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 Curriculum
Overview Mapping

Year Group	Curriculum Intention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Dance	The Emerging Dance Student will be introduced to a variety of dance styles, the four main components of dance, develop basic choreography skill and begin to develop an appreciation for dance through knowledge and critical reflection and feedback.	Introduction to Dance	Gumboot Dance/Stepping/ Physical Theatre/Body Percussion STOMP!	Hula Island Dance	Haka Ceremonial Dance	Musical Theatre School of Rock	BSL/ Contemporary Communication
Year 8 Dance	The Novice Dance Student will continue to expand their knowledge of a variety of dance styles and techniques including the four main components of dance and choreographic devices to deepen their choreographic ability and explore Expressive Skills for an effective performance.	Bollywood dance Bollywood	Choreography Remote control	Charleston & Rock N Roll Dancing through the decades 1920-1950	Disco & Commercial Dancing through the decades 1970 -2000's	Jazz Chicago	Choreography Big Picture

Year 9 Dance	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.	Hip-Hop/Street dance Word on the street	Merce Cunningham/ Chance Method Choreography Chance	Capoeira/Martial arts and dance Capoeira	Contact improvisation Contact	Christopher Bruce/Themes Swansong	Choreography Interpreting Stimuli
Year 10 Dance	The Competent Dance Student will begin their GCSE journey by developing skills for performance and choreography (Component 1) through exploration of the six anthology dance works. Students will explore critical appreciation for the professional works through interpretation, analysis and evaluation (Component 2). Students will engage with exam style questions and skills needed for writing about dance.	Practical: A Linha Curva by Itzik Ghalili for Rambert Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (40%)	Practical: Artificial Things by Lucy Bennett for Stop Gap Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Infra by Wayne McGregor for Royal Ballet Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Emancipation of Expressionism by H2O Sandy for Boy Blue Entertainment Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Shadows by Christopher Bruce for Phoenix Dance Theatre Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Within Her Eyes by James Cousins for James Cousins Dance Company Developing skills for Component 1: Performance and Choreography (60%) Set Solo's for Component 1: Performance and Choreography Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)

Year 11 Dance	The Proficient Dance Student will apply skills for performance and choreography in final assessments (Component 1). Students will continue developing critical appreciation for their own and professional works through interpretation, analysis and evaluation. Students will explore exam technique and long answer questions ahead of the written paper (Component 2).	Practical: Assessment task 1: Solo (12 Marks) Set Phrases BREATHE and SHIFT Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Assessment task 1: Duet/Trio (24 Marks) Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Practical: Assessment task 2: Choreography (40 Marks) Developing skills for Component 1: Performance and Choreography (60%) Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	Theory: Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)	
Year 7 Drama	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.	Wizard of Oz	Wizard of Oz / Pantomime Cont	Sparkle Shark	Sparkle Shark	Matilda	The Twits

Year 8 Drama	The Novice Drama Student will begin to look at drama as a 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.	Physical Theatre	Physical Theatre	Cruel Macbeth - Theatre of Cruelty	Cruel Macbeth - Ritual & Ensemble	Frantic Assembly	Devising from a stimulus (CIDN)
Year 9 Drama	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 should they choose to study GCSE Drama.	Dead Famous - Image & Forum Theatre	Dead Famous - Newspaper, Physical & Invisible Theatre	Slow Time by Roy Williams and Konstantin Stanislavski (Naturalism)	Teechers by John Godber	DNA by Dennis Kelly	DNA by Dennis Kelly - Written
Year 10 Drama	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.	Practical: Introduction to Practitioners Theory: Component 3: Theatre Makers in Practice	Practical: Introduction to Practitioners Theory: Component 3: Theatre Makers in Practice	Practical: Developing Devising Skills (40%) Theory: Component 3: Theatre Makers in Practice	Practical: Component 1 Devising (40%) Theory: Component 3: Theatre Makers in Practice	Practical: Component 1: Devising Drama (40%) Theory: Component 3: Theatre Makers in Practice	Practical: Component 1: Devising Drama (40%) Theory: Component 3: Theatre Makers in Practice
Year 11 Drama	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.	Practical: Component 2: Performance from a text in Practice (20%) Theory: Component 3: Theatre makers in practise (40%)	Practical: Component 2: Performance from a text in Practice (20%) Theory: Component 3: Theatre makers in practise (40%)	Practical: Component 2: Performance from a text in Practice (20%) Theory: Component 3: Theatre makers in practise (40%)	Practical: Component 2: Performance from a text in Practice (20%)) Theory: Component 3: Theatre makers in practise (40%)	Practical: Component 2: Performance from a text in Practice (20%) Theory: Component 3: Theatre makers in practise (40%)	

Year 12 Drama	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.	Component 1: Devising Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 1: Devising Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 1: Devising Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 1: Devising Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 1: Devising Component 2: Text in Performance (*Component Code: 9DR0/02)	Component 1: Devising Component 2: Text in Performance (*Component Code: 9DR0/02)
Year 13 Drama	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.	Component 2: Text In Performance Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 2: Text in Performance (*Component Code: 9DR0/02) Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 2: Text in Performance (*Component Code: 9DR0/02) Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 2: Text in Performance (*Component Code: 9DR0/02) Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	Component 3: Theatre Makers in Practice (*Paper Code: 9DR0/03)	
Year 7 Music	Year 7: The Emerging musician/singer: students will learn the key skills to succeed in music. Primary experience can be varied and, in some cases there is no music, so building a secure foundation in music to underpin all future music lessons is essential. This will include basic performance, composition and analytical skills. These themes will be revisited in year 8.	Intro to Keyboard GarageBand & The Musical Elements	Ode to joy	Orchestral Melodies	Minimalism	Fundamental Drum Grooves (GarageBand)	Atmospheric Music

Year 8 Music	Year 8 the novice musician / singer: students will continue to learn a breadth of musical genres whilst they continue to imbed their previous knowledge and gain in confidence through their practical endeavours. Music & media will give them an understanding of how music is used in different mediums such as adverts & in games. Song writing & production will explore the different parts that make up a finished song. Cover versions will allow the students to explore their own creativity and interpret songs into a genre. African music explores the traditional and encourages learners to apply their own creative skills in group work. Urban music develops students' knowledge of this genre and allows them to create their own beats and raps to a beat.	The Beauty of the Baroque	The Beauty of the Baroque (Part 2)	Horror Music	EDM Remixing	Reggaeton	Using Technology Musically: Film Music
Year 9 Music	Year 9 the skilled musician / singer: 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.	Soundtracks (Music for Film)	Soundtracks (Music for Film)	The Blues	The Blues	Video Game Music	Video Game Music
Year 10 Music	Year 10 the competent musician / singer: students will develop their performance & compositional skills further as they start their GCSE journey There will be an exploration of conventions of pop from early rock & roll of the 1950's through to current day solo artists.. Students will explore film music, programme music and game music. They will learn the techniques and cliches	Group performance Listening & Theory	Solo Performance Listening & Theory	Film Music Composition	Solo Performance Listening & Theory	Composition 1 Listening & Theory	Composition 1 Listening & Theory

	associated with the genre. Students will learn the concerto through time focusing on the three main periods: baroque, classical & romantic. Students will also learn Rhythms of the world. This will focus on rhythms from Asia, the middle east and South America.						
Year 11 Music	Year 11 the proficient musician / singer: students will compound their knowledge & skills, will be exam ready for their GCSE and start to prepare for their sixth form journey.	Group Performance Listening & Theory	Composition PPE 3	Solo Performance Listening & Theory PPE4	Solo Performance Listening & Theory	Exam prep Coursework final deadline	OCR Music exam
Year 12 Music BTEC	The advanced singer/musician: the advanced singer/musician will take their knowledge & skills and develop new more advanced skills, developing their independence as young adults.	PERFORMING Unit 6: Solo Performance	PERFORMING Unit 6: Solo Performance	Performing Unit 3: Ensemble Music Performance	Performing Unit 3: Ensemble Music Performance	Composing Unit 4: Composing Music	Composing Unit 4: Composing Music
Year 13 Music BTEC	The expert singer/musician: students will have a full range of advanced musical knowledge & skills, to continue developing their independence as young adults in the wider world	Unit 4: Composing Music*	Unit 4: Composing Music*	Unit 1: Practical Music Theory and Harmony	Unit 1: Practical Music Theory and Harmony	Unit 2: Professional Practice in the Music Industry (Externally assessed)	Unit 2: Professional Practice in the Music Industry (Externally assessed)

