

PERFORMING ARTS – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The Performing Arts curriculum prepares students to become independent and creative individuals. A range of topics allow students to develop an understanding and appreciation of different art forms within our modern society; these issues are explored through a range of different creative styles and themes.

As a subject Performing Arts develops communication, confidence, team work, independent thinking and leadership which implement skills that are important and transferable throughout life, careers and personal development.

The topics and themes that are explored throughout a student's education promotes an overall appreciation of the arts both inside and outside of the classroom developing discipline, control and focus, by allowing them to grow into well rounded adults. The well-being of students is crucial in the subject and can be reflected through the use of self and peer-assessment to ensure every individual receives the right encouragement to develop confidence and self-assurance.

Key Stage 3 learners are given the opportunity to secure the foundation of Performing Arts education and implement skills which will influence aspects of their future. This includes the use of Performing Arts terminology embedded in all lessons with a literacy focus which can improve their analytical writing skills across other subjects.

Key Stage 4 aims to allow learners to develop a deeper understanding of Performing Arts, its culture, background and influences, by exploring live theatre and how it is created. The qualification is a stimulating and fun which is enjoyed by all students. Learners have opportunities to experience how the professional industry work through theoretical tasks and practical exploration. Learners are responsible for their own practice and development, alongside teacher guidance and support, through-out the qualification. Showing the ability to build skills and prepare them as independent learners.

Extra – curricular activities are also introduced to students including a range of different performance opportunities. Some of these include, the school musical, school showcase, events within the local community and participating and leading drama-based workshops. These allow students to experience and develop a further understanding of the Performing Arts sector.

Performing Arts – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Skills Development		Theory
	Script Study		Devising

7	Introduction to Drama	The Twits	History of Comedy	Mischief Theatre	Bullying	Devising from a stimulus
8	Theatre Styles	Darkwood Manor	Theatre History	Homelessness	Dear Evan Hansen	Devising from a Stimulus
9	Teachers	A Monster Calls	Peer Pressure	<i>Everybody's Talking about Jamie</i>	Shakespeare	Devising from a Stimulus
<p><i>By the end of KS3 students should understand a range of theatrical styles and the background and history linked to them. Students will have developed a variety of techniques needed for both script work and devising to allow them to develop onto the KS4 curriculum. Students will develop social skills such as team work, communication, problem solving and creative thinking to allow them to develop as confident individuals. Students will have ample opportunities to reflect upon their work in both verbal and written form, in preparation for the reflective analysis needed at KS4.</i></p>						
10 BTEC TECH I2	Practical – Exploring the Performing Arts	Practical – Exploring the Performing Arts	Component 1 – Exploring the Performing Arts PSA	Component 1 – Exploring the Performing Arts PSA	Component 3 – Performing to a Brief Mock	Practical – Developing Skills and Techniques in the Performing Arts
	Theory – Analysing the Performing Arts	Theory – Analysing the Performing Arts				Reflection – Analysing the Performance
11 BTEC TECH I2	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 2 – Developing Skills and Techniques in the Performing Arts PSA	Component 3 – Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	Component 3 - Performing to a Brief Exam	
<p><i>By the end of KS4 students would have studied three theatrical practitioners and four dramatic texts. Alongside the text work students will develop an understanding of the Performing Arts industry and the job roles included. Devising also plays an important part in KS4 and students will have the opportunity to experiment with a range of dramatic devises to allow them develop their directing, playwriting and theatre making skills. KS4 lays the foundations for students wanting to continue Performing Arts at KS5.</i></p>						

PERFORMING ARTS: WIDER CURRICULUM

KS3	KS4
Year 9 Theatre trips in preparation for options KS4 theatre trips to support learning at BTEC School Musical Workshops to be delivered by outside visitors	Theatre visits linked to studied texts/practitioners/styles. School Musical Workshops with people who are working in the industry.
KS4– Leading workshops with local primary schools.	

DRAMA: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Year 7	Introduction to Drama	The Twits	The History of Comedy	Mischief Theatre	Bullying	Devising from a Stimulus
	Physical skills: Nonverbal communication Exaggeration Shape, size and weight Group work Teamwork and communication	Experiment with stereotypes and start embedding subtle habits, to block the space effectively for an audience. Understand the basic use of lighting, sound and costume to enhance a performance through the structure of script work, developing student's literacy skills.	Develop an understanding of theatre history & how to perform comedy. Workshops on how to present stock characters, vocal and movement skills, choreography of routines. Use of space and blocking the space, analysis of two styles of performance within the genre of comedy.	Devising an original piece of drama based on the practitioners Mischief Theatre. Encouraging students to use their creative thinking in a small ensemble. The focus is on creative skills & the importance of team work and acceptance within Drama.	Explore script study, performance poetry and characterisation techniques. Understand how drama can be an important element when showing issues in society. Social skills are also explored including communication, acceptance, discussion and empathy.	Introduction to the basic skills of the theatrical style, physical theatre. Work as a small ensemble to write and perform a piece of theatre based on a well-known fairy-tale, focussing on narrative and stock characters throughout the process.
Year 8	Theatre Styles	Page to Stage	Theatre History	Epic Theatre	Social Media	Devising from a stimulus
	Recap on prior learning gained in Year 7 and develop understanding of different styles including Chorus work, Physical Theatre and Theatre in Education.	Re-visit the skills developed in Year 7 and whilst also exploring skills linked to script work. Focus on staging, characterisation and the ability to analyse and take a script from the process of page to stage.	Explore different periods of theatre history and the type of theatre that was prominent at that time. Focus on both script and devising and include both the theory and performance skills included.	Develop theatrical techniques used in Epic Theatre to educate an audience on the subject matter. Develop their exploration and research skills when developing their final performance	Explore script study, and further develop how theatre can educate on social factors. Social skills are also explored including communication, acceptance, discussion and empathy.	The skills of devising are prominent allowing students to reflect on all of the skills that they have developed so far Develop understanding of performance space and how it can enhance a performance piece

Year 9	Teachers	A Monster Calls	Peer Pressure	Everybody's Talking about Jamie	Shakespeare	Devising Drama
	Develop characterisation skills, focussing on multi role play and archetypes Experiment with techniques to aid them with learning lines and blocking and directing scenes	Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more abstract. Focus on working as an ensemble, whilst also exploring important social messages.	Work as a small theatre company, developing their devising skills to create a piece of Theatre in Education based on 'Andy's Story' Explore and experiment with a selection of skills used in Theatre in Education such as: Direct audience address, audience participation, chorus work and ensemble work, to develop their devised work further	Explore the style of Musical Theatre, through the use of a script study that discusses themes such as equality, diversity and acceptance. Focus on characterisation, working as an ensemble and how to stage a script effectively.	Explore previous skills such as characterisation and script work Considering techniques that could make a piece of theatre more contemporary. Develop an understanding of a range of Shakespearean texts, whilst also gaining an understanding of theatre history.	Develop theatrical techniques used in a Docudrama to educate an audience on the subject matter, these include: Narration, flashbacks, hot seating, characterisation and the use of media Exploration and research skills when developing their final performance to enable them to educate an audience on the subject matter
KS4	Exploring Performing Arts		Developing Skills & Techniques		Exploring a Brief	
	Acting styles and genres, characterisation, vocal awareness, analysis of text and genre, devising, the application of theatrical techniques and strategies, directing others		Development of performance/design and interpretative skill Develop skills and techniques during the rehearsal process Application of skills and techniques during rehearsals & in/for performance Review own development & application of skills and techniques in/for performance		Understand how to respond to a brief through discussion and practical exploration activities Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief Vocal skills, physical skills, design skills and interpretative skills: showing time and place, presenting a character, creating humour or emotion	