Drama and Theatre Studies course. This is an established option at post 16. The course is very successful and has seen many students go on to study drama, or drama related courses further or to gain employment in the drama and performing arts industry.

Year 12 (Advance Drama Student)

The Advance Drama Student will advance their long form writing and analytical skills, ability to apply theatrical skills to text and create drama from a stimulus. Whilst developing their independence as young adults preparing them for the next stage following A Levels.

The specific areas of study covered are:

Area of study 1 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 2 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 3 – Component 1: Drama and Theatre

Area of study 4 – Component 1: Drama and Theatre and Component 2: Creating Original Drama

Area of study 5 – Component 1: Drama and Theatre and Component 2: Creating Original Drama

Area of study 6 – Component 2: Creating Original Drama

Year 13 (Expert Drama Student)

The Expert Drama Student will have fully refined their long form writing and analytical skills, and be able to confidently apply a range of theatrical skills to text. They will be fully prepared for their A Level exams and for the next stage of their journey after Shirley High school.

The specific areas of study covered are:

Area of study 1 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 2 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 3 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 4 – Component 1: Drama and Theatre and Component 3: Making Theatre

Area of study 5 – Component 1: Drama and Theatre and Component 3: Making Theatre

Spiritual, Moral, Social or Cultural Opportunities

Drama at Shirley High provides the opportunities for students to study a wide range of theatre styles, genres and practitioners, as well as exploring a range of play texts that allow discussion around social, cultural, moral and historical issues. Theatre trips also allow for spiritual, moral, social and/or cultural opportunities.

Most Able Opportunities

All topics covered allow for students to be challenged at all levels. At the higher end, this can take the form of challenge tasks and using knowledge/skills in different context. The expectations for all students is high with appropriate scaffolding and modelling of tasks delivered by the teacher in order to ensure the maximum progress of all. Intervention is put in place to help the most able to flourish further through Saturday sessions for year 11, after school sessions for all years, Shirley Theatre Company rehearsals and gifted and talented drama clubs.



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Inclusivity

Teachers facilitate lessons which are inclusive and target all learners and all learning styles. Learners frequently work in groups, pairs and solo.

Learners perform in front of small and large audiences on a regular basis, this improves their confidence and self-esteem.

Diversity

In lessons students explore set texts from a diverse range of playwrights, which are written to encompass a range of social and cultural contexts and settings. Students explore the work of key drama practitioners whose work was/is influenced by theatre practices all over the world.

Music

Intent and Aims of Learning for Music

The study of music is much more than learning how to sing or play an instrument. Its many benefits both educationally & therapeutically are widely reported. Studying music can have a significant impact on students and their ability to memorize, to increase creativity, to improve discipline, mental capacity, and their opportunity for collaboration. The link has long been made between music and maths, but perhaps more importantly it is music's ability to cut through social and economic barriers. Music improves student's confidence and self-esteem giving them a bigger sense of self and through group work an awareness of others.

Teaching and learning in MUSIC at Shirley High school aims for all young people to become:

Successful learners – who progress and achieve

Confident individuals – who lead safe and healthy lives

Responsible Global citizens – who make a positive contribution to society

Key Stage 3 Curriculum Plan

Music is a compulsory subject at KS3. Students follow Schemes of Work that take their inspiration from the National Curriculum for England. Six units are studied in a year generally lasting the equivalent one-half term and allow for progression of knowledge, skills and understanding.

Year 7 The Emerging Musician

Units in Year 7 are intended to build on and consolidate KS2 experiences and stimulate interest in enthusiasm for music. The student's experience of music can be varied and, in some cases, there is no music education, so it is important to build a secure foundation in music that will underpin all future music lessons. This will include basic performance, composition and analytical skills. These themes will be revisited in year 8-13.

The specific units covered are:

Unit 1 - Intro to Keyboard & The Musical Elements (performance, analysis)

Unit 2 - Carnival of the Animals (composition, analysis)

Unit 3 - Film Music Haunted House (composition, analysis)

Unit 4 - Rhythms & The Elements (performance, analysis)



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Unit 5 – Musical Theatre (Performance, composition, analysis)

Unit 6 – Musical Theatre (live group performance, analysis)

Year 8 The Novice Musician

Units in Year 8 focus on the three main skills: performance; composition; analysis. In addition to this, we offer our Year 8 students an opportunity to enhance their skills through extra-curricular clubs and through concert performances via our company.

The specific units covered are:

Unit 1 - Expression & Interpretation (performance, analysis)

Unit 2 - Music & Media (composition, analysis)

Unit 3 - Song writing & Producing (composition, analysis)

Unit 4 - Performing African Music (performance, analysis)

Unit 5 – Film Music The Sequel (composition, analysis)

Unit 6 – Urban Music/Rap & Hip Hop (performance, analysis)

Year 9 The Skilled Musician

Students will get an understanding of the emotive nature of music and the role this plays in film music, the Blues & world music. There will be an exploration of the emotive and dramatic intent of music in films. Students will explore the structure of the Blues & feelings told through melancholic lyrics. Students will develop their understanding of world music, exploring the importance of rhythms and motifs and gain an understanding of character themes in game music. Students will put these skills into practice performing & creating their own pieces of music.

The specific units covered are:

Unit 1 – Soundtracks / Music for Film

Unit 2 – Soundtracks / Music for Film

Unit 3 – The Blues

Unit 4 – The Blues

Unit 5 – World Music

Unit 6 – World Music

Key Stage 4 GCSE Curriculum Plan

Students follow the GCSE Music OCR specification. Music is a popular option at GCSE and groups are taught by specialist music teachers. Learners follow curriculum maps and medium term plans that take inspiration from GCSE Music OCR specification. The course is 60% practical and 40% listening exam. The practical components of the course are: a solo performance; a group performance, a composition to a brief set by the exam board; a composition based on any of the areas of study.

Key Stage Four: our Year 10 (Competent Musician) and Year 11 (Proficient Musician)

Lessons and schemes of work are designed to be varied in content, resources and activities. They focus on pushing students through performance, composition and analysis. In addition, learners are encouraged to improve their skills through performances in assemblies, school events and to other classes. Some vertical performances are also staged via our gospel choir and school company.

The areas of study covered are:

Area of study 1 – Own music



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Area of study 2 – The classical concerto

Area of study 3 – Rhythms of the world

Area of study 4 – Film Music

Area of study 5 – conventions of pop

Key stage 5 Btec Curriculum plan

Key Stage Five: our Year 12 (Advance Musician) and Year 13 (Expert Musician)

The Shirley High musician continues his/her journey at post 16 via Btec Music. This is an established option at post 16. The course is very successful and has seen many students go on to study music further or to gain employment in the music industry both out front and backstage.

The specific units covered are:

Unit 1: Practical Music Theory & Harmony

Unit 2: Professional Practice in the Music Industry

Unit 4: Composing Music

Unit 6: Solo Performance

Unit 7: Improvising Music

Spiritual, Moral, Social or Cultural Opportunities

Music at Shirley High provides the opportunities for students to study a wide range of genres.

Most Able Opportunities

All topics covered allow for students to be challenged at all levels. At the higher end, this can take the form of challenge tasks and using knowledge/skills in different context. The expectations for all students is high with appropriate scaffolding and modelling of tasks delivered by the teacher in order to ensure the maximum progress of all. Intervention is put in place to help the most able to flourish further through Saturday sessions for year 11 and through after school sessions for all years.

Inclusivity

Teachers facilitate lessons which are inclusive and target all learners and all learning styles. Learners frequently work in groups, pairs and solo.

Learners perform in front of small and large audiences on a regular basis, this improves their confidence and self-esteem.

Diversity

In lessons students are taught about music from all over the world. Many different genres are covered, and students are encouraged to explore genres they are unfamiliar with.

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We want all at SHS to believe in and maintain the values of our school:

