

Arts Curriculum 2023-2024

Alt Bridge School



Performing Arts Curriculum

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Year 9</p> <p>Performing Arts</p> <p>Cluster Crossover linked to NC:</p> <p>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of</p>	<p>Arts Award-Explore Part A/B Film Music</p> 	<p>Arts Award-Explore Part A/B The Magic Flute (Mozart)- The Royal Opera House</p>  <p>ROYAL OPERA HOUSE</p> 	<p>Arts Award-Explore Part A/B Philharmonic Orchestra Careers backstage</p> 	<p>Arts Award-Explore Part C/ D- Create your own art piece/ Final piece</p> 	

Arts Curriculum 2023-2024

music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ Develop a deepening understanding of the music that they perform and to which they listen, and its history.				
Cross Cluster thematic link	.	Cultural diversity- Explore how drama reflects and gives insight into a range of cultures	Local Culture – To explore local theatres and discover performing arts within their local city through visiting the Philharmonic.	Share – To create and communicate a personal response to share with others.
What learners should know? Explore award Part A	Explore Award Part A/ B Learning about music in films through listening to a range of music styles. Playing the keyboard and composing their own pieces Music	Explore Award PartA/ B Using staging to create a mini set. Using tension, tone and pitch to create atmosphere	Explore Award Part B Visit the Philharmonic Watch a live performance by the orchestra Exploring backstage careers Evaluate a performance	Explore Award Part C/D Observe and evaluate performances Identify what makes a good performance

Arts Curriculum 2023-2024

<p> ► Participation in at least two arts activities ► What they have learnt about the arts through active participation Part B An exploration of the work of at least one artist ► An exploration of the work of at least one arts organisation Part C ► Participation in an arts activity, leading to the creation of art work ► The application of arts skills through making art work Part D Identification of personal enjoyment and/or achievement(s) ► Communication of enjoyment and/or achievement(s) to others </p>	<p> ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions using own choice of instruments or voice ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices </p>	<p> The importance of set and sound in a performance Music ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. voice ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians </p>	<p> Compose a piece of music. Using keyboards/ipads drumming Music ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ Develop a deepening understanding of the music that they perform and to which they listen, and its history. ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions </p>	<p> Use skills learned to improve performance To share ideas with others Be able to self-evaluate their work Music ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions using own choice of instruments or voice ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices </p>
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Arts Curriculum 2023-2024

<p>What skills they are developing</p>	<p>Pupils listen and appraise a range of film music. Pupils play film music using the keyboard the perform a short piece</p> <p>Pupils identify Leitmotifs and create their own piece related to their personal choice.</p> <p>Use staff or notation to compose pieces of music. Pupils listen and appraise music throughout history.</p>	<p>Gaining an understanding of opera the impact of Opera on other art forms, and knowledge of new works (and productions) Developing singing technique Singing from memory with awareness of pitch and rhythm + improved control of pitch, rhythm, and volume + tonal quality, and performing a song with multiple parts Having an ability to convey drama through singing An understanding of what the character is doing whilst singing (action/body) + how the character is doing it (dynamic) and how they will communicate where they are doing it (space) + understanding of why they are doing it (motivation) and who other characters are in relation to them (relationship) Understanding the rehearsal process Understanding of the importance of each aspect of rehearsal Developing critical reflection skills Responding to direction Articulate individual strengths and weaknesses Create and design a stage</p>	<p>Pupils to participate in performing arts activities</p> <p>Pupils to take part in a range of activities and being able to articulate a personal response to what has inspired them.</p> <p>Experience local cultural opportunities first hand.</p> <p>Use staff or notation to compose pieces of music. Pupils listen and appraise music throughout history. Pupils respond to music through art.</p>	<p>Pupils to participate in performing arts activities.</p> <p>Pupils to take part in a range of activities and being able to articulate a personal response to what has inspired them.</p> <p>Pupils will use facial expressions, body language and movement to develop characters.</p> <p>To create a final piece using their own interests and skills as an inspiration</p> <p>Pupils to share with others and reflect upon their work with others.</p>
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Arts Curriculum 2023-2024

		<p>Investigate the role of a stage designer</p> <p>Pupils to create a mini shoe box set inspired by the magic flute</p> <p>Pupils will combine their singing with their set.</p>		
<p>Why are they studying this now?</p> <p>How does it build on prior knowledge?</p>	<p>Pupils will be working towards their Arts Award explore qualification. The aim is to enable learners to develop a basic understanding of a range of art forms, artists and arts organisations, to commit to taking part in arts activities and to demonstrate a basic understanding of communication.</p> <p>They will be actively participating in a range of arts activities, providing a personal response about what they have learnt from taking part (part A).</p> <p>They will experience of arts organisations, artists and their work (part B) They will be learning about the role of composers and how they create music. They will learn that they can work in a variety of contexts, such as film, television, theatre, and video games.</p> <p>They will develop own pieces of music in a style of their choosing.</p>	<p>Arts Award Part A, B and C</p> <p>Pupils are developing their singing in a different genre. Pupils are also using music as an inspiration to create stage set for their songs. Pupils can research Mozart or the Royal Opera house as part B</p>	<p>Pupils visit the Philharmonic to listen to the orchestra play. Prior to this pupils prepare through listening to pieces of music they will here and learning about the instruments of the orchestra.</p> <p>Pupils use the Philharmonic as their place of interest / organisation for part B</p>	<p>Identification of what they have enjoyed and achieved, and their communication of this to others.</p> <p>Pupils will communicate a basic personal response to others about their enjoyment and/or achievements from their Arts Award Explore experience.</p> <p>Pupils will share with others details of what they enjoyed and/or achieved and why</p> <p>Pupils investigate the world of Alice and Wonderland</p> <p>By developing their own narratives and characters in response to their understanding of a text, students have the opportunity to invent something original. Imagination can bring the world into the classroom and allow students to explore and engage with that world and the characters in it, while</p>

Arts Curriculum 2023-2024

				<p>simultaneously learning about the world in relation to themselves.</p> <p>Reflecting on their own practical work, and watching and evaluating the work of others allows a student to develop greater critical awareness. This process can support the ability to both give and receive constructive feedback in a receptive way. In approaching any text, there will be problems to overcome, whether that's connected with interpretation of the text or characters, or a question of staging.</p>
Opportunities to Perform:	Performance of keyboard Performance of composition	Singing in an assembly		Making a blog
Opportunities to watch Live performances		Watching the royal Shakespeare live performance online	Visit to the Philharmonic to see the orchestra	