

Reddish Vale High School Expressive Arts Curriculum Overview

Intent

The Expressive Arts experience aims to provide a high quality aesthetic educational experience for all students. The scheme of work focuses on promoting an understanding and appreciation of all art forms. The students will experience a range of techniques that allows them to create meaning in music, art and drama. They will have the opportunity outside the curriculum to continue to explore all art forms which will enhance a growth in confidence and instil a lifelong love and passion for all or some arts forms. Students will develop their ability to work independently and as part of a group, shape material while sustaining ideas from original concept through to realisation and gain a sense of ownership and commitment to the work

		<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>
		<u>MUSIC</u>	<u>ART</u>	<u>DRAMA</u>
Year 9	1	<p>To research the chosen band: 'Oasis' / 'The Smiths' etc</p> <ul style="list-style-type: none"> -Assess students' ability to sing in tune and time with each other. -Accurately perform part of the song. 	<p>Actively Contribute in a Class Discussion about a wide range of artists</p> <ul style="list-style-type: none"> - Assess students' awareness of a range of artists from Manchester. There are able to express their opinions about the artwork. 	<p>Understand the causes of the Peterloo massacre.</p> <ul style="list-style-type: none"> - Learn the causes of the massacre through written work and visual stimuli.
	2	<p>Keyboard work</p> <ul style="list-style-type: none"> -Learn how to construct a basic 3 note chord. -Learn to play the chords of the verse on the keyboard with an awareness of the Time Signature. -Discuss the overall sound produced. -Perform the Verse chords accurately in time with each other as a whole class. 	<p>Develop drawing skills</p> <ul style="list-style-type: none"> - Practise drawing from an artist's work. 	<p>Identify the causes of the Peterloo massacre.</p> <ul style="list-style-type: none"> -Accurately complete knowledge check.
	3	<p>Keyboard work</p> <ul style="list-style-type: none"> -Learn to play the chords of the bridge and chorus and add it to the verse learned in the last lesson. 	<p>Develop drawing skills and effectively give feedback to peers</p> <ul style="list-style-type: none"> -Develop drawing skills by practising drawing from an artist's work. 	<p>Role-on-the-wall / Costume design</p> <ul style="list-style-type: none"> -Allocate the role of a key figure involved in the Peterloo massacre

	<p>- Be able to identify different sections of the song. -Perform the chords of the Verse, Bridge and Chorus sections accurately in time with each other as a whole class.</p> <p>4 Band Work -Split up into different band sections. -Show an understanding of layers in Music while being able to identify key roles within the class band. -Students can perform some of the track as a class band.</p> <p>5 Band Work -Performance development. -Develop ability to sing in tune and time with each other while accurately performing the prepared part of the track as a class with the different band parts.</p> <p>6 Band Work -Performance. Accurately perform the prepared part of the track as a class band while showing awareness of performance skills, structure, texture and the elements of Music.</p>	<p>-Students appreciate / understand the artwork through drawing.</p> <p>Learn how to analyse artwork and form own opinions using Bloom's taxonomy -Demonstrate an understanding of Stanley Chow's work through their own drawing. -Reflect on their own progress.</p> <p>Demonstrate an understanding of the artist's style of work -Demonstrate an understanding of Stanley Chow's work through their own drawing. -Produce a simplified tracing of their chosen famous person.</p> <p>Demonstrate an understanding of the artist's style of colour -Produce a piece of art inspired by Stanley Chow using colour.</p>	<p>-Use characterisation techniques to develop a role and gain an insight into the background of a key figure involved in the Peterloo massacre.</p> <p>Developing a Role / Hot Seating -Use characterisation techniques to develop a role and gain an insight into the background of a key person involved in the Peterloo massacre. -Write and answer probing questions that develop an understanding of their own character and that of others.</p> <p>Developing a Role / In Role Writing -Write two diary extracts from the point of view of the character. One that takes place before the event. One that takes place after.</p> <p>Developing a Role / In Role Writing -Show an understanding of the newly developed character through a piece of insightful in role writing. -Present work to the class using pace, emphasis and expression.</p>
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