



Subject: Dance

Dance inspires, challenges and motivates every student, no matter what their level of ability. Dance is a powerful and inspiring subject that encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. All students at Sydenham are encouraged to participate both inside and outside of the lesson and we have a strong tradition of high quality and diverse performance both within school and the local and wider communities. Our curriculum at KS3, 4 and 5 is well established and develops students as performers, choreographers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of dance from different genres and cultures. The curriculum enrichment provision includes 'SDance' – Sydenham Dance Company, Style based clubs, support, rehearsals and theatre visits. Past students from Sydenham have gone on to study dance at London Contemporary Dance School, Rambert Dance School and Laban as well as at various Universities

Key Stage Three

In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances.

Key Stage Four

BTEC and GCSE Dance presents students with opportunities to further develop an understanding of dance and increase their knowledge of a range of techniques and composition devices through performing, choreographing and appreciating dance. The BTEC and GCSE Dance courses are enjoyable and stimulating for candidates from diverse backgrounds. Students develop life-skills including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence

Key Stage Five

At KS5, the curriculum offers both A Level Dance and BTEC Level Three Performing Arts – Dance. These courses enable all students with previous prior Dance experience to continue with their Dance Studies furthering their ability to perform, choreograph and engage critically with the work of professional In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence practitioners as well as themselves and their peers. After completing their courses students regularly go on to continue with their Dance studies at Degree / Diploma level. Notably students have gone on to prestigious centres such as London Contemporary Dance School, Rambert Dance School and Laban as well as various Universities.



Subject: Music

“One good thing about music, when it hits you, you feel no pain” – Bob Marley – Trenchtown Rock

Music is one of the most important creative and expressive arts and provides the opportunity to develop skills and confidence in a number of individual and group settings. All students at Sydenham are encouraged to participate in music both inside and outside of the classroom and we have a strong tradition of high-quality and diverse concerts both within school and the local and wider communities. Our curriculum is well established and develops students as performers, composers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of music from different genres and cultures. The extra-curricular programme involves large ensembles such as Swing Band and Orchestra as well as smaller rock bands and a number of different choirs. Past students from Sydenham have gone on to study music at The Brit School, Trinity Laban Conservatoire and Goldsmiths University.

Key Stage Three

Topics are based on practical work and theoretical knowledge and understanding. Current topics at KS3 are a Bridging Unit, Musical Theory, Music and Media, Indian Music, Theme and Variations, The Blues, Pop Music Performance and Songwriting.

Key Stage Four

KS4 Students have the opportunity to study GCSE Music (AQA Exam Board) and have between 100 and 150 minutes of lessons each week. The course covers Performing (30%), Composing (30%) and Listening/Appraising (40%). Performing requires students to record both a solo and ensemble performance on any instrument. Composing requires students to create two compositions (one ‘free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study part of Haydn’s Clock Symphony and three specific Beatles songs from the album Sgt Pepper’s Lonely Hearts Club Band.

Key Stage Five

KS5 Students have the opportunity to study A-Level Music (AQA Exam Board) and have 300 minutes of lessons each week. The course covers Performing (35%), Composing (25%) and Listening/Appraising (40%). Performing requires students to prepare a minimum of 10 minutes of repertoire on any instrument. Composing requires students to create two compositions (one ‘free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study repertoire within Western Classical Music and Popular Music to be able to answer a range of questions including essays.



Subject: Drama

Drama is a key part of the creative and dynamic curriculum here at Sydenham and allows students to make, develop and create theatre work in a safe and supportive environment. The drama curriculum looks at key historical theatre movements as well as a range of key play texts and genres, focusing on academic literacy as well as performance skills and attributes. Students over the course of study are able to apply their knowledge and understanding when creating and responding to drama as well as develop a range of theatrical skills and apply them to productions whether as a performer or designer. At Sydenham we foster a culture of working collaboratively to generate performance work and students develop communication skills so they can present ideas for performances both inside and outside the classroom. As a discrete subject, drama encourages students to be independent and reflective learners who are able to make informed choices and we constantly analyse and reflect upon the work we create. Many of our students take part in extra-curricular drama activities within school as well as become members of drama groups within the community. Many students take part in the whole school production, which is a school wide performance that works across all the areas of performing arts including aspects of design and technology, art and textiles. We have strong links with a range of theatre institutions and organisations to give students access to world-class theatre practices and methodologies both within the classroom and on theatre trips and visits.

Key Stage Three

We explore topics such as Greek Theatre as well as Shakespeare and Commedia Del-Arte. Students work in groups as well as individually on tasks and get to learn about the Semiotics of theatre and how meaning is created. Students will be expected to complete homework from year 7 and undertake a range of tasks like script analysis, learning key terminology and conducting research into playwrights and styles of work. Home learning will also include line learning and play text analysis similar to GCSE style questions to build key vocabulary. There are after school drama clubs at KS3

Key Stage Four

We introduce the key genres of theatre in more depth, and students explore a range of texts and dramatic structures in-line with more complex theatrical techniques. Coupled with the practical work students look at the key components of the written exam and begin interleaving key questions throughout the year completing Mock exams in all three components. The core aspects of the course for GCSE are Component 1- Devising plays. Component 2 Text in Performance. Component 3 Theatre Makers in Practice. Each student is able to take a personalised path through the course choosing elements of study that suit their strengths to maximise exam success as either a performer or designer. Students will complete home learning every week looking at and practising work related to all three components.

Key Stage Five

The Key Stage 5 curriculum prepares students for the professional study of theatre and a career in performance and design work in the ever-popular industry of the creative arts. The 3 components allow for a more dynamic and flexible approach to learning and explore a wider range of mature and professional works. The focus of A level is a study of the historical, social and cultural contexts of a piece of theatre as well as several more detailed textual analysis of performance works and characterisation. Students also look at a range of influential theatre practitioners and use their methodologies to inform and create work. A timetable of activities and deadlines is set for students to work towards, building in a schedule of performance opportunities as well as academic study and rehearsal schedules



Subject: Physical Education

Physical Education is a key component to a student's well-being both mentally and physically. In PE, we aim to inspire all students to succeed and excel in competitive sport and physically demanding activities. We provide opportunities for students to become physically confident this will allow them to recognise the importance of an active and healthy lifestyle continuing into their future. The PE department delivers a challenging yet enjoyable curriculum across a wide range of sports and activities. There are also numerous sporting opportunities available before and after school to further develop those students who show a real passion for PE and sport.

Key Stage Three

We teach the main sports that lead well into choosing GCSE PE as an option. These sports cover both team and individual games, allow students to start making decisions about their performance and take on different roles such as leader, official, and coach. Students also complete homework in relation to warming up, muscles and bones in the body and leadership.

Key Stage Four

KS4 Students have 100 minutes of core PE a week. In Year 9 and 10, we introduce new sports that students have not covered in Year 7 and 8, which continue to develop their skills, knowledge and leadership skills. In Year 11, we do a year round competition with winning teams each half term receiving prizes and certificates to encourage participation, have fun and work out.

In year 9 students can choose to study GCSE PE. This course covers two components: Fitness and body systems and Health and Performance. Students are assessed on these components and on 3 sports and 1 piece of coursework.



Curriculum Information



Curriculum Breakdown Dance: Key Stage Three, Four and Five

Year group	Unit of work	When taught	Skills Assessed
7	Actions	Autumn 1	Performance Composition Critical Appreciation
	Ballet	Autumn 2	Performance Composition Critical Appreciation
	Country and Western	Spring 1	Performance Composition Critical Appreciation
	Jazz	Spring 2 /Summer 1	Performance Composition Critical Appreciation
	Thematic	Summer	Performance Composition Critical Appreciation
			Performance Composition Critical Appreciation
8	Contemporary	Autumn 1	Performance Composition Critical Appreciation
	Indian	Autumn 2	Performance Composition Critical Appreciation
	Technologic	Spring 1	Performance Composition Critical Appreciation
	Rock and Roll	Spring 2 / Summer	Performance



Curriculum Information



			Composition Critical Appreciation
	Musical Theatre	Summer	Performance Composition Critical Appreciation
9	Set Phrases	Autumn 1	Performance Composition
	Dance in the Community	Autumn 2	Performance Choreography
	Within Her Eyes	Spring 1	Contact Performance Composition Critical Appreciation
	Emancipation of Expressionism	Spring 2	Street Dance Performance Composition Critical Appreciation
	A Linha Curva	Summer 1	Capoeira Performance Composition Critical Appreciation
	Infra	Summer 2	Contemporary Performance Composition Critical Appreciation
10	Preparation for BTEC: Component 1 Exploring the Performing Arts	Autumn 1	Performance Composition



Curriculum Information



	Preparation for Component 2 Developing skills and techniques	Autumn 2	Performance
	Choreography	Spring 1	Choreography Performance
	Technique	Spring 2	Performance
	BTEC Component 1 Written report writing GCSE Performance Duets / Trio	Summer 1	Critical Appreciation through report writing Performance
	BTEC Component 2 Repertoire GCSE Set Phrases	Summer 2	Performance
11	BTEC: Component 1 Exploring the Performing Arts	Autumn 1/2	Performance Composition Critical Appreciation through report writing
	Component 2 Developing skills and techniques	Autumn 2/ Spring 1	Performance Critical Appreciation through log book writing
	Component 3 Performing to a brief	Spring 1/2	Composition Performance Critical Appreciation through written exams
	GCSE: Set Phrases	Autumn 1 /2	Performance
	Performance Trio	Autumn 2/ Spring 1	Performance
	Solo Choreography	Spring 1/2	Choreography
	Dance Appreciation	Summer Year 10 – Summer Year 11	Anthology of 6 professional set dance works Critical Appreciation of own work (Performance and Choreography)
12	Solo Choreography	Autumn 1 /2	Composition
	Performance in a Quartet	Autumn 2 Spring 1/2	Performance



Curriculum Information



	Solo Performance	Summer	Performance
	Theory: Rooster	Autumn Spring	Appreciation Analysis
	Theory: Sutra	Autumn Spring	Appreciation Analysis Essay writing
13	Solo Performance	Autumn 1 / 2 Spring 1	Performance
	Group Choreography	Autumn 1 / 2 Spring 1	Composition
	Performance in a Quartet	Autumn 2 Spring 1	Performance
	Theory: Rambert	Autumn 1/ 2	Appreciation Analysis Essay writing
	Theory: Independent Contemporary Dance Scene	Spring 1 / 2	Appreciation Analysis Essay writing
	Revision of Year 12 Theory	Ongoing Summer 1	Essay writing Question answering
	Past papers	Summer 1	Exam practice Timed conditions



Curriculum Information



Curriculum Breakdown Physical Education: Key Stage Three, Four and Five

Key Stage Three:

Pupils have PE once a fortnight for a double period.

Autumn and Spring Terms

All pupils in years 7 and 8 will have covered Badminton, Netball and Fitness.

Summer Term

All pupils will cover Athletics and Strike & Field (rounders, cricket & softball).

We endeavour for each year group to have covered the same sports each year but due to which other classes/year groups are on at the same time, available spaces and split lunches this is not always possible.

Key Stage Four:

Year 9 & 10

Pupils have PE once a week for a double period.

Autumn and Spring Terms

Pupils will cover a variety of sports from the list below:

- Football
- Basketball
- Volleyball
- Handball
- Tag Rugby
- Fitness

Summer Term

Pupils will cover Athletics and Strike & Field (rounders, softball & cricket).

Year 11



Curriculum Information



Pupils have PE once a week for a double period.

Two classes are always on at the same time. They pick their teams of 10 for the year and team names. They are then in a competition with the other 5 groups for that year. They get points as a team for all being in full kit, team work, sportspersonship and winning the competition. At the end of each half term the overall winning team receives 5 merits per pupil and a prize and also we award pupils certificates for sporting spirit. They can achieve these in respect, determination, self-belief, honesty, team work and determination.

Each lesson they do a different activity/sport to keep them engaged and active. Some of them are:

- End zone
- Bench ball
- Dodge ball
- Ultimate Frisbee
- Football
- Team building competitions
- Volleyball
- Basketball
- Obstacle course
- Kickball
- Rounders



Curriculum Information



Curriculum Breakdown Music: Key Stage 3 and 4

Year group	Unit of work	When taught	Skills Assessed	Description
7	Bridging unit	Autumn 1	Performance (solo) Listening (test) Composition (Pairs)	<ul style="list-style-type: none"> Initial listening test Keyboard / Other instrument solo performance Animals keyboard composition task
	Notation	Autumn 2 / Spring 1	Ensemble performance Listening (formative)	<ul style="list-style-type: none"> Use of Untuned percussion instruments Learning to read musical notation Group work – Performance of “Time Flies” piece Individual performance task
	Music and Media	Spring 2 / Summer 1	Composition to a brief Listening (formative)	<ul style="list-style-type: none"> Use of Garageband software Paired compositions to accompany cartoon clip
	Indian Music	Spring 2 / Summer 1	Ensemble performance Improvisation Arranging Listening (formative)	<ul style="list-style-type: none"> Use of acoustic guitars and Untuned percussion Group arrangement and performance task Improvisation
	Disney	Summer 2	Solo / Paired performance Listening (formative)	<ul style="list-style-type: none"> Learning a range of Disney songs using voice and keyboard Developing vocal technique Individual / Paired performance task
8	African Music	Autumn 1	Listening task. Ensemble composition and performance	<ul style="list-style-type: none"> Use of Untuned percussion Group arrangement and performance task Improvisation
	Theme and Variation	Autumn 2 / Spring 1	Paired Performance Paired Composition Use of Musical Elements	<ul style="list-style-type: none"> Use of keyboard to learn a range of themes Composition and performance of variations using range of musical elements Paired assessment task



Curriculum Information



	The Blues	Spring 1 / 2	Performance (keyboard, duet or solo) including improvisation. Listening (formative)	<ul style="list-style-type: none"> • Use of keyboard to learn 12-bar blues parts • Arrangement and performance of blues pieces • Lyric-writing and singing • Paired assessment task
	Pop Music / Songwriting	Summer	Performance (groups) Composition (groups)	<ul style="list-style-type: none"> • Developing understanding of pop music including structure • Learning a range of pop songs • Creating a cover version of a pop song using Music Technology or live instruments • Song-writing composition task • Group work
9	Pop Music Covers	Autumn 1	Ensemble performance skills	<ul style="list-style-type: none"> • Recapping understanding of pop music features • 4-chord cover version task • Creating a cover version of a pop song using live instruments • Group work through performance
	Minimalism	Autumn 2	Individual composition task and write-up Listening homework tasks	<ul style="list-style-type: none"> • Developing understanding of Minimalism genre • Use of Logic software • Individual Music Technology composition task
	Western Classical Tradition	Spring 1	Individual written task Individual performance Listening homework tasks	<ul style="list-style-type: none"> • Developing understanding of a range of Western Classical periods • Individual keyboard performance task
	Film Music	Spring 2	Individual composition task and write up	<ul style="list-style-type: none"> • Developing understanding of Film Music • Use of Logic software • Individual Music Technology composition task to accompany a chosen film clip
	Rhythm and Pulse	Summer 1	Group practical task Focused listening questions	<ul style="list-style-type: none"> • Following subject content from AQA GCSE Music
	Timbre and Dynamics	Summer 1	Group practical task Focused listening questions	<ul style="list-style-type: none"> • Following subject content from AQA GCSE Music



Curriculum Information



	Structure and Form	Summer 2	Group practical task Focused listening questions	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Texture and Melody	Summer 2	Group practical task Focused listening questions	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
10	Free Composition	Spring-summer	Coursework – to be finally completed by end of September of year 11	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Music Theory	Throughout the year	Written tasks	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Listening Skills	Throughout the year	Low stake tests and focused questions End of year mock Walking talking mock	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Performance	Throughout the year	Summative coursework	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	The Beatles	Spring-summer	Written past paper questions	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
11	Haydn	Autumn-Summer	Written past paper questions	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Composition To a Brief	Autumn-Spring	Composition to be completed by Easter break	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Performance	Autumn-Spring	2 performances to be recorded by Easter break	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Listening Skills	Throughout	Low stake tests and focused questions Mock 1 and 2 Walking talking mocks	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music
	Free Composition (cont.)	Autumn 1	Summative coursework - composition to be completed by end of September	<ul style="list-style-type: none"> Following subject content from AQA GCSE Music



Curriculum Information



Curriculum Breakdown Drama