DANCE

	By the end of KS3, pupils will know: ● The Pupils will apply a combination of physical skills such as accuracy, coordination, posture, stamina, flexibility and strength within the foundational elements of Dance. ● Have a good understanding of the key choreographic devices and how to apply them within the specific styles of dance ● Work effectively individually, in small groups or larger groups to create your own ideas into developed, well structured motifs ● Recognise that dance can be in various styles with different staging types. ● Apply correct and safe technique when taking part in physical dance and contact work and the importance of following rules to keep each other safe. ● Identify the main aspects of a good performance and what makes it good and explain the reasoning. ● Lead appropriate tasks individually and as part of a varied group. ● Identify the main aspects of your own and others' performance skills that are good and explain the reasoning behind this. ● Recognise weaknesses in your own and others performance and suggest how a performance could be improved. ● To have a sound understanding of the foundational knowledge needed to perform a piece of dance			
	Creating	**Performing**	**Evaluate**	**Personal Development: Relationships (emotional, social and cultural development): Acquire**
Year 9 Greater Depth	Can independently and imaginatively respond in a highly creative way to a variety of given stimuli. Can demonstrate their knowledge of basic dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions, contact work, motif development. Can develop more complex phrases giving a clear essence of the genre and the themes they want to show to the audience. Can cooperate with others and rehearse with purpose.	Can apply a highly developed level and range of performance skills with increasing challenge and demonstrate excellent movement memory while independently and confidently performing developed dance phrases from a stimulus with accuracy in action, space, dynamics and timing.	Can articulate important elements of professional dance works in great detail. Can support their ideas with clear examples relevant to the themes and intentions of the choreographer and discuss a range of key features within the piece. Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been at work. Can justify their critique with reasoning and use appropriate dancing vocabulary.	Pupils build resilience through feedback and responding to feedback, trial and error. Pupils self reflect on their feedback in dance performance which gain insight into their emotional responses and growth. Pupils can show strong teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work. Pupils promote skills in communication, cooperation, and empathy as they coordinate and collaborate with their peers. Pupils explore various dance styles and cultural traditions and understand inclusivity. Pupils understand that studying dance forms from around the world broadens their perspectives and fosters a global outlook. Pupils can confidently perform a developed piece in front of an audience or in class which builds self-confidence. Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others. Pupils can confidently take on leadership roles within their groups, such as leading warm-ups, choreographing motifs and developing ideas. Pupils can set and achieve fitness goals, which contributes to their overall health and well-being.
	Demonstrate excellent knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 9 Expected Year 8 Greater Depth	Can respond creatively to a given stimulus, Can create more developed phrases using a range of choreographic devices within their work demonstrating their understanding and the genre of dance. Can demonstrate their knowledge of dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions, contact work, motif development.	Can perform independently and confidently with more detailed and developed dance phrases in a given stimulus in action, space, dynamics and timing, demonstrating good movement memory and applying appropriate performance skills of coordination, balance, energy, focus and extension with increase of challenge.	Can describe key moments in a range of professional dance works using dance terms and give some examples to support. Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been using some dance terminology to identify key strengths or areas for improvement. Can confidently make improvement from feedback.	Pupils can understand that Dance requires regular practice and physical conditioning. Pupils can build resilience through feedback and responding to feedback. Pupils can self reflect on their feedback in dance performance which gain insight into their emotional responses and growth. Pupils can show strong teamwork and collaboration, dance requires working closely with others, whether in group

	Can develop more detailed phrases giving a clear understanding of the genre. Can work independently and imaginatively responding in a highly creative way to a variety of given stimuli. Can work supportively in rehearsals with focus, and lead others.	Can cooperate and perform with others and rehearse with focus.	Can support their ideas with clear examples relevant to the genre.	routines or partner work. Pupils foster skills in communication, cooperation, and empathy as they learn how to coordinate and collaborate with their peers. Pupils explore various dance styles and cultural traditions and understand inclusivity. Pupils understand that studying dance forms from around the world broadens their perspectives and fosters a global outlook. Pupils can confidently perform in front of an audience or in class which builds self-confidence. Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others. Pupils can take on leadership roles within their groups, such as leading warm-ups, choreographing motifs and developing ideas. They learn to set and achieve fitness goals, which contributes to their overall health and well-being.
	Demonstrate knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 8 Expected Year 7 Greater Depth	Can independently respond creatively to a given stimulus and themes within the professional work. Can create more appropriate and developed phrases of movement for longer. Can demonstrate a range of elements within their work demonstrating their understanding of choreography devices and the genre of dance. Can cooperate with others and rehearse with focus. Can demonstrate their knowledge of dance techniques: action, space (levels and direction), dynamics, unison, canon, formations, transitions.	Can perform independently more detailed dance motifs in a given stimulus with accuracy in action, space, dynamics and timing demonstrating good movement memory and applying appropriate performance skills of coordination, balance, energy, focus and extension with increase of challenge. Can perform with others and rehearse with focus. Can be self-disciplined in rehearsals, and be able to lead others.	Can describe key moments in a range of professional dance works using basic dance terms and give some examples to support, they may be able to link to the genre. Can provide constructive comments to their peers, as well as be self-reflective and express how successful they have been using some dance terminology to identify key strengths or areas for improvement. Can respond to feedback in an appropriate way. Can demonstrate what they think and why they think it, forming an opinion. Can support their ideas with clear examples.	Pupils often understand that Dance requires regular practice and physical conditioning. Pupils start to build resilience through feedback and responding to feedback. Pupils can self reflect on their feedback in dance performance which gain insight into their emotional responses and growth. Pupils can show good teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work. Pupils foster skills in communication, cooperation, and empathy as they learn how to coordinate and collaborate with their peers. Pupils can explore various dance styles and cultural traditions. Pupils can perform in front of an audience or in class which builds self-confidence. Pupils can share a difference in opinions which helps them develop resolution skills and learn to work harmoniously with others. Pupils can take on leadership roles within their groups, such as leading warm-ups or choreographing motifs.
	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.			
Year 7 Expected	Can respond creatively to a given stimulus. Can create motifs using a range of elements within their work demonstrating their understanding of choreography devices. Can create motifs in various genres.	Can perform in pairs or small groups simple dance motifs with accuracy in action, space and timing demonstrating good movement memory and applying appropriate performance skills of coordination and balance. Can cooperate with others and rehearse with focus.	Can describe key moments in professional dance works using basic dance terms and give some examples to support. Can provide constructive comments to their peers, and self-reflect using key terminology. They will be able to be self-reflective and identify key strengths and areas for improvement in their work. Can respond to feedback.	Pupils can often self reflect on their feedback in dance performance which gain insight into their emotional responses and growth. Pupils can often show good teamwork and collaboration, dance requires working closely with others, whether in group routines or partner work. Pupils foster skills in communication, cooperation, and empathy as they begin to learn how to coordinate and collaborate with their peers. Pupils can often explore various dance styles and cultural traditions.

DRAMA

	By the end of KS3, pupils will know: ● The working stage positions. ● The four types of staging. ● A wide range of theatrical devices such as improvisation, mime, thought tracking, soundscapes and still images. ● A range of different styles of theatre ● How to create, develop and perform a character different from themselves. ● How to perform from a script and block a scene. ● Understand stage directions. ● Use proxemics to show character relationships. ● Use strength, control and exaggeration in their physical skills. ● Use pace, tone, pitch and volume in their vocal skills. ● The elements of drama; character, movement, voice, focus. mood, timings. ● How to work effectively as a group and independently. ● How to evaluate their work and that of others.			
	Creating	**Performing**	**Responding**	**Personal Development: Relationships (emotional, social and cultural development): Acquire**
Year 9 Greater Depth	Can experiment with ways that feelings and responses can be presented in drama in response to a wide range of texts. Can select and use props and resources to represent particular meaning. Can make an effective contribution to the creation of an imaginative script as part of a group. Can work in a variety of small or large groups showing understanding of how dramatic signs and symbols can be used to communicate meaning. Can research in depth, the context of the characters and experiment with how these can be realised/visualised in performance. Can solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the groups. Can explore and use a wider range of styles in shaping their ideas for producing devised work.	Can work supportively and cooperatively with others in a performance for a class or public audience. Can show understanding of theatrical effects. Can perform drama that demonstrates understanding of the text used and begin to understand that form conveys content. Can communicate the intentions of the playwright through effective use of timing, space and language. Can participate effectively as part of an ensemble in a variety of plays produced independently, reproducing the performance with good controls and an ability to think on feet when needed.	Can express and describe their feelings in response to the drama. Can recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character. Can recognise particular forms of cultural expression in drama. Can reflect on whether the effects used were pertinent for the content of the drama. Can talk about a wide range of theatre, showing good knowledge that supports what they say.	Pupils can explore and express varied emotions through character portrayal and improvisation. Pupils can recognize, show and explain that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students can empathise with others' experiences and viewpoints. Pupils can overcome challenges such as stage fright, learning lines, relationship issues and handling feedback which helps build emotional resilience. Pupils can show and promote a clear awareness of how to keep themselves and others safe in the classroom and why it is important. Pupils can collaborate in mixed group scenes or ensemble work, they can communicate, share ideas, and work together. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas. Pupils can identify, verbalise and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore and use various drama styles and cultural traditions and understand inclusivity. Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth. Pupils share a difference in opinions which helps them develop resolution skills and work harmoniously with others. Pupils understand and include the studying of drama forms from around the world broadens their perspectives and fosters a global outlook. By portraying characters from different backgrounds, students develop cultural sensitivity and awareness. They

				learn to approach cultural themes with respect and consideration.
	Demonstrate excellent knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 9 Expected Year 8 Greater Depth	Can structure scenes independently making use of dialogue in the text and improvising on their own. Can select and use props and resources to represent their role. Can explore and research factual contexts for drama, sharing findings and discussing possible ideas for the drama. Can develop each others' ideas when devising work based on scenarios or plays. Can devise scripts through off-text improvisation, understanding the use of stage directions and drama conventions. Can experiment with the elements of drama when developing work and is able to give and receive direction. Can experiment with ways that feelings can be presented in drama. Can challenge the ideas of others sensitively, contribute appropriately and extend those of others. Can explore and use a range of styles for producing devised work. Can independently make increasing use of using different techniques, skills, concepts and conventions when devising or interpreting and directing plays.	Can demonstrate excellent understanding of dramatic effect in a range of performances, producing work which engages the audience throughout the performance. Can communicate a character through the effective use of language, movement and gesture in a devised and scripted piece. Can apply different ideas to communicate mood and atmosphere in devised or scripted drama performances. Can participate effectively as part of an ensemble in a variety of plays produced independently. Can use the expressive potential of the elements of drama in communicating meaning of a range of texts. Can perform drama which demonstrates insight, originality and inspiration in interpretation to the audience.	During the devising process, can reflect on work and use responses to develop it further. Can talk about the ways in which the drama did or did not engage the feelings and thinking of those watching. Can explain the characteristics of different types of drama. Can use set criteria to evaluate their contribution to a group performance. Can discuss and evaluate whether the interpretation of play in performances were effective. Will be prepared to accept the comments and ideas of others following a performance and use this to develop their work.	Pupils can explore and express a range of emotions through character portrayal and improvisation. Pupils can recognize and show that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students can empathise with others' experiences and viewpoints. Pupils can overcome challenges such as stage fright, learning lines and handling feedback which helps build emotional resilience. Pupils can show and promote a clear awareness of how to keep themselves and others safe in the classroom and why it is important. Pupils learn to collaborate in mixed group scenes or ensemble work, they can communicate, share ideas, and work together which enhances teamwork skills. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas. Pupils can identify, verbalise and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore various drama styles and cultural traditions and understand inclusivity. Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth. Pupils can share a difference in opinions which helps them develop resolution skills and work harmoniously with others. Pupils understand that studying drama forms from around the world broadens their perspectives and fosters a global outlook. By portraying characters from different backgrounds, students develop cultural sensitivity and awareness.
	Demonstrate knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 8 Expected Year 7 Greater Depth	Can suggest how to present ideas in drama through experimenting with others. Can structure scenes independently making use of dialogue in the text and improvising on their own. Can experiment with the elements of drama when developing work and is able to give and receive direction. Can experiment with ways that feelings and responses can be presented in drama in response to a range of texts. Can challenge the ideas of others sensitively, contribute appropriately and extend and develop group work. Can work in a variety of small groups showing understanding of how dramatic signs and symbols can be used to communicate meaning. Can experiment with the elements of drama when developing work and is able to give and receive direction.	Can take part in mixed small group and whole class dramas. Can adopt a role and be able to answer questions in-role. Can use space, sound and movement which is appropriate for the drama. Can work supportively and cooperatively with others in a performance for an audience of peers. Can communicate through the use of words, movement and gesture. Can perform drama that demonstrates understanding of the text used. Can contribute to the performance of a cohesive piece of work showing commitment to 'role' or character. Can apply different ideas to communicate mood and atmosphere in devised or scripted drama performances.	Can use drama vocabulary when talking about drama in which they have taken part or that they have seen. Can express and describe their character's feelings in response to the drama. Can talk about dramas they have seen and make simple connections with situations in their own lives. Can connect the drama with other ways that the issue, theme or story could be explored. Can explain the characteristics of different types of drama. Can use set criteria to evaluate their contribution to a group performance.	Pupils learn to explore and express some emotions through character portrayal and improvisation. This helps them better understand their own emotions and develop emotional intelligence. Pupils can recognize that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students learn to empathise with others' experiences and viewpoints. This fosters greater emotional understanding and sensitivity towards others. Pupils begin to overcome challenges such as stage fright and handling feedback which helps build emotional resilience. Pupils can show a clear awareness of how to keep themselves and others safe in the classroom space and

	Can solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the groups.	Can communicate the intentions of the playwright through effective use of timing, space and language. Can participate effectively as part of an ensemble in a variety of pieces. Can use the elements of drama in communicating the meaning of a range of texts. Can perform drama which demonstrates originality.		why it is important. Pupils learn to collaborate in mixed group scenes or ensemble work, they learn to communicate, share ideas, and work together which enhances teamwork skills. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas Pupils can identify and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore various drama styles and cultural traditions Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth.
	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.			
Year 7 Expected	Can respond to a variety of stimulus material, including playscripts, images and text. Can suggest how to present ideas in drama. Can structure short scenes with support of their group. Can develop each others' ideas when devising work based on the chosen stimuli. Can devise scenes through improvisation, understanding the use of stage directions and drama conventions.	Can take part in small group and whole class dramas. Can create and perform a role. Can use space and movement which is appropriate for the drama. Can present their own ideas using more than one form of drama. Can work supportively and cooperatively with others in a performance. Can communicate through the use of words, movement and gesture. Can show understanding of theatrical devices.	Can use some drama terms when talking about drama. Can express and describe their feelings in response to the drama. Can recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character. Can use basic drama vocabulary to write a response to a drama performance. Will be prepared to accept the comments and ideas of others following a performance and use this to develop their work. Can recognise particular forms of cultural expression in drama.	Pupils learn to explore and express some emotions through character portrayal and improvisation. This helps them better understand their own emotions and develop emotional intelligence. By creating different characters' and roles students learn to empathise with others' experiences and viewpoints. Pupils can show some awareness of how to keep themselves and others safe in the classroom space. Pupils show some understanding of how to work cooperatively in mixed groups Pupils can begin to show some leadership qualities in their groups Can identify specific themes within a script such as bullying and power. Can recognize that drama is used to develop self expression, confidence and identity. Pupils can often self reflect on their feedback in drama performance which gain insight into their emotional responses and growth.

MUSIC

	By the end of KS3, pupils will know: ● How to perform a twelve-bar blues chord sequence on keyboard & ukulele ● Improvise a simple melody using the Blues scale. ● How to demonstrate and improvise a simple melody using the Blues scale. ● Be able to identify hooks and riffs. ● Create an arrangement of a popular tune, recording in a riff and a hook and also exploring improvising over the riff. ● How to demonstrate a knowledge of Music ICT software options. ● How to create using either sequencing or score writing software. ● Understand the treble and bass clef notes plus their position on the keyboard ● Know the musical elements including: melody (pitch and rhythm), tempo, texture, sonority, dynamics, metre, form and structure, tonality and basic harmony (e.g. chords I, IV and V) ● To understand terminology such as forte, piano, triad, conjunct, disjunct, dissonant ● The recognition of such devices as repetition, imitation, sequence.			
	Performing	**Composing**	**Listening and Appraising**	**Personal Development: Relationships (emotional, social and cultural development): Acquire**
Year 9 Greater Depth	Can perform challenging pieces with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group. Can perform demanding pieces with a fair degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security and an ability to adjust to others. Can perform more complex pieces with a reasonable degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security.	Can compose complex pieces using a variety of compositional devices. Can compose idiomatically for instruments and in different styles. Can use notation to plan and revise ideas. Can refine and improve compositional ideas. Can take a leading role, offering guidance to others. Can compose pieces in different styles using rhythmic, melodic, harmonic, textural and structural devices more extensively. Can use music software confidently to sequence complex ideas using traditional notation. Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively. Can use Sibelius software confidently to sequence complex ideas.	Can recognize and describe dynamics, tempo, timbre, both rhythmic and melodic features, texture and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary. Can recognize and describe dynamics, tempo, timbre, both rhythmic and melodic features and texture. Can appraise their own and others' work using accurate and extensive musical vocabulary. Can recognise and describe dynamics, tempo, timbre and both rhythmic and melodic features. Can appraise their own and others' work at a fair level, suggesting improvements.	Pupils self reflect on their feedback in music performance and master ways to improve. Pupils reflect on their composing, improvising, and arranging music which encourages creative thinking, self expression and problem-solving skills. Pupils can practice daily, set goals, and manage their practice time effectively to improve their skills. Pupils compose, improvise, and arrange music to stimulate creativity, expression and improve mental health. Pupils work effectively as ensembles or choirs, they work collaboratively. Pupils analyse musical pieces and explore different styles and genres which enhances their analytical skills and broaden perspectives. Pupils understand and promote that music is a powerful medium for expressing and understanding emotions, which can lead to greater emotional intelligence and empathy. Pupils understand that performing music involves overcoming challenges and setbacks. Students develop resilience as they deal with difficulties, such as mastering a complex piece or dealing with performance errors. Pupils can confidently perform with accuracy in front of an audience or in class.
	Demonstrate excellent knowledge and understanding of how music is developed, performed and evaluated.			
Year 9 Expected	Can perform more intelligent pieces with a degree of fluency and accuracy. Can maintain a separate part in an ensemble with the ability to adjust to others.	Can compose pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation. Can manipulate texture to achieve variety.	Can recognize and describe dynamics, tempo, timbre and rhythmic features. Can appraise their own and others' work at a fair level, suggesting improvements.	Pupils can self reflect on their feedback in music performance which gains insight into their emotional responses and growth. Pupils understand and reflect on their composing,

Year 8 Greater Depth		Can use music software to sequence more complex ideas.		improvising, and arranging music which encourages creative thinking and problem-solving skills. Pupils understand that learning to practice regularly, set goals, and manage their practice time effectively and improves their skills. Pupils understand that composing, improvising, and arranging music stimulate creativity and expression. Pupils work as ensembles or choirs, they can work collaboratively. This experience helps develop communication skills, cooperation, and the ability to contribute to a team. Pupils understand that analyzing musical pieces and understanding different styles and genres can enhance analytical skills and broaden perspectives.
	Demonstrate knowledge and understanding of how music is developed, performed and evaluated.			
Year 8 Expected Year 7 Greater Depth	Can perform pieces with a reasonable degree of fluency and accuracy. Can maintain a separate part in an ensemble with a fair degree of security. Can perform pieces with some degree of accuracy though not always fluently. Can maintain a separate part in an ensemble with some accuracy and stability. Can read staff notation: recognise note lengths (semiquaver to semibreve and dotted notes), pitches on the treble clef.	Can compose pieces using rhythmic and melodic ideas and a variety of instrumentation. Can successfully combine different layers of texture. Can use music software to sequence ideas using traditional notation. Can compose rhythmic and melodic ideas and record them using some form of notation.	Can recognize and describe dynamics, tempo and timbre. Can appraise their own and others' work. Can recognize and describe dynamics and tempo.	Pupils can learn to self reflect on their feedback in music performance which gains insight into their emotional responses and growth. Pupils understand that composing, improvising, and arranging music encourages creative thinking and problem-solving skills. Pupils understand that learning to practice regularly, set goals, and manage their practice time effectively. Pupils understand that composing, improvising, and arranging music stimulate creativity. Pupils work as ensembles or choirs, they learn to work collaboratively. This experience helps develop communication skills, cooperation, and the ability to contribute to a team.
	Demonstrate knowledge and understanding of how music is developed and performed.			
Year 7 Expected	Can sustain a musical pulse and can repeat musical ideas on their own. Can perform musical ideas. Can repeat rhythmic and melodic ideas as part of a group.	Can improvise and compose musical ideas using some musical elements. Can compose musical ideas using some of the elements of music.	Can recognize and identify contrasts of dynamics and tempo. Can recognize and describe dynamics.	Pupils begin to learn how to self reflect on their feedback in music performance which gains insight into their emotional responses and growth. Pupils begin to understand that composing, improvising, and arranging music encourages creative thinking. Pupils can often explore various music styles and cultural traditions. Pupils work as ensembles or choirs, they begin to learn to work collaboratively.