

Year 7

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	Drama	<b>Basic elements of Drama</b>		<b>Cynefin: Who am I?</b>		<b>Treasure Island</b>	
		Students will explore a foundation of essential skills to equip and prepare them for future learning in Expressive Arts. These include the fundamentals of spatial awareness; interaction; characterisation; developing appropriate and fitting dialogue; physicalisation and communicating meaning to the audience. Students initially complete the three stages of learning (creating, performing and responding) and this is underpinned by generating respect, discipline and appreciation of the Expressive Arts.		Students are provided with a range of enriching opportunities to examine mythical creatures, local myths and legends and to construct their own myth as a large group. Through negotiation, students will recognise the value and worth of alternative ideas. This requires students to work in a collaborative manner that blends and unifies ideas. Students progress to colour symbolism and deconstruct the meaning of the Welsh flag resulting in students using early physical theatre skills to construct their own dragon. They will present their dragon to their class.		The plot of Treasure Island is introduced to all students who select key details to reconstruct three key scenes linked to the titles of voyage, discovery and battle. Students will use the music, generated in their music lessons of sea shanties and utilise dance sequences, to enrich their performance material. The drama lessons will centre on building storytelling, perspective and plot development in a sequential order. Students will select what types of characters they will perform and then prepare to perform as a collective.	
	Music	<b>Basic Elements of Music</b>		<b>Cynefin: Who am I?</b>		<b>Treasure Island</b>	
		Students will develop an understanding of the elements of music (e.g. pitch, pace, duration, dynamics, texture, tonality, timbre, structure and genre) through vocal and instrumental performance, various appraisals and comparison listening techniques. They will identify key characteristics within the elements of music and employ them in performing work. They will also experiment with textural layers in musical arrangements to enhance timing and general part coordination. Focus pieces include 'Warm Up' and 'When the Saints' plus a range of festive music leading up to Christmas.		Students will continue to develop effective experience in using the elements of music through performing, composing and appraising. Through vocal and instrumental performance, students will learn about the main characteristics of music in Wales highlighting tradition and contemporary change. Focus pieces can be 'Welsh National Anthem', 'Calon Lan' and 'Sosban Fach'. There will be opportunities to perform in an ensemble and as a soloist. In addition, students will read about five Welsh mythical creatures (Gwyllion, Adar Llwh Gwin, Coblynau, Afanc and Y Ddraig Goch) and will be required to compose in the idiomatic style using a range of different textures and timbres.		Students will be introduced to Sea Shanties in a range of comparison listening exercises. They will perform 'Pirate Song' and 'Wellerman' as vocal/instrumental ensembles using the musical elements embedded throughout the year. Through reading development, students will gain a secure understanding of the culture of pirates and will develop their composing skills by creating music to given words of an unknown sea shanty. Guidance of rhythms and melody structure will be provided with new introductions to metre and time signatures.	
	Dance	<b>Basic elements of Dance</b>		<b>Cynefin - Myths and legends</b>		<b>Treasure Island</b>	
		Students will be introduced to a range of basic movement skills initially. This aims to equip students with a foundation of skills including level, space, timing, travel, speed and direction so that, they may build on these in future learning opportunities. These are also transferable skills that focus on how the performer occupies space and commands audience attention which are used across the performing arts disciplines. The students will work collectively together in a series of exercises that promote and boost self and spatial awareness and in turn, hopefully, to raise confidence and self-esteem.		Students are asked to make connections with prior learning and what they are currently learning in music and drama in order to inform and influence their approach to the main task of creating and performing a modern folk dance that celebrates their culture and heritage. Students begin to learn about formation, canon, unison, moving in time and sequence to produce a routine that is polished and perfected. They will be entered in an off-stage competition for the Eisteddfod and work in houses to produce a routine which they may later have the opportunity to teach each other and potentially combine together. This work will be influenced by the work that they conduct in their other performing arts lessons.		Students opt for a type of character/role they want to perform and as an entire ensemble. They will invent a three-stage routine which includes voyage, discovery and battle. Each student will choreograph their own section and teach it to the rest of their smaller group and link the sequences together. The students will be taught about motif, level, space, direction and how to occupy the space collectively to symbolise or represent themes or ideas. They will rehearse and then present their work to a selected audience. The students will review and evaluate their own contribution and formulate their targets in order to progress in their future learning.	
	Art	<b>Skills - Colour Theory</b>	<b>Skills - Colour Theory</b>	<b>Cynefin - Heritage Heroes, contextual referencing</b>	<b>Cynefin - Heritage Heroes, contextual referencing</b>	<b>Contextual Referencing</b>	<b>Cynefin - Heritage Heroes, contextual referencing</b>
		Students will undergo a series of colour theory mixing exercises, using a range of Art and Design media, to develop the necessary skills for the successful production of art and design work. Students will start with the development of imaginative design skills, through the production of an illustration page on the role of Colour in Art. Students will learn how to mix and apply paint correctly, using The Colour Theory Wheel.	Students will apply colour theory mixing skills to colour blending and the development of hot and cold imagery. They will extend their imaginative design drawing skills, through the culmination of skills in the production of a hot and cold face, linking colour to facial expressions and moods.	Students will research and investigate the work of a range of well-known Welsh portrait artists. They will apply prior knowledge and painting skills learnt, linked specifically to tertiary colours and their role within painting portraits. They will re-create their own portrait based upon a selected Welsh portrait artist.	Students will research and investigate the work of Mary Lloyd Jones, focussing on her use of Celtic symbols and text within her artwork. Students will study her use of colour, using their prior knowledge on tints, tones and shades to re-create the artist's style and use of colour. They will experiment with a wax resist technique, to create a Mary Lloyd Jones inspired piece of artwork, based upon Dylan Thomas's poetry.	Students will investigate and research the work of abstract artist Kandinsky and his use of colour, shape and form to represent sounds heard in abstract form. They will produce their own abstract painting, in the style of Kandinsky, whilst listening to Jazz music composed by Miles Davies. They will learn to apply skills and knowledge gained during the whole colour theory mixing project.	Students will research and investigate festival posters. They will use the knowledge and skills gained throughout the colour theory mixing and contextual projects, to design and produce a poster to promote an Expressive Arts festival in South Wales.

Year 8 Curriculum		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	Drama	<b>Musicals</b>		<b>Murder Mystery</b>		<b>The Haunting</b>	
		Students focus on creating and producing a section of a musical of their choice by applying the skills of singing, dancing and acting. They will be provided with the opportunity to work together as an ensemble and make a combination of choices connected to technical and directorial decisions. The musical extracts they examine include a large and varied range including Bugsy Malone, The Addams Family + We Will Rock You. They will be introduced to a timeline of the origins of musicals and explore devices such as use of sets, props and costumes to generate new and original approaches to bringing the script sections to life. Students have the opportunity to specialise as a lead, supporting or ensemble role or assist by delivering technical aspects such as costume, lighting or SFX. Students will select a musical extract and they will present their interpretation focussing on creating and performing this piece.		Students will study a murder mystery. The literacy devices taught explicitly include red herrings, construction of secret passage ways using set, word play, accusation, narration, flashback and split stage device. Students construct their own murder mystery making choices and decisions collectively as a group, including characterisation and plot content. Four scenes are crafted in a linear, sequential manner with the exception of the flashback. Students learn about managing time, space and blocking the action including exits and entrances. They will develop their work using refinements and changes to enhance the quality produced. The performance element examines characterisation, performance etiquette and sustaining character whilst responding to others. Students will produce a written evaluation about their own contribution and role in the final performance.		Students are introduced to the value and importance of using pause and silence as an essential tool to build suspense and create tension. They will examine the significance of storytelling and how the use of dialogue and words can infer meaning and contribute to creating a tense mood and atmosphere. Props, set, costume, lighting and SFX as technical elements, all come into play as a sample story is revealed to students. The students need to retain the information and place clues together to formulate their interpretation of what has happened to 'Jo.' Students begin to create and structure their own responses and formulate their devised drama. Students will develop their creating and responding skill set including reviewing and evaluating their work and the work of others on how they created character and generated meaning.	
	Music	<b>Musical Theatre</b>		<b>Film Music</b>		<b>Music for Television</b>	
		Students will learn about the development of musical theatre to the present day. Through vocal and instrumental tasks, students will use their understanding of the elements of music (e.g. pitch, pace, duration, dynamics, texture, tonality, timbre, structure, and genre) to identify key characteristics of musical theatre and employ them in performing, composing and appraising work. They will also experiment with textural layers in musical arrangements to enhance timing and general part coordination. Focus pieces originate from 'Bugsy Malone', 'We Will Rock You' and 'The Lion King'. There will be meaningful links to the development of elements and skills rehearsed in drama, movement, media etc. under the expressive arts umbrella.		Students will learn about the development of film music to the present day. Through vocal and instrumental tasks, students will use their understanding of the elements of music (e.g., pitch, pace, duration, dynamics, texture, tonality, timbre, structure, and genre) to identify key characteristics of film music and employ them in performing, composing and appraising work. They will also experiment with textural layers in musical arrangements to enhance timing and general part coordination. Focus pieces originate from several movies including 'Jaws' and 'Mission Impossible' and a range of varied genres. Students will research the use of leitmotif (character themes) in films and will have the opportunity to compose their own leitmotif.		Students will learn about the development of music for television to the present day. Through vocal and instrumental tasks, students will use their understanding of the elements of music (e.g., pitch, pace, duration, dynamics, texture, tonality, timbre, structure and genre) to identify key characteristics of TV music and employ them in performing, composing and appraising work. They will also experiment with textural layers in musical arrangements to enhance timing and general part coordination. Focus pieces originate from several programmes including soaps, cartoons and reality TV shows. Students will research the use of music in TV adverts and will have the opportunity to compose their own jingle for a TV advert	
	Art	<b>Drawing skills - MARK MAKING</b>	<b>Van Gogh - mark making</b>	<b>Van Gogh - mark making</b>	<b>Drawing skills - still life</b>	<b>Graphic Design - Keith Haring</b>	
	Students will explore a range of line and linear drawing techniques and methods, linked to mark making. They will learn to utilise a range of mark making methods to re-create a range of surface textures, when drawing and studying objects. Students will develop their imaginative design skills through the production of a range of word illustrations.	Students will produce several visual and written investigations into the work of Vincent Van Gogh. Investigations will initially focus upon the portrait work of Vincent Van Gogh and how it reflects his mental health at the time. References will be made to colour and surface texture used to enhance moods and expressions in portrait work.	Students will produce a series of detailed and focussed visual analysis studies of Starry Night, using a range of different art media and techniques, to try and re-create the specific style of Van Gogh. This will culminate in the production of a version of Starry Night in oil pastel on black sugar paper.	Students will develop tonal shading skills using a range of drawing pencils. They will learn to apply a variety of different shading techniques and methods, such as, scumbling, smudging and cross hatching. Tonal shading skills will be extended, using greyscale, to develop depth of tone within studies. Students will learn to apply shading and greyscale skills, to create tonal shading drawings of several still life forms. Understanding of symmetry will be applied to the accurate drawing and shading of geometrical and organic natural forms.	Students will learn how to use drawing for illustrative and design purposes, through the completion several design briefs, based upon the illustrative graffiti work of Keith Haring. Students will look at the positive and negative aspects of graffiti art. Students will study the style and techniques used by Keith Haring, using knowledge gained to complete several graphic design briefs. Students will look at Haring's use of motion marks to create movement in his artwork. Students will look at ways to create movement in art. This will culminate in them designing and making their own 2-page flip book.		
			<b>Fabric sampling, painting and Quilting - Van Gogh</b>		<b>MOVE</b>		
	Students will explore the work of Van Gogh, particularly his work depicting sunflowers and a Starry Night. They will explore a range of different fabric techniques that will help them to design and produce a quilted wall hanging that is based on Van Gogh's Starry Night.						

Year 9 Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	Drama	<b>Devising – Witchery</b>	<b>Genre - Farce</b>		<b>Contemporary script – Script work</b>	
		The devising unit will be centred on equipping students with devising tools, devices and experiences strengthening their collaborative skills, communication, expression of ideas, creativity, ingenuity and self-discipline. Students will be offered the opportunity to respond to a range of stimuli and create performance work that entices audiences' engagement and presents alternative perspective about treatment of people, judgment and prejudice and community. The practical exploration will be centred on using physical theatre, cannon, unison, choral speaking and narration introducing elements of key practitioner's work (Berkoff/Brecht). The 6-lesson scheme of learning will focus on creation of performance material assessing student's input, work ethic and approach to resilience, reciprocity and resourcefulness.	The unit introduces learners to the rules and conditions of Farce. The highly physical, comedic style is explored and embedded through a sequence of progressive tasks that range from individual, pairing, trios to finally creating a version of a script section from The Play That Goes Wrong. The principles of chaos, catastrophe and confusion results in the outcome of comedy. The range of scenarios are based on snippets of comedy icons and students are taught to rely on silence, pause, comic timing, use of space, exaggeration, pace, acceleration and double take. The complexity of structuring and blocking scenes that generates laughter is imperative. The 6-lesson scheme of learning will focus on performing aspect and the assessment will zone in on working collectively to produce a fixed scene.		This final unit is a culmination of students learning about social, moral, political and economic contexts. They complete a study of various modern script looking at characterisation, plot and relationships. The focus of this topic is that students perform a script of their choice and then review their own work. This will help prepare and equip them with essential evaluative skills that concentrate on identifying strengths and areas of their own work whilst stipulating what their intended meaning was. The 6-lesson scheme of learning will focus on assessing the students own responding ability in a written capacity.	
	Music	<b>Identity</b>	<b>Riffs</b>		<b>Club Dance</b>	
		Students will study a mixture of components including genre, style and musical features of the decade. The appraising element will allow to zone in on and focus on identifying selected features by listening to various sections of music. The focus for assessment is split equally on appraising and performing. The specific music structures studied include Dot's Blues and Three Little Birds Reggae.	Students will explore Riffs in a performance capacity focusing on musical structures such as guitar, Electric Guitar, Famous bands and Synthesisers. Students will then be able to compile their new knowledge and compose their own riff based on the theme of Space. This allows learners to plan, test and trial their own musical composition which emulates elements of the GCSE course.		Students will examine a range of modern club dance music tracks and using the transferable skills obtained in past SOL identify and recognise these features whilst appraising. This will lead to completing some GCSE exam style questions. The appraising focus looks at Melody, Accompaniment and Technology. The Performing aspect looks at Rhythm is a Dancer, Come with Me and Dance Monkey.	
	Art	<b>Cubism – Pablo Picasso</b>	<b>Cubism – Pablo Picasso</b>		<b>Portraiture</b>	
		Students will research and investigate the Cubist art style of Pablo Picasso. They will design a Cubist illustrative name tag design. As a result of their research and investigations into Cubism, students will produce several of their own Picasso inspired Cubist portraits. Students will study the painting "Weeping Woman" by Picasso, they will produce several visual and written responses to the painting. Students will create their own painted versions of the "Weeping Woman".	Students will research and investigate the large anti-war mural painting by Picasso, called "Guernica". Students will produce their own visual, mixed media response to the themes presented by Picasso in this painting. Students will design and make their own Cubist inspired mask in card.		Students will learn how to draw realistic portraits. They will study the proportions of the face, learning how to draw the main facial features of the face in a realistic manner, using a range of different art media and materials. Students will learn to link emotions and colours together, when creating expressive portraits. Students will compare and contrast the art styles of several portrait artists. Students will produce their own portrait paintings, in the style of their selected portrait artist.	

