

CREATIVE & PERFORMANCE Year 7 OVER VIEW OF THE YEAR

Department	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Theory: Health, Fitness & Wellbeing Practical: Athletics/Health & fitness	Theory: Fitness Testing & Interpretation of Data Practical: TBC	Theory: Structure & Function of the Skeletal System, Feedback Practical: TBC	Theory: Goal Setting Practical: TBC	Theory: Factors Affecting Participation, Sportsmanship / Gamesmanship Practical: TBC	Theory: Types of Movement, Types of Muscle and their Roles Practical: TBC
Art	Pencil control Pencil pressure Markmaking How to create tone What tone is	What a still life is How to observe a still life. How to use a view finder How to annotate artist's work	How the colour wheel works Primary/secondary colours How to blend paint How to mix paint to make Secondary/tertiary colours.	The formal elements How artist have used formal elements How to annotate artist work and compare to their own.	Facial features How to observe a portrait The proportions of the face How artist have explored portraits	Proportions of the human body What foreshortening is and how to create it.
Music	Musical Ingredients 1: Elements of music Instruments of the orchestra Ukulele Programme music Listening skills	Musical ingredients 2: Elements of music Instruments of the orchestra Basic notation Listening skills	I've Got Rhythm: Drum kit playing and chair drumming. Group compositions Rhythm notation	Compose it!: Using GarageBand software to compose loop-based music Musical structure	Perform it!: Brazilian Samba / keyboards: Ensemble playing, performance and improvisation	Take 5: Pentatonic compositions using GarageBand software Pentatonic performance and improvisation on keyboards
Drama	Greek Theatre and Staging	Greek Theatre and Staging	Commedia Dell'Arte Melodrama Pantomime	Commedia Dell'Arte Melodrama Pantomime	Shakespeare	Shakespeare



CREATIVE & PERFORMANCE Year 8 OVER VIEW OF THE YEAR

Faculty	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Short & Long Term Effects of Exercise	Principles & Methods of Training Practical: TBC	Muscular System, Guidance Practical: TBC	Goal Setting Practical: TBC	Commercialisation: Definition Advantages Disadvantages Practical: TBC	Structure & Function of the Cardio-Respiratory System, Planning Training (using training principles) Practical: TBC
Art	How to draw in 3D How to use a Vanishing point and horizon line. Where the foreground/ middle ground/ background are	How artists have looked at perspective through history How to create 1/2/3 point perspective.	To observe textured forms in still life arrangements Artists through history who have studied still life	How to use still life studies for a final piece.	Drawing facial features Different methods on how to draw portraits How to refine skills in portraiture to complete a portrait	Portraiture through history How to complete a details study onto a portraiture artists and complete a pastiche.
Music	Blues Identifying features of blues music and understanding cultural context. Performing / composing blues music.	Reggae Identifying features of reggae music and understanding cultural context. Performing / composing reggae music.	Minimalism: Composing minimalist film scores using GarageBand software and mixed instrument ensemble	Musical Styles from Around the World: Taiko drumming Recognising sonorities Purposes for which music is created	Theme and Variations Exploring how elements of music can be manipulated to change music. Composition	Perform it 2: Performance and rehearsal skills
Drama	Understanding practitioners: Stanislavski	Understanding practitioners: Stanislavski	Understanding practitioners: Brecht	Understanding practitioners: Brecht	Physical Theatre	Physical Theatre



CREATIVE & PERFORMANCE Year 9 OVER VIEW OF THE YEAR

Faculty	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE (KS4 transition)	Health Fitness & Wellbeing, Engagement Patters Practical: Athletics/Health & Fitness		Injury & Drugs Practical: TBC	Diet & Nutrition Practical: TBC	Components of Fitness, Principles & Methods of Training. PEP	
Art	How to use watercolour / washes / applying detail Working over watercolour in materials for example Pen/crayon/pencil Develop portraits/sections of the face in watercolour.	Develop still life imagery in watercolour working over the top in materials for example, pen/pencil. How to use chalk pastel and oil pastel. Develop portraits/sections of the face in chalk pastel and oil pastel. Develop still life imagery in chalk pastel and oil pastel.	How to respond to a still life artist 1/2 - Layout and presentation, quality of written work, analysis, opinion, pastiche	How to respond to an architectural artist 3/4 - Layout and presentation, quality of written work, analysis, opinion, pastiche	Mastering 45/50 min drawings on a variety of themes in a range of media. Observing from quality images. Understanding that good drawing takes time using a range of 2D media.	How to respond to a portrait artist 1/2 - Layout and presentation, quality of written work, analysis, opinion, pastiche
Performing Arts DRAMA	Preparation for year 10 and 11 Devising a Performance {Component 3}	Preparation for year 10 and 11 Devising a Performance {Component 3}	Preparation for year 10 and 11 Physical Practitioners {Component 1,2 &3}	Preparation for year 10 and 11 Physical Practitioners {Component 1,2 &3}	Preparation for year 10 and 11 Rehearsal Techniques and Monologues {Component 2}	Preparation for year 10 and 11 Rehearsal Techniques and Monologues {Component 2}
MUSIC BTEC	Through the Decades: Identifying features of popular music styles of different eras. Listening and performance skills	Through the Decades: Identifying features of popular music styles of different eras. Listening and performance / composition skills	Music and the Media: Composition and performance of music for film, TV and video games. Understanding techniques in film music	Music and the Media: Composition and performance of music for film, TV and video games. Understanding techniques in film music	Live Lounge: Personal development of performance / composition skills on chosen instrument	Live Lounge: Personal development of performance / composition skills on chosen instrument



CREATIVE & PERFORMANCE Year 10 OVER VIEW OF THE YEAR

Faculty	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE - GCSE PE	Muscular-Skeletal System	Physical Training	Cardio-Respiratory System	Short and Long term effects of exercise	Health, Fitness and Wellbeing	PEP
PE - CAMBRIDGE NATIONAL SPORTS STUDIES	Contemporary issues in sport	Contemporary issues in sport	Developing sports skills		Sports industry	Sports industry
Art	<p>Coursework 1A Understanding the GCSE: AO's/timeline</p> <p>How to RESPOND to a theme EXPLORING THE THEME breadth of potential of the theme; via TITLE PAGE FRAGMENTS OF; still-life, the face, nature, the body, buildings/environment, objects and other people ART: Observation drawing; sources that link to theme</p>	<p>Coursework 1A</p> <p>Develop skills and techniques in a range of media from sources that link to the theme</p> <p>Artist/Photographer link; How to explore artists/photographers that create work that links to theme and select from</p>	<p>Coursework 1A</p> <p>Develop an idea through using a diverse range of materials. What are you aiming to convey in your work? How are you going to achieve it? Start to make links with artists, comparing, analysing work. Develop research into the context of the work/ theme.</p>	<p>Coursework 1A</p> <p>Develop and refine ideas through experimentation, master skills, combine materials, compare artists, analysis of own development Develop compositional ideas with annotations regarding which idea convey's the idea most successfully</p> <p>FINAL OUTCOME</p>	<p>Coursework 1B EXPLORING THE THEME breadth of potential of the theme; via TITLE PAGE INSIDE/OUTSIDE</p> <p>Developing ideas, collating primary and secondary resources. What are you aiming to convey in your work? How are you going to achieve it? Develop observational drawing in a range of media. Record explorations, analyse successes and areas to improve.</p>	<p>Coursework 1B</p> <p>Make links with contextual references and artists. Start to make links with artists, comparing, analysing work. Develop research into the context of the work/ theme. Develop ideas through experimentation of media, master skills, combine materials, compare artists, analysis of own development</p>
Photography	<p>Coursework 1A Understanding the GCSE: AO's/timeline</p> <p>How to RESPOND to a theme EXPLORING THE THEME breadth of</p>	<p>Coursework 1A Develop skills and techniques in a range of media from sources that link to the theme</p> <p>Artist/Photographer link; How to explore</p>	<p>Coursework 1A Develop an idea through using a diverse range of materials. What are you aiming to convey in your work? How are you going to</p>	<p>Coursework 1A Develop and refine ideas through experimentation, master skills, combine materials, compare artists, analysis of own development</p>	<p>Coursework 1B EXPLORING THE THEME FURTHER 'FRAGMENTS'</p> <p>Developing ideas, collating primary and secondary resources. What are you aiming</p>	<p>Coursework 1B</p> <p>Make links with contextual references and artists. Start to make links with artists, comparing, analysing work.</p>

	potential of the theme; via TITLE PAGE FRAGMENTS OF; still-life, the face, nature, the body, buildings/environment, objects and other people PHOTOGRAPHY: Setting up shoots and photographing sources that will link to the theme	artists/photographers that create work that links to theme and select from	achieve it? Start to make links with artists, comparing, analysing work. Develop research into the context of the work/ theme.	Develop compositional ideas with annotations regarding which idea convey's the idea most successfully FINAL OUTCOME	to convey in your work? How are you going to achieve it? Develop observational drawing in a range of media. Record explorations, analyse successes and areas to improve.	Develop research into the context of the work/ theme. Develop ideas through experimentation of media, master skills, combine materials, compare artists, analysis of own development
Performing Arts ACTING	Component 1 Exploring the performing Arts: Blood Brothers, DNA and Noughts and Crosses	Component 1 Exploring the performing Arts: Blood Brothers, DNA and Noughts and Crosses	Component 1 Exploring the performing Arts: Blood Brothers, DNA and Noughts and Crosses <u>Component 3</u> Responding to a brief	<u>Component 3</u> Responding to a brief	<u>Component 3</u> Responding to a brief	Preparation for Component 2 Developing skills and techniques in performing Arts
MUSIC BTEC	<u>Component 1</u> "Exploring Music Products and Styles" Learning Aim A: Develop appreciation of styles and genres of music	<u>Component 1</u> "Exploring Music Products and Styles" Learning Aim A: Develop appreciation of styles and genres of music Learning aim B: Explore techniques used to create music products	<u>Component 1</u> "Exploring Music Products and Styles" Learning aim B: Explore techniques used to create music products	<u>Component 1</u> "Exploring Music Products and Styles" Learning Aims A & B: Assignments	<u>Component 2</u> "Music skills development" Learning Aim A - Exploring professional and commercial skills for the music industry Learning Aim B – Development of technical music skills and techniques	<u>Component 2</u> "Music skills development" Learning Aim A - Exploring professional and commercial skills for the music industry Learning Aim B – Development of technical music skills and techniques



CREATIVE & PERFORMANCE Year 11 OVER VIEW OF THE YEAR

Faculty	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE GCSE	Movement Analysis/ sports phyc	Optimizing Training and Preventing Injury	Socio-Cultural Influences	Practical Prep	Exam Prep / Craft Completion of Course	
PE CAMBRIDGE NATIONAL SPORTS STUDIES	Sports Industry	Sports Industry	Sports Leadership			
Art & Photography	Coursework 1B Develop ideas Refine ideas	Coursework 1B Composition Final piece	Coursework 2 Starting points given by exam board Observational drawings Artist/photographer links	Coursework 2 Experimentation Composition		
Performing Arts	Component 1	Component 1 and 2	Component 2 and 3	Component 3	Component 3	N/A
Dance	<u>Component 2</u> Developing skills and techniques in performing Arts <i>Within Her Eyes/ Artifical things/Shadow/ Emancipation of expressionism</i>	<u>Component 2</u> Developing skills and techniques in performing Arts <i>Within Her Eyes/ Artifical things/Shadow/ Emancipation of expressionism</i>	<u>Component 2 /3?</u> Developing skills and techniques in performing Arts <i>Within Her Eyes/ Artifical things/Shadow/ Emancipation of expressionism</i>	<u>Component 3?</u>	<u>Component 3?</u>	

