



Links to literacy

We develop literacy through written evaluations, regularly discussing and evaluating performances and by using key terminology to 'talk like a musician' throughout every lesson.

AUTUMN - 2Topic name: **Stomp**

Why study this topic?

Students will have their first introduction into written music theory, gaining understanding of note names, key signatures, and rhythms. They will develop their compositional and performing skills using body percussion to create ensemble performances.

SPRING - 2Topic name: **African Drumming and historical context**

Why study this topic?

Students are given the opportunity to understand the historical context of African drumming whilst learning to perform polyrhythms as a class and within smaller ensembles.

SUMMER - 2Topic name: **Introduction to Music Technology**

Why study this topic?

This is the first unit students study using Music Technology. Students will use the Macbooks to explore and gain confidence in using GarageBand. They will complete chunked and structured tasks to support them in creating a simply ABA song as pair using the software which will be showcased to the class.

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AUTUMN - 1Topic name: **The Musical Elements (Key skills)**

Why study this topic?

Introduction to basic music skills that form the basis of every piece of music. Students will be taught the Musical elements through performing composing and listening.

Students will perform straight away and understand the importance of working as part of a team and evaluate each others work.

SPRING – 1Topic name: **Darkwood Monor (Composing to a written stimulus)**

Why study this topic?

Students will respond musically to a story as a stimulus. They will develop their use of the musical elements and rhythms whilst being introduced to basic compositional devices to create an ensemble composition.



Links to Numeracy

In Music we develop numeracy through use of time signatures, composition timing, notation and rhythms.

SUMMER - 1Topic name: **Making a Band**

Why study this topic?

Students will be able to apply their knowledge and produce a successful ensemble performance of a chosen song using a set of lyrics and chords. Students will be expected to use their musical and collaborative skills to develop this performance to an audience standard showcase.



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AUTUMN - 2Topic name: **Traditional West African Singing**

Why study this topic?

Students will develop upon knowledge gained when studying African Music in Year 7 and incorporate chanting and other vocal techniques whilst performing on different African Drums, complex rhythmic techniques and give an introduction into improvising skills used in this area of music.

SPRING - 2Topic name: **Keyboard Skills**

Why study this topic?

Students will be expected to develop their use of finger techniques, chordal patterns, weighted playing and solo performance skills by progressing through differentiated keyboard pieces, all of which demonstrate a new skills or technique needed for successful keyboard playing.

SUMMER - 2Topic name: **Traditional music – from another culture**

Why study this topic?

Students will be given opportunity to share and teach others music from their own culture, developing solo and ensemble performances (vocal and or instrumental) and performing to one another in a class (or wider) environment.

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AUTUMN - 1Topic name: **Keyboard Skills**

Why study this topic?

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SPRING - 1Topic name: **Whole Class Band**

Why study this topic?

Students will develop skills and competence on chosen instrument through playing riffs, chords, bass lines and melodies. They will build resilience when rehearsing with others through modelling and listening to others



Links to Numeracy

In Music we develop numeracy through use of time signatures, composition timing, notation and rhythms.

SUMMER - 1**Composing Film Music**

Why study this topic?

Students will become familiar with the story of Romeo and Juliet through reading and watching clips from the film. They will then be expected to choose from 1 or 3 key scenes to 'rewrite' the film music to demonstrate understanding of its importance and applying the knowledge learnt from the previous unit of work.



Links to literacy

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AUTUMN - 2Topic name: **Making a Band**

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Students will be able to apply their knowledge and produce a successful ensemble performance of a chosen song using a set of lyrics and chords. Students will be expected to use their musical and collaborative skills to develop this performance to an audience standard showcase.

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Subject Intent statement

We learn Music as this creative subject helps us develop skills that cross every subject. It supports us in developing group work, independent thinking and confidence. Music teaches us skills that enable us to embody the Enfield way, which is to LEARN: Lead, Excel, Aspire, Stay Resilient, and Nurture.

3 and 4

SPRING – 1 and 2Topic name: **Song writing / protest song**

Why study this topic?

Students will develop imagination, creativity, confidence to express personal feeling and/or meaning through music. They will develop their ensemble skills in creating a full structured song using different musical technology elements and live performance to create a fully edited and completed song.

AUTUMN - 1Topic name: **Keyboard skills (chords and performing)**

Why study this topic?

Students will have the opportunity to develop an understanding of how to build a major and minor chord, musical memory, and confidence performing chords solo and as part of a group performance.



Links to Numeracy

In Music we develop numeracy through use of time signatures, composition timing, notation and rhythms.



Links to literacy

We develop literacy through reading plays aloud, and applying knowledge to evaluative writing.
We discuss key terminology with our peers to help embed key terms.

AUTUMN - 2

Topic name: **Pantomime**
Why study this topic?

Explore the skills and themes of pantomime and applying them to a fairy tale. Understanding how to write a professional and detailed script that includes all elements of script writing.

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AUTUMN - 1Topic name: **Introduction to Drama**

Why study this topic?

Introduction to basic drama skills, preparing students confidence for performance. Teaching students the basic terminology and the key rules for performing on stage.

This topic also teaches students to work as part of a team and evaluate each others work.

SPRING – 2

Topic name: **Shakespeare**
Why study this topic?

Introduction to Shakespeare focusing on Hamlet and Macbeth. Teaching students the history of theatre and how to work with a script. As well as, teaching students about Shakespearian English. This topic has a strong link to English and will help students progress in both their theory and practical elements of drama.

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Subject Intent statement

We learn drama as its an exciting, creative subject. Drama teaches us how to communicate with others, be confident and work with us. Drama teaches us skills that enable us to embody the Enfield way, which is to LEARN: Lead, Excel, Aspire, Stay Resilient, and Nurture.

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SPRING - 1

Topic name: **Darkwood Manor**
Why study this topic?

Explore the concept of devising and physical theatre. Students are taught the key skills of improvisation. Students will create a new character and will have to learn key skills to not break character. Students will not be allowed props and must learn to use their bodies.



Links to Numeracy

In drama we develop numeracy through timing, accuracy and organisation.

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SUMMER - 1Topic name: **Hunger Games 1**

Why study this topic?

Students are introduced to the dystopian genre in story telling and film. They learn about the perils of living in a totalitarian state and understand how such a society works. Students will empathise with the struggles characters have and retell their stories in a from a series of scenes



Links to literacy

We develop literacy through reading plays aloud, and applying knowledge to evaluative writing.
We discuss key terminology with our peers to help embed key terms.

AUTUMN 2– DevisingTopic name: **Silent Movies**

Why study this topic?

Students will learn the history of slap stick, mime. This module teaches students how to use their bodies to perform and how to tell a story without applying vocal skills, allowing them to focus on their facial expressions and body language.

SPRING - 2Topic name: **Romeo & Juliet Physical Theatre (Part 1)**

Why study this topic?

Students will learn about the role of a chorus in Shakespeare and how this can be developed into a physical theatre ensemble. They will tell the story of Romeo and Juliet with broad brush strokes. They will learn parts of the text as an ensemble and individuals.

SUMMER - 2Topic name: **Everybody Dance Now! (Summer Showcase)**

Why study this topic?

This unit will prepare students to create a performance for the summer showcase. They will have a chance to show off their dance moves and learn some routines that will give them confidence on the dancefloor.

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AUTUMN - 1Topic name: **Clowning**

Why study this topic?

Students will learn about the origins of the clown and clowning over the years. We will learn about the Court jester, the Zanni/ Arlechinno, the Auguste and Bouffon clowning. This module teaches students how to use their bodies to perform and how to tell a story without applying vocal skills, allowing them to focus on their facial expressions and body language.

SPRING – 1Topic name: **ONE MAN, TWO GUVNORS**

Why study this topic?

Students will learn the elements of physical comedy and slapstick and farce to create their own scenarios based on the play and characters.



Links to Numeracy

In drama we develop numeracy through timing, accuracy and organisation.

SUMMER - 1Topic name: **Romeo & Juliet Physical Theatre (Part 2)**

Why study this topic?

Students will develop rehearsal skills and by the end of this unit students will have a physical theatre performance piece for Romeo and Juliet. They will be marked both on the performance and their attitude in the process.



Links to literacy

We develop literacy through reading plays aloud, and applying knowledge to evaluative writing.
We discuss key terminology with our peers to help embed key terms.

AUTUMN - 2Topic name: **Othello (Part 2)**

Why study this topic?

Students will rehearse and perform the play OTHELLO. Including Design elements (costume, sound, lighting, staging and props). Using the play OTHELLO to design the different elements of stage craft. This scheme of work teaches students about other career aspects of theatre

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Subject Intent statement

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AUTUMN - 1Topic name: **Othello (Part 1)**

Why study this topic?

Students will learn about how to navigate a stage. They will learn about blocking and proxemics and the use of the space as an individual and an ensemble. They will also learn about Commedia Dell'Arte and its link to Shakspearian Theatre.

SPRING – 1Topic name: **Making a Film Treatment**

Why study this topic?

Students will explore a series of blockbuster films and learn about how to create a film treatment, which shows an overview of the story, with normal life, a conflict and resolution. They will learn about the importance of a protagonist and antagonist too



Links to Numeracy

In drama we develop numeracy through timing, accuracy and organisation.

SUMMER - 2Topic name: **The Artist Within**

Why study this topic?

Students will be looking at devising theatre as an individual or in groups. We will be using work by George the Poet and Michaela Cole's one woman show "Chewing Gum Nights" as a starting point for creating work from within their own experience. It will give students and opportunity to create a performance piece for the Summer Showcase.

SUMMER - 1Topic name: **Threepenny Opera (Brecht)**

Why study this topic?

This unit will give students an introduction to Brecht. They will learn and about Alienation Brecht's rejection of Naturalistic Theatre. Students will learn from the National Theatres 2016 production of the Threepenny Opera. They will have a go at re creating their own scenes and learning some of the songs.



Links to literacy

We develop literacy through reading scripts and lyrics, written evaluations, regularly discussing and evaluating performances and by using professional key terminology in every lesson.

AUTUMN - 2Topic name: **Devising continued****SPRING - 2**Topic name: **Showcase continued – live performance****SUMMER – 1 and 2**Topic name: **Musical Theatre Part 1**

Why study this topic?

Students will learn about Musical Theatre and the different components required to create a successful performance in this genre. Students will take part in and different workshops where they will sing, dance and act.

This will lead to the whole school musical which they will also be required to evaluate after performing to an audience as a member of the ensemble.

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Subject Intent statement

Performing Arts is practical and creative subject that helps us develop skills that cross every subject. It supports us in developing group work, independent thinking and confidence. It teaches us skills that enable us to embody the Enfield way, which is to **LEARN: Lead, Excel, Aspire, Stay Resilient, and Nurture.**

AUTUMN - 1Topic name: **Devising**

Why study this topic?

A practical performance based on a stimulus of their choosing. Students will research and workshop this stimulus to create a performance based on their personal aims and responses.

The stimulus will be the previous Year 11 item to begin their Performing Arts journey and introduction to BTEC.

**SPRING – 1**Topic name: **Showcase**

Why study this topic?

Students will prepare every aspect of their first live showcase. They are assessed on their contribution to the planning, their input into the show and the evaluation. Students will cover 4 areas: **Preparation, Performance & Production, Planning & Managing an Event, Design Planning for Performance and Production Skills for Performance**

LINKS TO NUMERACY

In Performing Arts we develop numeracy through use of time signatures, composition timing, dance rhythms and time management.



Links to literacy

We develop literacy through reading scripts and lyrics, written evaluations, regularly discussing and evaluating performances and by using professional key terminology in every lesson.

AUTUMN - 2Topic name: Topic name: **Devising continued**

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SPRING - 2Topic name: **Individual Showcase part 2**

Why study this topic?

Students will be given a stimulus and focus by the exam board to use as part of their solo pieces. These will be developed and supported during workshops, group performances and tutor support and finally presented to a live audience before students evaluate their overall performances.

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Subject Intent statement

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SPRING 1 - 1Topic name: **Devising**

Why study this topic?

A practical performance based on a stimulus of their choosing. Students will research and workshop this stimulus to create a performance based on their personal aims and responses.

SPRING – 1Topic name: **Individual Showcase part 1**

Why study this topic?

Students will become an 'expert' in one component – Music, Dance or Drama but will be expected to perform demonstrating skills from all 3 areas.

They will be given free choice on style and approach but will need to present their research on their given style and justify their reasoning.



Links to Numeracy

In Performing Arts we develop numeracy through use of time signatures, composition timing, dance rhythms and time management.

SUMMER – 1 and 2Topic name: **Musical Theatre Part 2**

Why study this topic?

Students will participation in and run group workshops, individual vocal lesson and ensemble vocal lessons, development of skills in singing, acting and dancing combined whilst maintaining an individual role within a large scale production.

Final full show performance to a live audience as a member of the ensemble and a lead role (2022 Billy Elliott)