

# The British School Kathmandu. Performing Arts Workshop Curriculum overview

	Year 5 - Music/movement	Year 6- Music/movement	Year 7 - Music/movement	Year 8 - Music/movement	Year 9 - Drama/movement
<b>Term 1</b>	<p>Music - Students will learn how to perform complex, multi-part Orff arrangements, including elements of drama and movement. Students will be assigned to groups and will develop basic skills in performing pieces with soprano recorder (possibly Alto for some Y6), barred instruments, and voice together.</p> <p>Drama - Students will develop core understandings of basic drama concepts and acting abilities, and develop a dialogue/simple script that aligns with the students' Orff performance.</p> <p>Movement - Students will explore basic forms of movement and choreography, and develop some movement accompaniment for the student-directed Orff piece, including elements of student-chosen and directed choreography.</p> <p><b>Skills/Techniques/Learning: Musical part-work, basic recorder, script and character development, movement creation.</b></p> <p><b>Assessment/Performance Opportunities: Recorder/Orff arrangement production at end of term - possibly can culminate in a simple, straight-forward Orff arrangement of The Flying Witch by Jane Yolen.</b></p>	<p>Music - Students will learn how to perform complex, multi-part Orff arrangements, including elements of drama and movement. Students will be assigned to groups and will develop basic skills in performing pieces with soprano recorder (possibly Alto for some Y6), barred instruments, and voice together.</p> <p>Drama - Students will develop core understandings of basic drama concepts and acting abilities, and develop a dialogue/simple script that aligns with the students' Orff performance.</p> <p>Movement - Students will explore basic forms of movement and choreography, and develop some movement accompaniment for the student-directed Orff piece, including elements of student-chosen and directed choreography.</p> <p><b>Skills/Techniques/Learning: Musical part-work, basic recorder, script and character development, movement creation.</b></p> <p><b>Assessment/Performance Opportunities: Recorder/Orff arrangement production at end of term - possibly can culminate in a simple, straight-forward Orff arrangement of The Flying Witch by Jane Yolen.</b></p>	<p>Inspired by the theme of 'The light in Winter' Y7 students will explore a range of musical and movement skills through rehearsal, composition, choreography and performance.</p> <p>Students will explore:</p> <p>In music, they will refine instrumental technique on tuned percussion, strings, and guitar, strengthen ensemble awareness and timing, and perform as part of a group.</p> <p>Through the KS3 Choir, students will practise singing mainly melody, as well as some harmonies and develop pitch accuracy and expressive delivery, and improve their ability to read vocal repertoire.</p> <p>In the Pentatonic Ensemble, they will compose and perform using the pentatonic scale, exploring musical structure, texture, and collaborative creativity.</p> <p>In dance, students will learn choreographed routines to <i>Wintersong</i> and <i>Winter</i> from <i>The Four Seasons</i>, developing expressive movement, storytelling, musicality, and ensemble synchronisation. They will respond physically to changes in tempo and dynamics, and collaborate with musicians to deliver a cohesive live performance.</p>	<p>Inspired by the theme of 'The light in Winter' Y7 students will explore a range of musical and movement skills through rehearsal, composition, choreography and performance.</p>	<p>Students undertake a group exploration of a <a href="#">30 minute version of a Shakespeare play</a></p> <p>They will explore Shakespeare's language, understand the plot and how to direct, act, stage and design a production.</p> <p>Performing Shakespeare's complex language helps students articulate thoughts clearly and use body language effectively, boosting their verbal and non-verbal communication skills.</p> <p>Taking on roles and performing before an audience fosters self-assurance and reduces stage fright, encouraging students to embrace new challenges.</p>
<b>Term 2</b>	<p>Students will prepare for their Winter Production to be performed in the penultimate week of Term 2, including song memorization, dialogue practice, and choreography practice.</p>	<p>Students will prepare for their Winter Production to be performed in the penultimate week of Term 2, including song memorization, dialogue practice, and choreography practice.</p>	<p>Students will be working towards the winter concert performance of The Light in Winter involving a wide range of music, dance routines.</p>	<p>Year 8's learning will run parallel and in tandem with the PAWS Y7 with students learning 2 or 3 part harmony lines to the repertoire, utilising tuned instruments will continue to develop ensemble skills by rehearsing Winter from the Four Seasons and performing</p>	<p>Students will block and stage the production, rehearsing in groups to stage their production.</p>

				alongside the choreographed dance ensemble.	
Skills/ Techniques/ Learning:	<b>Skills/Techniques/Learning: Memorizing and rehearsal discipline.</b>	<b>Skills/Techniques/Learning: Memorizing and rehearsal discipline.</b>	<b>Skills/Techniques/Learning:</b> Rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills, responding to others in performance, singing in melody and harmony, pitch accuracy, vocal projection, reading vocal repertoire and developing vocal skills.	<b>Skills/Techniques/Learning:</b> Rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills, responding to others in performance, singing in harmony, pitch accuracy, vocal projection - breath control, chest voice, head voice and falsetto.	<b>Skills/Techniques/Learning:</b> Communication & Confidence, Public Speaking & Expression, Self-Confidence, Textual Analysis, Creative Problem-Solving, Teamwork, Empathy, Vocabulary Expansion
Assessment/ Performance Opportunities :	<b>Assessment/Performance Opportunities: Winter Production.</b>	<b>Assessment/Performance Opportunities: Winter Production.</b>	<b>Assessment/Performance Opportunities:</b>  <b>Ongoing progress assessment each week and as the repertoire builds/rehearses. Students will be performing in the Winter Concert.</b>	<b>Assessment/Performance Opportunities:</b>  <b>Ongoing progress assessment each week and as the repertoire builds/rehearses. Students will be performing in the Winter Concert.</b>	<b>Assessment/Performance Opportunities:</b>  <b>To culminate in a production of a 30 minute Shakespeare Production to be performed to students</b>
<b>Term 3</b>	Students will develop skills in hand drumming, body percussion, and hand clapping activities from around the world, possibly culminating in a student-composed hand clapping project. Recorder skills and ukulele skills may be interwoven into this unit as well. Some of this term will also be needed for Community Concert practice, which will interweave student skills in choreography, instrumental performance and harmonic vocals.	Students will develop skills in hand drumming, body percussion, and hand clapping activities from around the world, possibly culminating in a student-composed hand clapping project. Recorder skills and ukulele skills may be interwoven into this unit as well. Some of this term will also be needed for Community Concert practice, which will interweave student skills in choreography, instrumental performance and harmonic vocals.	Students undertake a Spring Concert featuring songs and music from Stage and Screen.  Students will build on the previous terms learning and continue to strengthen their musical and performance skills. They will learn how to tell stories through music, sing confidently in a choir, and perform well-known songs from films and musicals.  Through the dance elements, students will learn how to use movement to express emotion and match actions to music.  They will develop coordination, timing, and teamwork as they rehearse and perform group routines. They will also build their confidence on stage, work together as a team, and learn how to express themselves through music, movement, and acting. Overall, this will help students become creative and confident performers.	Students will build upon their prior learning: exploring new vocal techniques, including proper posture, breathing, diction, and articulation, to sing confidently in a choir setting.  Students will rehearse and perform well-known songs, enhancing their understanding of musical styles and performance practices. Some students will continue their learning of ensemble coordination and musical dynamics by playing in a rock band, while others will take on solo singing parts or join in with choreographed dance.  Others will take advantage of solo parts, focusing on vocal expression, stage presence, and character interpretation.	Students undertake an 8 week block of sessions on Dance linked to the genre/location they have chosen for their production (e.g if they choose to set it in 1930s/40s Italy, they may learn Jitterbug).  They will explore dance styles from different countries/cultures/time periods  Once the students have completed this, they will incorporate this into 2 scenes from Much Ado About Nothing

<p>Skills/ Techniques/ Learning:</p>	<p><b>Skills/Techniques/Learning:</b> Choreography, instrumental performance and harmonic vocals.</p>	<p><b>Skills/Techniques/Learning:</b> Choreography, instrumental performance and harmonic vocals.</p>	<p><b>Skills/Techniques/Learning:</b> Rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills, responding to others in performance, singing in melody and harmony, pitch accuracy, vocal projection, reading vocal repertoire and developing vocal skills - breath control, chest voice, head voice and falsetto.</p>	<p><b>Skills/Techniques/Learning:</b> Rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills. Storytelling through dance, responding to musical phrasing, musicality in movement, spatial awareness, body coordination, ensemble synchronisation, responding to tempo changes.</p>	<p><b>Skills/Techniques/Learning:</b> Communication &amp; Confidence, Expression, Self-Confidence, Creative Problem-Solving, Teamwork, Empathy, Coordination.</p>
<p>Assessment/ Performance Opportunities :</p>	<p><b>Assessment/Performance Opportunities:</b> <b>Community Concert and Eco-Fair</b></p>	<p><b>Assessment/Performance Opportunities:</b> <b>Community Concert and Eco-Fair</b></p>	<p><b>Assessment/Performance Opportunities:</b> Students will have the opportunity to perform in the Spring Concert, performing items learned in PAWs. There will also be opportunities for students to audition for solos, group performances in the theme of musicals/film.</p>	<p><b>Assessment/Performance Opportunities:</b> Students will have the opportunity to perform in the Spring Concert, performing items learned in PAWs. There will also be opportunities for students to audition for solos, group performances in the theme of musicals/film.</p>	<p><b>Assessment/Performance Opportunities:</b> The dances will be included in their final performances</p>
<p><b>Term 4</b></p>	<p>This term will be a continuation of Term 3, meaning the students will further their hand drumming skills combined with Orff orchestration, and prepare for their Community Concert.</p>	<p>This term will be a continuation of Term 3, meaning the students will further their hand drumming skills combined with Orff orchestration, and prepare for their Community Concert.</p>	<p>Students undertake performance activities in music, drama and dance that will prepare them for performances in terms 1 and 2 - 2026.</p> <p>They will explore ...</p> <p>Once the students have</p>	<p>Students undertake a ...</p> <p>They will explore ...</p> <p>Once the students have</p>	<p>Students undertake a final series of technical and dress rehearsals for the final performance. They understand and choose lighting, sound, costumes and props to add into their production.</p> <p>They will explore technical elements of theatre. Students learn to convey themes, emotions, and historical contexts through visual elements like set design, costumes, and lighting, enhancing their ability to communicate narratives non-verbally.</p> <p>Once the students have</p>
<p>Skills/ Techniques/ Learning:</p>	<p><b>Skills/Techniques/Learning:</b> Choreography, instrumental performance and partwork and harmonic vocals.</p>	<p><b>Skills/Techniques/Learning:</b> Choreography, instrumental performance and partwork and harmonic vocals.</p>	<p><b>Skills/Techniques/Learning:</b> <b>Instrumental technique, rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills, responding to others in performance, singing in harmony, pitch control, vocal projection, reading musical notation, understanding rhythm and dynamics, expressive vocal performance, composing using the pentatonic scale, understanding musical structure, understanding texture, collaborative composition, applying basic music theory, learning choreographed routines, retaining choreography, expressive</b></p>	<p><b>Skills/Techniques/Learning:</b> <b>Instrumental technique, rehearsal discipline, ensemble coordination, timing accuracy, rhythmic accuracy, listening skills, responding to others in performance, singing in harmony, pitch control, vocal projection, reading musical notation, understanding rhythm and dynamics, expressive vocal performance, composing using the pentatonic scale, understanding musical structure, understanding texture, collaborative composition, applying basic music theory, learning choreographed routines, retaining choreography, expressive</b></p>	<p><b>Skills/Techniques/Learning:</b> <b>Visual Storytelling, Historical and Cultural Research, Stagecraft Fundamentals, Teamwork, Constructive feedback</b></p>

			<p>movement, emotional interpretation, storytelling through dance, responding to musical phrasing, musicality in movement, spatial awareness, body coordination, ensemble synchronisation, responding to tempo changes, interpreting instrumental textures, performing with live musicians, teamwork, collaboration, creative expression, active listening, performance confidence, communication skills, time management, rehearsal planning, adaptability, openness to feedback, and interdisciplinary awareness.</p>	<p>movement, emotional interpretation, storytelling through dance, responding to musical phrasing, musicality in movement, spatial awareness, body coordination, ensemble synchronisation, responding to tempo changes, interpreting instrumental textures, performing with live musicians, teamwork, collaboration, creative expression, active listening, performance confidence, communication skills, time management, rehearsal planning, adaptability, openness to feedback, and interdisciplinary awareness.</p>	
<p>Assessment/Performance Opportunities :</p>	<p>Assessment/Performance Opportunities: <b>Community Concert</b></p>	<p>Assessment/Performance Opportunities: <b>Community Concert</b></p>	<p>Assessment/Performance Opportunities:</p>	<p>Assessment/Performance Opportunities:</p>	<p>Assessment/Performance Opportunities: <b>The set, sound, lighting and costumes will be used in their final production.</b></p>

Notes:


Calendar events:

<p>Enrichment week? Is there the ability to put the year 9 productions and a Senior Production in a local theatre (Nepal Film Campus) at the same time? Cheaper to put 2 productions on at once and offers a Junior and Senior play. This provides a performance opportunity for all of Year 9,</p>
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and an opportunity for all students in the school to watch a production in Enrichment week (KS3 and Primary students would watch the Year 9 plays and Senior students would watch Jerusalem).

I envisage 2 performances of each production (matinee for school and evening for parents). Possibly Tuesday/Thursday or Wednesday/Thursday of enrichment week. TBD

[Winter proposal/costings](#)

[Spring proposal/costings](#)

[Y9 PAWS proposal](#)

[Enrichment week/costings](#)

Submission deadlines: