Performing Arts at Coombe Wood School

Performing Arts Vision Statement
Our Performing Arts curriculum aims to **unlock every student's potential, inspire growth and champion wellbeing through the power of Music and Drama**. We believe lessons should be **relevant, engaging and fun**, whilst developing skills that extend far beyond the classroom. Through creating, performing and collaborating, students develop **communication, teamwork, creativity, confidence, public speaking, resilience and empathy**. We provide an inclusive and ambitious curriculum that encourages students to **take creative risks, discover their voice and celebrate their progress**. Through exposure to diverse music, theatre, cultures and practitioners, we develop students' **cultural capital**, curiosity and appreciation of the arts. We believe independence is developed progressively through carefully sequenced learning, with students moving from **supported exploration towards confident, self-directed practice**. At Key Stage 3, students build foundational skills, knowledge and vocabulary through teacher modelling, structured practical activities and guided experimentation. They begin to make creative decisions, reflect on their progress and take responsibility for their contributions. As students progress into Key Stage 4 and Key Stage 5, they are increasingly encouraged to work autonomously, apply subject-specific knowledge, solve problems, respond to feedback and justify their artistic choices. They develop the confidence to plan, rehearse, refine and evaluate their work with greater independence, whilst recognising the value of collaboration and reflection. Our ambition is for students to become **independent, reflective and resourceful** creators, designers and performers who can articulate their thinking, make informed creative decisions and take ownership of their learning both within and beyond the classroom. Above all, we aim to **inspire a lifelong passion for Performing Arts**, giving every student the opportunity to experience the joy of creativity, the confidence of performance and the sense of belonging that comes from working together. **Our vision is to develop confident, creative and culturally aware young people who have the skills, resilience and passion to thrive.**

Drama at Coombe Wood School

Subject Vision Statement

Our Drama curriculum aims to unlock students' creativity, inspire confidence and develop their ability to communicate through practical exploration, performance and reflection. Students learn by **doing**: devising original work, exploring scripts, experimenting with characterisation, designing costume and set and applying theatrical techniques to communicate meaning and engage an audience.

Alongside practical skill development, students are taught to confidently articulate their creative intentions and evaluate their work using **accurate, subject-specific theatrical vocabulary and terminology**. Through collaborative exploration, students develop empathy, teamwork, resilience and public speaking skills, whilst gaining an appreciation of diverse practitioners, styles and theatrical traditions.

Throughout the learning journey, we progressively foster **independence in creating, performing and evaluating Drama**, empowering students to make informed artistic choices, take creative risks and develop their own unique voice as performers and theatre-makers. We follow the Eduqas specification at GCSE which allows students to gain real world knowledge of both performance and design.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Introduction to Drama: working as an ensemble	Myths & Legends: Using dramatic devices	Refugee Boy: Exploring Character	Ernie's Incredible Illucinations: Script	Darkwood Manor: Creating atmosphere	Sparkleshark: Devising from a script
8	Commedia dell'Arte	Battle Cries: Using history as a stimulus	Superheroes: Mastering dramatic devices	Let Him Have It: Theatre Makers	Terrible Fate of Humpty Dumpty: Script	Shakespeare Today! Romeo & Juliet vs Noughts & Crosses
9	Physical Theatre: The Curious Incident of the Dog in the Nighttime	Theatre in Education	Punch: Portraying Conflict on Stag	DNA: Script & Characterisation	Stanislavski: Game Over	Pop Culture
10	Drama GCSE Induction: Theatre Makers Toolkit	Responding to Stimuli: Devised Theatre	Scripted Performance Project	Exploring Set Texts: I Love You Mum, I Promise I Won't Die	Component 3: Evaluating Live Theatre	GCSE Component Consolidation
11	Component 1: devising preparation	Component 1: devising performance	Component 2: performing scripts	Component 3: Set Text consolidation	Component 3: Live Theatre consolidation	

Music at Coombe Wood School

Subject Vision Statement

Our Music curriculum aims to unlock students' musical potential, inspire creativity and foster a lifelong love of music through practical exploration, performance, composition and listening. Students learn by **making music**, developing their understanding of musical elements and techniques through active participation, experimentation and collaboration across a diverse range of genres, styles and traditions.

Alongside practical musicianship, students develop the confidence to explain, analyse and evaluate music using **accurate, subject-specific musical vocabulary and terminology**. Through performing and composing individually and in ensembles, students strengthen their creativity, communication, teamwork, resilience and self-expression, whilst building their cultural awareness and appreciation of music.

Throughout the secondary journey, we progressively foster **independence in performing, composing and appraising**, enabling students to make informed musical decisions, refine their own work and take increasing ownership of their musical development. We follow the Eduqas specification at GCSE allowing students to gain knowledge of the breadth of the music industry in the modern day.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Introduction to Music: Keyboard Skills & Voice	Ensemble Performance: Ukuleles & Voice	Composition: MIDI inputting skills on Bandlab	Musical Skills: Arrangement	Programme Music: Composition	Folk Music of the British Isles
8	Djembe Drumming	Solo Performance: Fur Elise & Replay	EDM: Using MIDI to create Structure	Blues Music	Music Theory & Composition (Blues)	Popular Music
9	Protest Music	Performance Skills	Film Music	Dance Music	Music Theory & Composition	Ensemble Performance
10	AO1: Set Work 1 (Badinerie & Bach)	AO4: Pop Music Melodies & Chords	AO2: Ensemble Music & Set Work 2 (Toto)	AO3: Film Music	Free Composition & Performance Showcase	Musical Forms and Devices: Consolidation
11	Composition 2	Music for Ensemble: Classical Music	Pop Music: Bhangra & Fusion	Music for Ensemble: Polyphonic	Practice Exam Questions: Appraising Focus	