



Curriculum Overview 2025 - 2026

Key Stage 3 Performing Arts

Department	Performing Arts
Head of Department	Mrs Patching
Department Members	Ms Hadok-Quadrio Miss Wheeler Miss Walsh
Accommodation and Resources	3 specialist rooms 3 practice rooms Performance hall 4 staff iPad's 3 student iPad's

Curriculum Intent	At the end of KS3, a student who has studied performing arts at Fulston Manor PRIDES themselves in their <u>passion</u> for the performing arts and has the confidence to take <u>risks</u> as they are supported and <u>support</u> others in performance. They are aware of the wide range of <u>diversity</u> within global performing arts and use subject specific knowledge to <u>evaluate</u> performances. They are <u>independent</u> performers with a broad subject knowledge.
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Curriculum Implementation

Key Stage 3:

What will my child learn in Year 7?

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Use of the Voice	Keyboard Skills	Musical Theatre	Theatre and Mime	Vocal Techniques	Street Dance
Previous knowledge recalled	Assumed no knowledge as primary school drama experiences vary massively.	Assumed no knowledge as primary school music experiences vary massively.	Assumed no knowledge as primary school dance experiences vary massively.	The 6 P's.	Western music notation, tonality, dynamics, tempo, ensemble skills and fluency.	Choreographic devices.
New Knowledge	The 6 P's (projection, pronunciation, placement of emphasis, pitch, pauses and pace), creating from stimuli, sound effects and script writing.	Clefs, notes on the stave, note values, notes on the keyboard, notes and pitch on the keyboard, bars and bar lines, triad chords, tonality, dynamics, tempo, ensemble playing, accidentals, key signatures and fluency.	Learning a set routine, choreographing, the five technical skills (actions, space, dynamics and relations), unison and canon.	Basic physical skills definitions, mime, mask work, staging and stage directions.	Intervals, harmony, voice types, how the voice works, conducting, singing in parts, rounds, canon, unison, octaves, major and minor scales, tones and semitones.	Learning a set routine, tutting, isolations (popping, locking) and threading.



Key Knowledge Assessment	Definitions of vocal skills- 6 P's Ability to perform set scripted pieces with accuracy and confidence.	Basic ability to understand and apply western music notation.	Definition of technical skills Performance of set teacher taught phrase.	Stage directions Different stage types Definition of key terms- mime, freeze frame and levels.	Scales, intervals and harmony and musical textures.	Accurate performing of set routine, tutting, isolation and treading. Definitions of the elements of Street Dance.
Links to literacy and numeracy	<ul style="list-style-type: none"> • Key terms for music – dynamics, rhythm, structure, melody, instruments, texture, tonality and harmony. • Key terms for drama – projection, pitch, pauses, placement of emphasis, pronunciation and pace. • Key terms for dance – action, space, dynamics, unison and canon. • Basic maths skills involved in music theory • Script writing • Reading and interpreting scripts 					
Extra-Curricular opportunities	<ul style="list-style-type: none"> • Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in KS3 are welcome to join any of these groups. • Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student-led piece. • 'Taking it Further', available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum. 					
Links to careers/ aspirations	<ul style="list-style-type: none"> • Watching professional performances • Students will develop confidence in public speaking • Students learn about different job roles within the performing arts industry 					
Links to our Fulston FAMILY values	<ul style="list-style-type: none"> • Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform • Ambition: challenging themselves to take risks, trying to play two hands on the piano, using choreographic devices and exploring the six P's • Mindful: peer reviewing in a sensitive but realistic way • Integrity: appropriate use of independent time • Leadership: directing, choreographing, and organising in class performances • Young Citizens: students supporting peers within all three disciplines to learn the skills they need when working independently 					

What will my child learn in Year 8?

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Choreography	Shakespeare	The Great Composers of Classical Music	Thriller!	Physical Theatre	Ukuleles
Previous knowledge recalled	Choreographic devices – unison and canon. Technical skills	Vocal skills	Western music notation	Choreographic devices	Physical skills	Chords
New Knowledge	Developing a motif and creating a duet.	Globe theatre, use of script, understanding of plot, characterisation, understanding the effect from script.	Instruments of the orchestra, key terms for dynamics and tempo, structures, textures, classical music composers.	Learning a set routine, choreographing as a duet and in a group and choreographic devices.	Types of physical theatre and how and why physical theatre is used.	Reading tablature, parts of the ukulele, finger positions, frets, strumming patterns and chord patterns.



Key Knowledge Assessment	<p>Creating a piece of choreography in pairs that links to a stimulus</p> <p>Definition of new choreographic devices</p>	<p>Use of Shakespearian language</p> <p>Ability to translate a Shakespearian and transform the scene into a modern-day scene.</p>	<p>Instruments of the orchestra, dynamics, tempo, texture and structure.</p>	<p>Performing and choreographing in the commercial 'Thriller' inspired style with correct musicality and variety of dynamic content.</p>	<p>Performing and choreographing movement that links to dialogue</p> <p>Ability to create a piece with a variety of levels and contact.</p>	<p>Chord patterns and reading tablature music.</p>
Links to literacy and numeracy	<ul style="list-style-type: none"> • Key terms for music – dynamics, rhythm, structure, melody, instruments, texture, tonality and harmony. • Key terms for drama – projection, pitch, pauses, placement of emphasis, pronunciation and pace, posture, facial expressions, gestures, body language, proxemics, levels. • Key terms for dance – action, space, dynamics, unison and canon, round, by and through. • Basic maths skills involved in music theory • Script writing • Reading and interpreting scripts 					
Extra-Curricular opportunities	<ul style="list-style-type: none"> • Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in KS3 are welcome to join any of these groups. • Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student-led piece. • 'Taking it Further', available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum. 					
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What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Film Music	Musical Theatre	Noughts and Crosses	Latin America	Blood Brothers	Live Lounge
Previous knowledge recalled	Western music notation, knowledge of the keyboard and chords.	How the voice works and vocal techniques.	How to effectively use a script.	Western music notation, chords and scales.	How to effectively use a script. How to effectively use a script.	Western music notation, knowledge of the keyboard, chords and chord patterns, lyric writing.
New Knowledge	Foley artists, leit motif, diegetic and non diegetic music, triplets, the effect music has on film and timbre.	Different types of musical theatre songs, the voice types, how to effectively use a script,	Plot, themes and setting of Noughts and Crosses, developing performance skills, exploring	Syncopation, dotted rhythms, syllabic, melismatic, son clave rhythm, Latin American instruments and	Plot, themes and setting of Blood Brothers and understanding character development.	Use of DAW software, pop song structure, hooks, riffs, ostinatos, pentatonic scales



		characterisation, drama conventions – freeze frames.	new drama conventions.	ensemble types, styles of Latin American music.		and identifying chord changes.
Key Knowledge Assessment	Digetic music, non-digetic music, timbre and triplets.	Voice types (soprano, alto, tenor and bass), different types of musical theatre songs.	Application of developed performance skills. Understanding of plot and themes.	Different rhythms, Latin American styles of music, syllabic and melismatic.	Application of developed performance skills. Character development and plot in Blood Brothers.	Use of DAW software, melodic features (hooks, ostinatos, riffs).
Links to literacy and numeracy	<ul style="list-style-type: none"> • Key terms for music – dynamics, rhythm, structure, melody, instruments, texture, tonality and harmony. • Key terms for drama – projection, pitch, pauses, placement of emphasis, pronunciation and pace, posture, facial expressions, gestures, body language, proxemics, levels. • Basic maths skills involved in music theory • Script writing • Reading and interpreting scripts 					
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Extended Learning Opportunities for Key Stage 3	<p>Year 7: All students are invited to perform as part of a choir at a school concert, they prepare for this performance during their Vocal Techniques unit of work.</p> <p>All year groups: 'Taking it Further' document available with details of what to watch, listen to and read.</p>
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Impact Statement	At the end of KS3, students have a wide knowledge base which contributes to their understanding and appreciation of the performing arts. Students develop confidence and are encouraged to extend their skills outside of the classroom.
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