



# BBG Academy Curriculum 2025-2026 – Performing Arts (Music and Drama)

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

## Curriculum Intent Statement

The Performing Arts Department aims to nurture students' creativity, confidence, and collaboration skills through engaging experiences in music and drama. Students will develop a deep appreciation for the arts, explore diverse cultures, and gain a comprehensive understanding of the performing arts industry. Through performing, creating, listening, watching, appraising and evaluating, students will refine their technical abilities, critical thinking, and communication skills, preparing them for success in higher education and future careers.

## Year 7

### Year 7 assessment dates

Assessment week 1 – 12.01.2026

Assessment week 2 – 20.04.2026

Term	Content	Key Vocabulary	Sequencing	Assessment	Careers links, Experiences & Future Subject Ambition
<b>Autumn 1</b>	<p><b>Topic: West African Drumming</b></p> <ul style="list-style-type: none"> <li>Develop proficiency in playing a variety of djembe rhythms and techniques, including combinations of tone, bass, and rim shots.</li> <li>Understand the rhythmic structures and cultural significance of traditional West African djembe music, including call and response, polyrhythmic patterns and cross rhythms.</li> <li>Compose and perform original djembe compositions, incorporating learned rhythms and techniques into collaborative ensemble pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Djembe</li> <li>Bass</li> <li>Tone</li> <li>Slap</li> <li>Rhythm</li> <li>Timing</li> <li>Pulse / Beat</li> <li>Tempo</li> <li>Dynamics</li> <li>Call and Response</li> <li>Elements of Music</li> </ul>	<p><b>Previous topics built on in this topic:</b> Beat and rhythm (primary school)</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous evaluation and refining.</p>	
<b>Autumn 2</b>	<p><b>Topic: Introduction to Keyboards</b></p> <ul style="list-style-type: none"> <li>Students will be able to accurately locate and play individual notes on the keyboard using both hands, as well as simple finger patterns and scales.</li> <li>Students will be able to independently play short, simple solo pieces, demonstrating basic musical expression and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Rhythm</li> <li>Timing</li> <li>Fluency</li> <li>Hand Position</li> <li>Harmony</li> <li>Chord</li> <li>Staccato/Legato</li> </ul>	<p><b>Previous topics built on in this topic:</b> Beat, rhythm and melody</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Solo performance, self and peer evaluation</p>	<p>Visit from a professional orchestra with question and answer session</p>

	<ul style="list-style-type: none"> <li>Students will be able to recognise and play simple chord progressions, understanding the concept of simple harmony and its role in accompanying melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Texture and Timbre adjectives</li> <li>Elements of Music</li> </ul>			
<b>Spring 1</b>	<p><b>Topic: Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>Students will be able to demonstrate the ability to listen attentively to others and play an independent part in time with a group.</li> <li>Students will be able to identify and count simple rhythms and play them together with other musicians.</li> <li>Students will be able to recognise and play simple chords and understand their role in creating a musical texture.</li> <li>Students will be able to identify different instrumental parts in ensemble music and understand how they contribute to the overall sound.</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble/Solo</li> <li>Score/Part</li> <li>Bar</li> <li>Timing/Tempo adjectives</li> <li>Balance/Blend</li> <li>Elements of Music</li> </ul>	<p><b>Previous topics built on in this topic:</b> Beat, rhythm and melody, keyboard skills.</p>	<p>Assessment week 1 – 06.01.2025</p> <p><b>Consolidation/Summative assessment:</b></p>	
<b>Spring 2</b>	<p><b>Topic: Marking the Moment: Introduction to Drama</b></p> <ul style="list-style-type: none"> <li>Students will experiment with a range of dramatic techniques, including freeze frames, thought tracking, slow motion, and looping, to create dynamic and expressive performances.</li> <li>Students will work collaboratively to develop and refine their use of these techniques, providing constructive feedback to their peers.</li> <li>Students will demonstrate an understanding of how these techniques can</li> </ul>	<ul style="list-style-type: none"> <li>Tableau/Freeze Frame/Still Image</li> <li>Looping/Repetition</li> <li>Slow Motion</li> <li>Thought Tracking/Spoken Thought</li> <li>Exaggeration</li> <li>Rehearsal</li> <li>Direction</li> <li>Improvisation</li> </ul>	<p><b>Previous topics built on in this topic:</b></p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Live performance of work. Summative self- and peer evaluation</p>	

	be used to enhance storytelling and character development.				
<b>Summer 1</b>	<p><b>Topic: Introducing Script</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and use key elements of setting (time, place, atmosphere) in a drama scene through improvisation.</li> <li>Students will be able to use their bodies and voices to create believable characters and enhance storytelling in a drama performance.</li> <li>Students will be able to memorise and deliver lines from a script</li> </ul>	<ul style="list-style-type: none"> <li>Script</li> <li>Playwright</li> <li>Director</li> <li>Stage Directions</li> <li>Dialogue/Monologue</li> <li>Scene</li> <li>Set</li> <li>Props</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Introduction to Drama- Marking the Moment Techniques</p>	<p>Assessment week 2 – 28.04.2025</p> <p><b>Consolidation/Summative assessment:</b></p> <p>Live group performance, continuous review and evaluation, final evaluation.</p>	<p>Performance by a visiting Theatre In Education company with question and answer session</p>

## Year 8

### Year 8 assessment dates

Assessment week 1 – 29.09.2025

Assessment week 2 – 23.02.2026

Term	Content	Key Vocabulary	Sequencing	Assessment	Careers links & Experiences
<b>Summer 2</b>	<p><b>Topic: Ground Bass Variations</b></p> <ul style="list-style-type: none"> <li>Students will be able to define a ground bass and identify its role in musical composition, using examples like Pachelbel's Canon and Nyman's Timelapse.</li> <li>Students will be able to work collaboratively in a group to create a simple ground bass arrangement, coordinating their parts and maintaining a steady tempo.</li> <li>Experiment with musical arrangement: Students will be able to explore different harmonic and rhythmic variations on a ground bass, creating their own unique arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>Bass line</li> <li>Ostinato</li> <li>Ground Bass</li> <li>Variation</li> <li>Theme</li> <li>Structure</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Ensemble performance and ensemble projects</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous evaluation and refining. Final evaluation</p>	Music Career Match-Up
<b>Autumn 1</b>	<p><b>Topic: The Blues</b></p> <ul style="list-style-type: none"> <li>Students will be able to recognise and analyse the 12-bar blues structure, identifying the chord progression and walking bassline.</li> <li>Students will be able to improvise simple blues phrases using the blues scale,</li> </ul>	<ul style="list-style-type: none"> <li>12 bar Blues</li> <li>Walking Bass Line</li> <li>Blues Scale</li> <li>Blue Note</li> <li>Melodic Call and Response</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Performance and ensemble projects</p>	<p>Assessment week 1 – 30.09.2024</p> <p><b>Consolidation/Summative assessment:</b></p>	

	<p>demonstrating understanding of melodic and rhythmic concepts within the genre.</p> <ul style="list-style-type: none"> <li>Students will develop an understanding of the historical and cultural significance of the Blues, exploring its origins in African American communities and its influence on other music genres.</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation</li> <li>Elements of Music</li> </ul>		<p>Participation in class, small group and individual performance. Continuous evaluation and refining. Final evaluation</p>	
<b>Autumn 2</b>	<p><b>Topic: Film Music</b></p> <ul style="list-style-type: none"> <li>Students will evaluate the role of film music in enhancing storytelling and emotion. And apply this understanding to create original compositions that complement a short film clip or scene.</li> <li>Students will collaborate with peers to arrange existing pieces of music for a film or create new arrangements of original compositions to fit a specific mood or genre.</li> <li>Students will perform film music in an ensemble setting, demonstrating expressive playing and improvisation skills. Experiment with various musical techniques and styles to create dynamic and engaging performances.</li> </ul>	<ul style="list-style-type: none"> <li>Film Score</li> <li>Diegetic/non-diegetic</li> <li>Elements of Music</li> <li>Motif</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Performance and ensemble projects</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous evaluation and refining. Final evaluation</p>	
<b>Spring 1</b>	<p><b>Topic: Creating Drama From Stimulus</b></p> <ul style="list-style-type: none"> <li><b>Generate Ideas:</b> Students will be able to analyse a given still image and brainstorm multiple potential narratives, characters, and conflicts it could suggest.</li> <li><b>Character Development:</b> Students will be able to create believable characters within</li> </ul>	<ul style="list-style-type: none"> <li>Stimulus</li> <li>Improvisation</li> <li>Character</li> <li>Motivation</li> <li>Relationship</li> <li>Plot/Setting</li> <li>Structure</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Marking the moment and scripted drama (developing characters)</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous evaluation and refining. Final evaluation</p>	<p>Backstage Careers-design activities (costume, sound, lighting)</p>

	<p>the context of their chosen narrative, considering their motivations, relationships, and physical/vocal choices.</p> <ul style="list-style-type: none"> <li>• <b>Dramatic Structure:</b> Students will be able to structure a short dramatic scene using a clear beginning, middle, and end, incorporating a climax and resolution.</li> </ul>				
<b>Spring 2</b>	<p><b>Topic: Using Drama to Explore PSHCE Themes</b></p> <ul style="list-style-type: none"> <li>• Students use drama to explore the theme of bullying, its different types and its consequences.</li> <li>• Students use existing script and improvisation techniques to develop practical performance skills, including conveying emotions associated with bullying</li> <li>• Students work in pairs, small groups and as a whole class to create a performance based on positive and negative aspects of social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbatim</li> <li>• Documentary</li> <li>• Fourth Wall</li> <li>• Direct audience address</li> <li>• Naturalistic/non-naturalistic</li> <li>• Multi-rolling/split rolling</li> <li>• Types of Stage (End on, in the round, thrust etc)</li> </ul>	<p><b>Previous topics built on in this topic:</b> Marking the moment, scripted drama, previous group performances.</p>	<p>Assessment week 2 – 03.03.2025</p> <p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous evaluation and refining. Final evaluation</p>	
<b>Summer 1</b>	<p><b>Topic: The Power of Story Telling</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify and explain how storytelling techniques (e.g., character development, plot structure, use of symbolism, and cultural context) are used to convey meaning and evoke</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Setting</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Motivation</li> </ul>	<p><b>Previous topics built on in this topic:</b> Marking the moment, scripted drama</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in class, small group and individual performance. Continuous</p>	

	<p>emotions across different cultures (e.g., folktales, myths, legends).</p> <ul style="list-style-type: none"> <li>• Students will be able to create original short scripts (e.g., 5-minute scenes) that incorporate elements from stories from other cultures, demonstrating their understanding of characterisation, dialogue, and narrative structure through improvisation and scriptwriting exercises.</li> <li>• Students will be able to confidently perform improvised scenes and scripted pieces, demonstrating an understanding of how to use voice, movement, and stagecraft to effectively communicate a story to an audience, drawing inspiration from storytelling traditions across different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Monologue</li> <li>• Gesture</li> <li>• Facial Expression</li> <li>• Pace</li> <li>• Projection</li> <li>• Inflection</li> <li>• Narration</li> </ul>		<p>evaluation and refining. Final evaluation</p>	
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## Year 9

### Year 9 assessment dates

Assessment week 1 – 08.12.2025

Assessment week 2 – 23.03.2026

Term	Content	Key Vocabulary	Sequencing	Assessment	Careers links & Experiences
<p><b>Summer 2</b> <b>Autumn 1</b></p>	<p><b>Topic: Performance Baseline</b> Students choose either music or drama and create a performance which:</p> <ul style="list-style-type: none"> <li>• Demonstrates their current skill level in their chosen discipline</li> <li>• Encourages new groupings and pairings in a new class</li> <li>• Develops confidence when performing to an audience of peers</li> <li>• Develops effective communication with an audience.</li> <li>• Encourages and develops peer feedback and response</li> </ul>	<p>Music</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Tempo</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Timbre</li> <li>• Articulation</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>• Stage Directions (Upstage, Downstage etc)</li> <li>• Blocking</li> <li>• Character (Development, Motivation, Objective)</li> <li>• Projection</li> <li>• Improvisation</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Year 7 and 8 performance projects</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Participation in small group or individual performance. Continuous evaluation and refining. Final evaluation</p>	<p>START PROFILE Performing arts careers activities</p>

<p><b>Autumn 2</b> <b>Spring 1</b></p>	<p><b>Topic: Creating Performance in Response to Stimulus</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify and articulate the key themes, emotions, and messages within the given stimulus (e.g., a poem, a piece of music, a visual art piece, a current event).</li> <li>• Students will be able to define a specific target audience for their performance and create a suitable context for their chosen performance style.</li> <li>• Students will research the work of relevant performing arts practitioners (e.g., directors, choreographers, composers) and use their findings as a basis for their own creations.</li> <li>• Students will experiment with a range of performance techniques (e.g., physical theatre, improvisation, mime, storytelling, musical structures, harmony etc.) to effectively communicate their interpretation of the stimulus.</li> <li>• Students will give and receive feedback throughout the process, and after the final performance and will respond to the feedback given by others.</li> </ul>	<p>Music</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Melody</li> <li>• Harmony</li> <li>• Rhythm</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Instrumentation</li> <li>• Structure</li> <li>• Motif</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>• Devising</li> <li>• Stimulus</li> <li>• Improvisation</li> <li>• Physical Theatre</li> <li>• Tableau</li> <li>• Characterisation</li> <li>• Narrative</li> <li>• Theme</li> <li>• Genre</li> <li>• Structure</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Creating Drama from Stimulus, music performance projects</p>	<p>Assessment week 1 – 09.12.2024</p> <p><b>Consolidation/Summative assessment:</b></p> <p>Contribution to creative process towards final performance. Continuous evaluation and refining. Final evaluation</p>	
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<p><b>Spring 2 Summer 1</b></p>	<p><b>Topic: Performing Arts In Practice</b></p> <ul style="list-style-type: none"> <li>• Students plan and prepare a performance in response to a given brief which incorporates:             <ol style="list-style-type: none"> <li>1. Target Audience</li> <li>2. Performance Venue</li> <li>3. Intention and Purpose</li> <li>4. The work of other practitioners</li> <li>5. Budget and Resources</li> <li>6. Production Roles and Responsibilities</li> <li>7. Marketing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Producer</li> <li>• Director</li> <li>• Stage Manager</li> <li>• Choreographer</li> <li>• Set Designer</li> <li>• Costume Designer</li> <li>• Lighting Designer</li> <li>• Sound Designer</li> <li>• Props Manager</li> <li>• Performer</li> <li>• Front-of-House Staff</li> <li>• Marketing/Publicity</li> <li>• Venue</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>All previous performance topics</p>	<p>Assessment week 2 – 31.03.2025</p> <p><b>Consolidation/Summative assessment:</b></p> <p>Portfolio of work which accompanies the performance</p>	<p>Production Roles and Responsibilities</p>
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