

All Hallows RC High School

Believe. Belong. Achieve.



MUSIC & PERFORMING ARTS CURRICULUM OVERVIEW

HOD:

September 2026



Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.

KS3 Overview

In music lessons, pupils will enjoy the opportunity to listen, sing, compose and perform (instruments, drama and movement)

Year 7			Autumn 1	Autumn 2
Topic	You can't stop the beat (Hairspray) Body percussion and found percussion Preparation for Welcome Mass		Celebrate good times (Cool and the Gang) Music for celebration (including Christmas)	
Pupils will be able to:	• Demonstrate knowledge and understanding of musical terms • Demonstrate knowledge and understanding traditional notation • Perform on percussion with confidence and accuracy • Perform as part of an ensemble with confidence and accuracy (singing) • Perform as part of an ensemble with confidence and accuracy (both body and found percussion)		• Demonstrate knowledge and understanding of musical terms • Demonstrate knowledge and understanding of traditional notation • Demonstrate knowledge and understanding of tab notation • Perform as part of an ensemble by singing with confidence and accuracy • Perform on the ukulele with confidence and accuracy • Perform on the keyboards with confidence and accuracy	
Catholic Social Teaching	• Creation and the Environment • Peace		• The Common Good • Peace	

Year 7				Spring Term
Topic	Someone Like You (Jekyll & Hyde The Musical) Character Skills	You'll be back! (Hamilton) Drama Techniques		The Winner Takes It All (Mamma Mia) Greek Theatre
Pupils will be able to:	• To know how to work effectively with others • To understand the expectations of working in a drama space • To know what physical performance skills are • To apply understanding of physical performance skills • To know what vocal performance skills are • To apply understanding of vocal performance skills	• To develop understanding of tableau/x and be able to use it in performance work • To understand what a thought track is and be able to use it in performance • To develop understanding of mime and be able to use it in performance work • To understand what narration is and use it in performance work		• To know the origins and history of Greek Theatre • Understand the key features of Greek Theatre • Understand the role of the Greek Chorus • Apply vocal skills to perform as part of a Greek Chorus • Understand how to choreograph movement as part of a Greek Chorus • Apply movement techniques as part of a Greek Chorus • Use knowledge of ROLE PLAY and dramatic techniques • Demonstrate understanding of the key features of a Greek chorus
Catholic Social Teaching	• Dignity • Solidarity	• Dignity • Solidarity		• Dignity • Solidarity

Year 7	Summer 1	Summer 2
Topic	This is me! (The Greatest Showman) Investigating the genre of musical theatre & the importance of music in film	Together in electric dreams (Human League) Using DAW (bandlab) to create music in response to a stimulus (loops)
Pupils will be able to:	• Demonstrate knowledge and understanding of the genre of musical theatre • Demonstrate knowledge and understanding the importance of music in film • Demonstrate knowledge and understanding of musical elements used in film music • Perform musical pieces (from films) with confidence and accuracy • Demonstrate knowledge and understanding of traditional notation • Compose a leitmotif to represent a fictional character	• Demonstrate knowledge and understanding of the history and development of electronic music • Use DAW to compose a piece of music in response to a given stimulus
Catholic Social Teaching	• Creation and the Environment • Dignity • Solidarity	• Creation and the Environment • Peace

KS3 Overview

In music lessons, pupils will enjoy the opportunity to listen, sing, compose and perform (instruments, drama and movement)

Year 8	Autumn 1	Autumn 2
Topic	Don't upset the rhythm (Noisettes) Instrumental Percussion	Four Chords (Axis of Awesome) 4 chord trick
Pupils will be able to:	• Demonstrate knowledge and understanding of musical terms and elements when using instrumental percussion • Demonstrate knowledge and understanding of traditional notation • Perform on the Cajon with confidence and accuracy • Perform as part of an ensemble on selected Calypso instruments with confidence and accuracy • Perform as part of an ensemble on selected Samba instruments with confidence and accuracy	• Demonstrate knowledge and understanding of musical terms and elements • Demonstrate knowledge and understanding of traditional notation • Perform on ukulele with confidence and accuracy • Perform on keyboard with confidence and accuracy (in pairs and solo)
Catholic Social Teaching	• Peace	• Solidarity

Year 8		Spring Term	
Topic	Putting It Together (Sunday in the Park with George) Responding to a stimulus	Make ‘Em Laugh (Singing In The Rain) Melodrama / Pantomime	Electricity (Billy Elliott The Musical) Physical Theatre
Pupils will be able to:	- To understand what a stimulus is - Understand how to devise drama ideas from a given stimulus - To understand how to generate ideas from a chosen stimulus and create a small performance. - To use the dramatic technique of slow motion to deepen your characterisation. - To use the dramatic technique of Thought Tracking to improve the audience’s empathy for a character. - To devise and perform a piece of drama that correlates to a target audience.	- To understand the key features of Melodrama - Understand the Stock Characters in Melodrama and be able to apply this to a performance - Apply knowledge of Melodrama to a scripted performance - Successfully perform one of the stock characters in a scripted performance - Understand the key features of the style of pantomime - Understand what an archetype is and apply it to practical work	- Begin to understand the features of Physical Theatre style - Understand and be able to use the technique of Unison Travelling - Understand what a chair duet is and how they are used in the style of Physical Theatre - Be able to perform a chair duet which communicates with an audience - Understand how to use a technique called round by through to develop our devising skills, in the Physical Theatre style - Understand what a dramatic intention is and how to successfully communicate this, in performance
Catholic Social Teaching	- Dignity - Solidarity	- Dignity - Solidarity	- Dignity - Solidarity

Year 8		Summer 1	Summer 2
Topic	I’m feelin’ fine (Bugsy Malome) The Blues	Electric Energy (from Argylle) Using DAW (bandlab) to create music in response to a stimulus (stems / midi input)	
Pupils will be able to:	- Demonstrate knowledge and understanding of the history and development of Blues music - Demonstrate knowledge and understanding of musical elements found in Blues music - Demonstrate knowledge and understanding of traditional notation - Perform musical pieces (spirituals) with confidence and accuracy - Compose a piece of blues music using the correct devices	- Demonstrate knowledge and understanding of the history and development of electronic music - Use DAW to compose a piece of music in response to a given stimulus - Justify musical choices made for their composition	
Greater Depth for all	- Perform more complex pieces - Compose more complex pieces	- Compose more complex pieces - Compose using a variety of stimuli	
Catholic Social Teaching	- Creation and the Environment - Dignity - Solidarity	- Creation and the Environment - Peace	

KS3 Overview

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Year 9	Autumn 1	Autumn 2
Topic	The Circle of Life (The Lion King – The Musical) Careers in the theatre / West African Drumming	Be Prepared (The Lion King – The Musical) Careers in the theatre/ Ukulele / Designing costumes, masks, sets, lighting
Pupils will be able to:	• Demonstrate knowledge and understanding of some the numerous roles in the Performing Arts industry • Perform as part of an ensemble on the djembe with confidence and accuracy (using copyback, call and response, traditional notation) • Improvise (compose) on the djembe with confidence and accuracy	• Perform on the ukulele with confidence and accuracy • Demonstrate knowledge and understanding of some the numerous roles in the Performing Arts industry • Design and create pieces for a given scenario (costumes, masks, make-up, sets, lighting, sound)
Catholic Social Teaching	• The Dignity of Work and Participation • The Option for the Poor	• The dignity of Work and Participation • Peace

Year 9	Spring 1	Spring 2
Topic	Do You hear The People Sing (Les Misérables) Forum Theatre	Send In The Clowns (A Little Night Music) Naturalism / Stanislavsky
Pupils will be able to:	• Understand key features of the Forum Theatre style • How to become an effective 'spect-actor'. • Learning to use Forum Theatre to develop characters • Using Forum Theatre to develop scripted performance • Analyse and Evaluate performance work	• Understand the key features of the style of Naturalism and how Stanislavski impacted its development • Use your physical and vocal performance skills to bring a character from a script to life. • Understand what emotion memory is and how it is used to develop your acting skills • Use emotion memory to improve your performance of a script
Catholic Social Teaching	• Solidarity • Dignity • The Common Good	• Solidarity • Dignity • The Common Good • The Dignity of Work and Participation

Year 9	Summer 1	Summer 2
Topic	House of Holbein (Six- the musical) Covers / reboots / remixes / theme and variation	I Got The Power (SNAP!) Using DAW (GarageBand) to create music in response to a stimulus (played into software)
Pupils will be able to:	• Demonstrate knowledge and understanding of musical terms and elements • Demonstrate knowledge and understanding of traditional notation • Demonstrate knowledge and understanding of theme and variation and apply it to their own compositions • Perform on ukulele with confidence and accuracy • Perform on keyboard with confidence and accuracy (in pairs and solo)	• Demonstrate knowledge and understanding of the history and development of electronic music • Use DAW to compose a piece of music in response to a given stimulus • Justify musical choices made for their composition
Catholic Social Teaching	• Dignity • Solidarity • The Common Good	• Creation and the Environment • Peace

KS4 Overview 2024-25 (onwards)

WJEC Level 1/2 Vocational Award in Performing Arts (Technical Award)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Introduction to course / Laying the foundations Unit 2 – Creating • Task 1 (creative brief) • Begin Task 2 (developmental log) Preparation for and production of Christmas Showcase	Unit 2 – Creating • Continue Task 2 • Task 3 (presentation) • Task 4 (evaluation) Unit 1 – Performing • Task 1a (initial research) • Task 2 (rehearsal schedule) Preparation for and production of Unit 2 and 3 Showcase			Unit 1 – Performing • Task 1b (influence and impact) • Task 3 (reflective journal) • Task 4 (performance) • Task 5 (evaluation) Preparation for and production of Unit 1 Showcase	
Year 11	Unit 3 – Performing Arts in Practice • Task 1 (Factors Influencing Proposal) • Task 2 (Plans and Outline of Proposal) • Task 3 (Timeline, Personnel and Resources) • Task 4 (Marketing and Public Relations) Preparation for and contribution to Christmas Showcase	Unit 3 – Performing Arts in Practice • Task 5 (Prepare Practical Examples) • Task 6 (Pitch) Preparation for and contribution to Unit 2 and 3 Showcase (practical examples)			Unit 3 – Performing Arts in Practice • Task 7 (Evaluation) Submission deadline 5 th May	

Unit 1 – Performing

In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.

CST: Dignity, Solidarity, Peace, The Dignity of Work and Participation, The Common Good

Unit 2 – Creating

In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

CST: Dignity, Solidarity, Peace, The Dignity of Work and Participation, The Common Good, The Option For The Poor

Unit 3 – Performing Arts in Practice

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.

CST: Dignity, Solidarity, Peace, The Dignity of Work and Participation, The Common Good, The Option For The Poor, Creation And The Environment





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