



Performing Arts Curriculum Plan

Year 7

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Performing Arts is studied separately as dance and drama with lessons once a fortnight. There is a rotation of 5 lessons for each SoW spread across the academic year.</p> <ul style="list-style-type: none"> • Drama: The Terrible Fate of Humpty Dumpty • Dance: Street Dance, Diversity • Drama: Silent Movies • Dance: Parkour | | |
| Key Assessment | <p>Pupils are assessed every 5th lesson, based on their SoW. They receive teacher feedback and a GAP task focusing on the following;</p> <p>Drama: The Terrible Fate of Humpty Dumpty Performing scenes in groups from the naturalistic scripted play, that was created to teach people on the effects of bullying.</p> <p>The assessment focuses on performance skills such as use of voice, use of movement and the ability to learn lines from a script. This enables pupils to begin to learn how to act a character in a play. They then demonstrate their ability to act in final group performance.</p> <p>Dance: Street Dance, Diversity Choreographing and performing a street dance performance, using the key features of the style.</p> <p>The assessment focuses on street dance skills such as musicality, dynamics and spacing. The pupils use their teamwork and communications skills to choreograph and perform a final group performance.</p> <p>Drama: Silent Movies Students will learn the key features of a silent movie. They will focus on given scenarios and characters and learn how to successfully create their own silent movie in groups for entertainment purposes.</p> <p>The assessment focuses on problem solving, improvisation, creativity and quality of movement. The pupils use decision making to choose a scenario to devise and perform an entertaining silent movie.</p> <p>Dance: Parkour A modern dance style that can tell a story, based on a stimulus. Pupils learn a selection of movements to rehearse and perform as a group.</p> <p>The assessment focuses on strength and endurance and the rehearsal process to structure a contemporary dance with elements of contact work. Pupils use their knowledge to demonstrate their ability to perform in final group performance.</p> | | |
| Why is it studied? | <p>The KS3 Performing Arts curriculum gives pupils an equal balance of studying dance and drama, with an equal opportunity to perform, choreograph/ devise and evaluate.</p> <p>In year 7, drama is studied first to help introduce Performing Arts as a subject using a play based on KS3 school pupils, which year 7s can relate to. When studying drama, we firstly focus on a scripted piece so pupils can learn basic skills such as use of voice, use of movement and the ability to learn</p> | | |

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| | <p>lines from a script. This enables pupils to begin to learn how to act a character in a play. This provides pupils with the foundations of acting and allows them to begin to work as a group using teamwork and communication skills.</p> <p>The second unit of drama then builds on these foundations with a devising unit based on Silent Movies. Here, they add to their knowledge and focus on the skills of problem solving, improvisation, creativity and quality of movement. This then challenges pupils further as they apply decision making to choose a scenario to devise and perform.</p> <p>When studying dance in year 7, we first focus on a street dance by Diversity so pupils can relate to the current style and feel more familiar with the subject. We firstly, focus on basic street dance skills such as musicality, dynamics and spacing when learning professional repertoire. Pupils begin to learn basic movements that relate to this style. They also build on their teamwork and communications skills.</p> <p>The second unit of dance is a choreography unit which focuses on strength and endurance and the rehearsal process to structure a contemporary dance with elements of contact work. Pupils build on their knowledge of learning dance to how they can now choreograph their own piece in a contemporary style.</p> <p>Year 7 Performing Arts focuses on a range of styles and professional works to study and educates pupils on existing works in the Performing arts industry. It also helps build foundations of life skills such as teamwork, communications, confidence, problem solving and decision making. These valuable skills are then built on each year. The year 7 Performing Arts curriculum also begins to prepare pupil for the Level 2 BTEC Tech Award in Performing Arts if studied at KS4.</p> |
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Year 8

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Performing Arts is studied separately as dance and drama with lessons once a fortnight. There is a rotation of 5 lessons for each SoW spread across the academic year.</p> <ul style="list-style-type: none"> • Drama: Nightmares • Dance: 5 Soldiers • Drama: Blood Brothers • Dance: Capoeira | | |
| Key Assessment | <p>Pupils are assessed every 5th lesson, based on their SoW. They receive teacher feedback and a GAP task based on the following;</p> <p>Drama: Nightmares A devised physical theatre piece based on a nightmare of a haunted house.</p> <p>Pupils focus on quality of movement, facial expressions and spacing to devise a physical theatre drama piece based on a stimulus. They must also use communication skills to incorporate technical elements into their piece. This is to help show a clear purpose when performing to and entertaining an audience. Pupils use their peer and self-assessment skills to set targets.</p> <p>Dance: 5 Soldiers A professional contemporary piece based on soldiers going to war. Pupils perform the journey of the soldiers.</p> <p>Pupils learn and perform professional repertoire. They use their quality of movement, spatial awareness, choreographic devices, along with evaluating their rehearsal process to create sections of the dance. They use examples from the professional piece to show the journey of soldiers at war.</p> <p>Drama: Blood Brothers</p> | | |



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| | <p>Learning key themes and characters of a professional play. Learning a script and devising a scene to show the story of twin boys separated at birth.</p> <p>The assessment focuses on body language, use of voice and the ability to learn lines when acting a character in the play. When working in groups, pupils will be assessed on their ability to work as a team with elements of leadership skills when rehearsing each scene. They will regularly evaluate their work using peer and self-assessment. Pupils use their projection and confidence skills to demonstrate their ability to act in final group performance.</p> <p>Dance: Capoeira Performing set material in partners based on a Brazilian martial art that combines dance, martial arts and gymnastics using no contact. Pupils then choreograph a tag team section in 4s.</p> <p>The assessment focuses on timing, dynamics and range of movement and the ability to replicate capoeira movements. Communication is extremely important when structuring this dance. Problem solving and the use of evaluation is used every lesson. Pupils focus on existing examples of capoeira to create their final partner then group performance.</p> |
| Why is it studied? | <p>The KS3 Performing Arts curriculum gives pupils an equal balance of studying dance and drama, with an equal opportunity to perform, choreograph/ devise and evaluate.</p> <p>In year 8, we study a drama unit first to support pupils settling into a new class and to also allow them to begin to communicate effectively. We focus on a devised drama piece to begin with to add variety and engage and encourage pupils to use their creativity. They build on their devising skills from year 7 such as problem solving, improvisation, creativity when creating work. But they also build on these by also focusing on performance skills such as quality of movement, facial expressions and spacing. They also can add any technical elements to their piece to entertain the audience.</p> <p>The second unit of drama in a scripted piece, Blood Brothers that shows a contrast to the devising unit. We build on year 7 performance skills of use of voice, use of movement and the ability to learn lines from a script. We develop these skills by also focusing on new characters and social classes. Effective group work is also important as pupils must work as a team with elements of leadership skills when rehearsing each scene. They are also taught to regularly evaluate their work using peer and self-assessment. Pupils use their projection and confidence skills to demonstrate their ability to act in final group performance.</p> <p>The first unit of dance studied a professional repertoire. This is studied here to provide pupils with movement examples in contemporary dance as a foundation. They build on dance skills in year 7 such as musicality, dynamics and spacing. But also focus on making their pieces aesthetically pleasing by learning quality of movement and choreographic devices, along with evaluating their rehearsal process to create sections of the dance.</p> <p>The second unit of dance is choreography unit in the style of capoeira. We build on skills from the year 7 dance choreography unit of strength and endurance and the rehearsal process to structure a dance. But also build on this by incorporating timing, dynamics and range of movement and the ability to replicate capoeira movements. It is necessary to also build on the dance skills on communication problem solving and the use of evaluation is used every lesson to help understand this new dance style.</p> <p>A new range of styles and professional works are studied in year 8 to add variety from year 7 and encourage engagement. These also educate pupils on further existing works in the Performing arts industry.</p> |

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| | It also builds on life skills such as teamwork, communications, confidence, problem solving and decision making. These valuable skills have been built on from year 7, using different styles. The year 8 Performing Arts curriculum builds on from year 7 also begins to prepare pupil for the Level 2 BTEC Tech Award in Performing Arts if studied at KS4. |
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Year 9

| | Autumn | Spring | Summer |
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| Unit/Topics | <p>Performing Arts is studied separately as dance and drama with lessons once a fortnight. There is a rotation of 5 lessons for each SoW spread across the academic year.</p> <ul style="list-style-type: none"> • Drama: DNA • Dance: Contact work • Drama: Hillsborough disaster • Dance: Swansong | | |
| Key Assessment | <p>Pupils are assessed every 5th lesson, based on their SoW. They receive teacher feedback and a GAP task based on the following;</p> <p>Drama: DNA Performing a professional scripted play based on a tragic event. Pupils perform a scene having learnt their lines. Pupils also devise a scene based on 'what happens next' using their knowledge of the character they are playing.</p> <p>The assessment focuses the ability to learn lines while using facial expressions, use of voice and body language when playing a character in the play. The pupils also have an opportunity to use their script writing skills and leadership when creating their own ending, incorporating their characters personality. They focus on the purpose and intentions of the piece to evaluate the effectiveness of their endings. Pupils use their projection and confidence skills when demonstrating their ability to act in final group performance.</p> <p>Dance: Contact work In partners and groups, pupils use set material and taught contact work to structure a performance that shows the journey of victims and police, inspired by Diversity BLM.</p> <p>The assessment focuses on quality of movement, strength and endurance, musicality, rhythm and choreographic devices. They show their ability to demonstrate taught contact work and use decision making to structure to perform a group performance. Targets are set to achieve this.</p> <p>Drama: Hillsborough disaster A devised group piece on a famous football event. Applying key facts and information to represent the thoughts, feelings and actions of the victims of that day.</p> <p>Pupils use script writing, improvisation, elements of physical theatre and performance skills such as use of voice, body language and facial expressions to devise a drama piece based on a stimulus. The purpose of the piece is to educate, inform and raise awareness of the real-life event. They use examples to support their piece and evaluate their work. They perform a devised drama piece, using technical elements for dramatic effect.</p> | | |



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| | <p>Dance: Swansong Pupils learn the professional work based on interrogation between a prisoner and two guards, using the chair as a prop. They perform repertoire and choreograph a section based on interrogation.</p> <p>Pupils are assessed on their ability to learn and perform professional material. The skills focused on are quality of movement, movement memory, spacing, timing, characterisation and musicality. They also show their ability to use choreographic devices when choreographing their own ending, all whilst using a chair as a prop and linking to the theme interrogation. They set targets and evaluate their work and are assessed on their confidence and projection when performing.</p> |
| Why is it studied? | <p>The KS3 Performing Arts curriculum gives pupils an equal balance of studying dance and drama, with an equal opportunity to perform, choreograph/ devise and evaluate.</p> <p>The first drama unit studied is a scripted drama piece DNA and is studied here as it is based on KS4 pupils, which they can relate to. It builds on the year 8 drama scripted piece by building on drama skills of body language, use of voice, facial expressions and the ability to learn lines when acting a character in the play. As well as building on leaderships skills and evaluating their work, pupils will also learn to write a part of a script by incorporating their different characters personalities to produce an effective ending. They will focus on the purpose and intentions of the piece to evaluate the effectiveness of their endings. The pupils then when use their projection and confidence skills when demonstrating their ability to act in final group performance.</p> <p>The second unit of drama studied is a devising piece where pupils now learn how to create their own work, based on a true event. Pupils build on their year 8 drama devising skills of quality of movement, facial expressions, use of voice and spacing. But now have to focus on the purpose of the piece which is to educate, inform and raise awareness to the audience of the real-life event. They use examples to support their piece and evaluate their work.</p> <p>The first dance unit studied in year 9 is contact work. This is studied here to challenge pupils on the contemporary style and shows a contrast to the styles studied in year 8. This unit also builds on skills from year 8 of timing, dynamics and range of movement as well as focusing on strength and endurance, musicality, rhythm and choreographic devices. They show their ability to demonstrate taught contact work and use decision making to structure to perform a group performance.</p> <p>The second unit of dance is studying a professional piece of work Swansong. This is studied here to challenge year 9 by using a prop in the style of contemporary. This unit also builds on year 8 dance skills of quality of movement, spatial awareness, choreographic devices, as well as characterisation and musicality. They also show their ability to use a chair as a prop and linking the piece to the theme interrogation. They set targets and evaluate their work and are assessed on their confidence and projection when performing.</p> <p>A new range of styles and professional works are studied in year 9 to add variety, increase engagement and to educate pupils on existing works in the Performing arts industry. It also builds on life skills such as teamwork, communications, confidence, problem solving and decision making. These valuable skills have been built on from year 7 and 8, using different styles. The year 9 Performing Arts curriculum builds on from year 8 also begins to prepare pupil for the Level 2 BTEC Tech Award in Performing Arts if studied at KS4.</p> |

Year 10

| | Autumn | Spring / Summer |
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| Unit/Topics | Component 1; Exploring the Performing Arts The aim of this component is to give you a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles. | Component 2: Developing Skills and Techniques The aim of this component is to develop skills and techniques in the chosen discipline of acting, dance and musical theatre. |
| Key Assessment | <ul style="list-style-type: none"> • During this component you will be assessed on; • Observing and reproducing existing repertoire, as well as exploring; • Performance styles, creative intentions and purpose • Performance techniques, approaches and processes • Performance roles, responsibilities and skills • How practitioners create and influence what's performed. | During this component you will be assessed on; <ul style="list-style-type: none"> • Gaining physical, interpretive, vocal and rehearsal skills during workshops and classes • Apply your technical, stylistic and interpretive skills in performances • Reflect on your progress and use of skills in performance, as well as you could improve. |
| Why is it studied? | <p>The Level 2 BTEC Tech Award in Performing Arts has three components, which are taught in order across two academic years.</p> <p>Each component builds on knowledge and skills and prepares for the next component.</p> <p>Component 1 is the first unit studied and it teaches pupils about the Performing Arts industry. Pupils learn professional repertoire in practical lessons, as well as the background of the works, rehearsal process, technical elements, costumes and set design. This provides pupils with basic understanding of how to study a professional work in detail.</p> <p>The Components taught in the Level 2 BTEC Tech Award in Performing Arts prepare students for level 3 qualifications or A Levels in Performing Arts, Dance, Drama or Musical Theatre.</p> <p>The Level 2 BTEC Tech Award in Performing Arts also prepares students for the future by gaining valuable life skills which will equip them for later in adult life, such as building confidence, increasing self-esteem, teamwork, communication skills,</p> | <p>The Level 2 BTEC Tech Award in Performing Arts has three components, which are taught in order across two academic years.</p> <p>Each component builds on knowledge and skills and prepares for the next component.</p> <p>Component 2 is taught here as it builds on the knowledge of professional works taught in component 1. In this unit, pupils learn and perform professional repertoire. They build on their knowledge of practical lessons and understanding rehearsal process, to perform an audition piece. This allows them to focus on their confidence and projection.</p> <p>The Components taught in the Level 2 BTEC Tech Award in Performing Arts prepare students for level 3 qualifications or A Levels in Performing Arts, Dance, Drama or Musical Theatre.</p> <p>The Level 2 BTEC Tech Award in Performing Arts also prepares students for the future by gaining valuable life skills which will equip them for later in adult life, such as building confidence, increasing self-esteem, teamwork, communication skills, organisation, problem solving and decision making.</p> |



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Year 11

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| Unit/Topics | Component 3; Performing to a brief MOCK The aim of this component is to consider how practitioners adapt their skills for different contexts and put this into practice in a performance. | Component 3; Performing to a brief The aim of this component is to consider how practitioners adapt their skills for different contexts and put this into practice in a performance. | N/A |
| Key Assessment | During this component you will be assessed on: <ul style="list-style-type: none"> Using the brief and what you’ve learned to come up with ideas for the performance. Choosing the skills and techniques you’ll need. Build on your skills in classes, workshops and rehearsals. Reviewing the development process within an ideas and skills log. Performing a piece lasting 7-15 minutes to your chosen target audience. Reflecting on the performance in an evaluation report. The externally set task is released on Pearson’s website at the end of January each academic year. The supervised assessment period to complete Component 3 is from end of January to start of May. | During this component you will be assessed on: <ul style="list-style-type: none"> Using the brief and what you’ve learned to come up with ideas for the performance. Choosing the skills and techniques you’ll need. Build on your skills in classes, workshops and rehearsals. Reviewing the development process within an ideas and skills log. Performing a piece lasting 7-15 minutes to your chosen target audience. Reflecting on the performance in an evaluation report. The externally set task is released on Pearson’s website at the end of January each academic year. The supervised assessment period to complete Component 3 is from end of January to start of May. | N/A |
| Why is it studied? | The Level 2 BTEC Tech Award in Performing Arts has three | The Level 2 BTEC Tech Award in Performing Arts has three | N/A |

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| | <p>components, which are taught in order across two academic years. Each component builds on knowledge and skills and prepares for the next component.</p> <p>Component 3 is the final unit studied. This is a choreography/ devising unit where pupils create performance work based on a stimulus. They use their previous knowledge of professional repertoire they have learnt to help create a performance piece.</p> <p>The Components taught in the Level 2 BTEC Tech Award in Performing Arts prepare students for level 3 qualifications or A Levels in Performing Arts, Dance, Drama or Musical Theatre.</p> <p>The Level 2 BTEC Tech Award in Performing Arts also prepares students for the future by gaining valuable life skills which will equip them for later in adult life, such as building confidence, increasing self-esteem, teamwork, communication skills, organisation, problem solving and decision making.</p> | <p>components, which are taught in order across two academic years. Each component builds on knowledge and skills and prepares for the next component.</p> <p>Component 3 is the final unit studied. This is a choreography/ devising unit where pupils create performance work based on a stimulus. They use their previous knowledge of professional repertoire they have learnt to help create a performance piece.</p> <p>The Components taught in the Level 2 BTEC Tech Award in Performing Arts prepare students for level 3 qualifications or A Levels in Performing Arts, Dance, Drama or Musical Theatre.</p> <p>he Level 2 BTEC Tech Award in Performing Arts also prepares students for the future by gaining valuable life skills which will equip them for later in adult life, such as building confidence, increasing self-esteem, teamwork, communication skills, organisation, problem solving and decision making.</p> | |
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