



Curriculum Plan – (Performing Arts)

*Called as God's family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement - : (What do you want pupils to gain from studying your subject? How will it prepare them for later life and/or the next stage if their education? What skills and knowledge are developed? How are these sequenced together across the year groups and key stages? How is the local context of the school reflected in the curriculum of your subject?).

The Performing Arts department aims to engage, inspire and encourage pupils to flourish in the Arts. Pupils have the opportunity to study Performing Arts in KS3 through a rotation system, then they are able to select a chosen discipline to study as a BTEC in KS4.

During the KS3 rotations pupils study a range of engaging dance and drama topics where they learn key skills and knowledge. In KS4, the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry. You will explore the sector while developing specific skills and techniques, devising and delivering workshop performance and also analysing, evaluating and enhancing.

Within this subject, no previous experience is needed and all pupils and abilities are valued equally.

KS2

Knowledge Gained	Skills Developed
(National Curriculum Guidance and SNOMAC Collaboration Used) Dance The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none">• Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time.• Lead healthy, active lives. Pupils should gain knowledge in: <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance• Perform dances using a range of movement patterns• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	(National Curriculum Guidance and SNOMAC Collaboration Used) Dance <ul style="list-style-type: none">• Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.• They should enjoy communicating, collaborating and competing with each other.• They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



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<p><u>Drama</u></p> <p>The National Curriculum for English aims to ensure that all pupils gain knowledge on:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge.• Use relevant strategies to build their vocabulary• Articulate and justify answers, arguments and opinions.• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Participate in discussions, presentations, performances, role play, improvisations and debates.• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication	<p><u>Drama</u></p> <ul style="list-style-type: none">• By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.• They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.• They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.• By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.• They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.• In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.
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Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
<p>Dance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Develop their technique and improve their performance• Perform dances using advanced dance techniques within a range of dance styles and forms• Take part in physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best• Take part in activities outside school through community links or sports clubs.	<p>Dance</p> <ul style="list-style-type: none">• Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different physical activities.• They should understand what makes a performance effective and how to apply these principles to their own and others' work.• They should develop the confidence and interest to get involved in exercise and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
<p>Drama</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion.• Giving short speeches and presentations, expressing their own ideas and keeping to the point• Participating in formal debates and structured discussions, summarising and/or building on what has been said• Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	<p>Drama</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Control their speaking consciously, understand why sentences are constructed as they are and to use Standard English.• They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language.• Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage.• Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing.• Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.



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Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	Skills To Be Developed
<p>BTEC Performing Arts – Dance or Drama pathway</p> <ul style="list-style-type: none">The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques.The development and application of skills such as: practical and interpretative, rehearsal and performance. in acting, dance and/or musical theatre, through workshops and classes.Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. <p><u>Building knowledge on styles:</u></p> <p><i>Acting styles and genres</i> such as absurdism, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p> <p><i>Dance styles</i> such as ballet, contemporary, street, hip hop, jazz, tap, urban, international.</p>	<p>BTEC Performing Arts – Dance or Drama pathway</p> <ul style="list-style-type: none">Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli.Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.Attitudes that are considered most important in the Performing Arts, including personal management and communication.Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. <p>Performance skills to be developed:</p> <p><u>Skills to be developed:</u></p> <p><i>Physical and interpretive skills relevant to the performance discipline such as:</i> actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight.</p> <p><i>Vocal skills relevant to the performance discipline such as:</i> clarity and articulation, projection, breath control, remembering lines, pitch, inflection and modulation, tone and vocal colour, phrasing, pace, use of pause, tuning, rhythm, timing, following an accompaniment, communicating the meaning of a song, projection and placing of the voice, interpreting lyrics,</p>



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<p><u>Building knowledge on the intentions of professional works:</u></p> <ul style="list-style-type: none">• Creative stylistic qualities• Purpose and its influence on stylistic qualities• Performance roles such as: actor, dancer,• Non-performance agreed roles such as: choreographer, director, writer, designer. <p><u>Building knowledge on roles and responsibilities:</u></p> <p>Responsibilities such as: rehearsing, performing, and contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing, refining performance material, managing self and others. Learning processes, techniques and approaches</p>	<p>phrasing, musicality, characterisation, expression.</p> <p>Demonstrating effective use of performance skills and effective realisation of skills and techniques in a workshop performance to the target audience.</p> <p><u>Overall skills</u></p> <p>Confidence, time management, planning, teamwork, self-esteem, problem solving, creativity, decision making.</p>
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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	Drama	<u>Knowledge:</u> <u>Movement:</u> Eye contact, body language, gestures, levels, mime, energy, slow motion <u>Voice:</u> Pace, pause, projection, volume, emphasis <u>Character Development:</u> Hot seating, thought tracking, monologues, improvise characters past <u>Performance:</u> Cross cutting, flashbacks, freeze-frames, scenes, narrator Strengths and weaknesses	<u>Skills:</u> Learning lines and blocking a scripted scene in groups Devising scenes based on a flashback Performing and directing a scripted monologue	A.1P1, A.1P2, B.1P3, B.1P4, C.1P4, C.1P5 (Level 1 PASS) Teacher and peer observations
	Dance	<u>Knowledge:</u> <u>Three stages of a warm up:</u> pulse raiser, stretches and joint mobility <u>Action:</u> Travel, Turn, Transfer of weight, Jump, Gesture, Stillness <u>Space:</u> Pathways, levels, directions, size of movement, patterns, formations. <u>Keywords:</u> Performance, Audience, Style, Movement, Awareness, Control, Timing, Choreography, Rhythm <u>Unison:</u> The same action at exactly the same time. <u>Canon:</u> The same action one after another e.g. Mexican wave	<u>Skills:</u> Learning a professional piece of repertoire and be able to perform it accurately with correct timing. Choreograph a section of dance using key features from street dance. Peer and self-assess effectively	Performance assessment videoed Written tasks in Performing Arts booklet Homework



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	<u>Drama</u> The Curious Incident of the Dog in the night time	<u>Knowledge:</u> <u>Movement:</u> Body language, levels, mime, energy, slow motion, physical theatre, pathways <u>Voice:</u> Pace, pause, projection, volume, emphasis <u>Character Development:</u> Hot seating, thought tracking, monologues, role on the wall <u>Performance:</u> Cross cutting, flashbacks, freeze-frames, scenes, narrator	<u>Skills:</u> Using the style of physical theatre, Rein act the story line of Christopher Boone, and the journey he goes on. Using elements of script, devising, improvisation and contact work.	
	<u>Dance</u> Contact work	<u>Knowledge:</u> <u>Action:</u> Travel, Turn, Transfer of weight, Jump, Gesture, Stillness <u>Space:</u> Pathways, levels, directions, size of movement, patterns, formations. <u>Dynamics:</u> Speed: Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt. <u>Motif development:</u> Changing a motif using different space, dynamics etc. <u>Structure:</u> Putting actions in an order that shows a story or emotion.	<u>Skills:</u> Working in partners/ trios, safely learning contact work movements and structuring them into a dance piece. Using a stimulus as a starting point to create a dance piece	
	<u>Drama</u> Nightmares	<u>Knowledge:</u> <u>Movement:</u> Eye contact, body language, gestures, levels, mime, energy, slow motion, <u>Voice:</u> Pace, pause, projection, volume, emphasis <u>Character Development:</u> Hot seating, thought	<u>Skills:</u> Using movement voice and spacing affectivity to create a nightmare drama piece. Understand how lighting and sound can enhance a performance	A.1M1, A.1M2, B.1M3 and B.1M4, C.1M4, C.1M5 (Level 1 MERIT)



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8		tracking, monologues, improvise characters past, role on the wall <u>Performance:</u> Cross cutting, flashbacks, freeze-frames, scenes, narrator <u>Structure of Performance:</u> Tension, climax, introduction, plot, action, content, complication, crisis, resolution		Teacher and peer observations Performance assessment videoed
	<u>Dance</u> 5 Soldiers	<u>Knowledge:</u> <u>Action:</u> Travel, Turn, Transfer of weight, Jump, Gesture, Stillness <u>Space:</u> Pathways, levels, directions, size of movement, patterns, formations. <u>Dynamics:</u> Speed: fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt. <u>Relationships:</u> Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. <u>Unison:</u> The same action at exactly the same time. <u>Canon:</u> The same action one after another e.g. Mexican wave	<u>Skills:</u> The ability to learn a physical piece of repertoire that represents soldiers on a battlefield and perform this with accuracy. Choreograph sections of dance using key features from the professional work such as contemporary, physical theatre and contact work. Peer and self-assess effectively.	Written tasks in Performing Arts booklet Homework
	<u>Drama</u> Blood Brothers	<u>Knowledge:</u> <u>Movement:</u> Body language, levels, mime, energy, slow motion, physical theatre, blocking <u>Voice:</u> Pace, pause, projection, volume, emphasis, accent	<u>Skills:</u> Structuring scenes based on scripts and devising to produce a story line of two twin brother separated at birth, then with a tragic ending.	



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		<p><u>Character Development</u>: Hot seating, thought tracking, monologues, role on the wall, emotional memory</p> <p><u>Performance</u>: Cross cutting, flashbacks, freeze-frames, scenes, narrator, blocking,</p> <p><u>Process of creating</u>: Improvisation, blocking,</p>	Working in groups to block the play using entrances, exits and a narrator.	
	<u>Dance</u> Capoeira	<p><u>Knowledge</u>:</p> <p><u>Action</u>: Travel, Turn, Transfer of weight, Jump, Gesture, Stillness</p> <p><u>Space</u>: Pathways, levels, directions, size of movement, patterns, formations.</p> <p><u>Dynamics</u>: Speed: Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.</p> <p><u>Motif development</u>: Changing a motif using different space, dynamics etc, mirroring, question and answer</p> <p><u>Structure</u>: Question and answer, tag teams</p>	<p><u>Skills</u></p> <p>Using the key features of capoiera, produce duets and quartets in this style.</p>	
	<u>Drama</u> DNA and Hillsborough	<p><u>Knowledge</u>:</p> <p><u>Movement</u>: Eye contact, body language, gestures, levels, mime, energy, slow motion, physical theatre</p> <p><u>Voice</u>: Pace, pause, projection, volume, emphasis</p> <p><u>Character Development</u>: Hot seating, thought tracking, monologues, improvise characters</p>	<p><u>Skills</u>:</p> <p>Using a professional script to block scenes in groups. Focusing on how different characters react to the same situation based on their personality.</p> <p>Using a stimulus of the Hillsborough disaster, devising a drama piece on the dramatic event.</p>	<p>A.1D1, A.1D2, B.1D3 and B.1D4 (Level 1 DISTINCTION)</p> <p>A.2P2, A2P1, B.2P3, B.2P4, C.2P4, C.2P5 (Level 2 PASS)</p>



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9		<p>past, role on the wall</p> <p><u>Performance:</u> Cross cutting, flashbacks, freeze-frames, scenes, narrator</p> <p><u>Structure of Performance:</u> Tension, climax, introduction, plot, action, content, complication, crisis, resolution</p>		<p>Teacher and peer observations</p> <p>Performance assessment videoed</p> <p>Written tasks in Performing Arts booklet</p>
	<u>Dance</u> Parkour and addiction/ stimulus	<p><u>Knowledge:</u></p> <p><u>Action:</u> Travel, Turn, Transfer of weight, Jump, Gesture, Stillness</p> <p><u>Space:</u> Pathways, levels, directions, size of movement, patterns, formations.</p> <p><u>Dynamics:</u> Speed: Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.</p> <p><u>Motif development:</u> Changing a motif using different space, dynamics etc</p> <p><u>Structure:</u> Question and answer, solos, duets, group</p>	<p><u>Skills:</u></p> <p>Using the key features of parkour, and taught contact work, produce a phrase of movement in small groups that represents the journey of a parkour professional.</p> <p>Using addiction as a stimulus, perform taught material and choreograph movement to suit the theme addiction.</p>	Homework
	<u>Dance and Drama</u> <u>(Physical theatre combo)</u> Swansong	<p><u>Knowledge:</u></p> <p><u>Action:</u> Travel, Turn, Transfer of weight, Jump, Gesture, Stillness</p> <p><u>Voice:</u> Pace, pause, projection, volume, emphasis</p> <p><u>Dynamics:</u> Speed: Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.</p> <p><u>Performance:</u> Cross cutting, flashbacks, freeze-frames, scenes, narrator</p>	<p><u>Skills:</u></p> <p>Using the chair as a prop, and interrogation as the theme to produce a physical theatre piece.</p> <p>Be able to perform a phrase of repertoire and choreograph sections using dance and drama.</p>	



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10	Component 1	<p><u>Building knowledge on the intensions of professional works:</u></p> <p>Creative stylistic qualities Purpose and its influence on stylistic qualities Performance roles such as: actor, dancer, Non-performance agreed roles such as: choreographer, director, writer, designer.</p> <p><u>Building knowledge on roles and responsibilities:</u></p> <p>Responsibilities such as: rehearsing, performing, and contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing, refining performance material, managing self and others. Learning processes, techniques and approaches</p>	<p><u>Skills:</u></p> <p>How to analyse 3 professional works.</p> <p>Use skills to participate in workshops and rehearsals</p> <p>Creating a research journal with findings</p> <p>Compare and contrast constituent features</p>	<p>A.2P2, A2P1, B.2P3, B.2P4 (Level 2 PASS)</p> <p>A.2M1 and B.2M2 (Level 2 MERIT)</p> <p>A.2D1 and B.2D2 (Level 2 DISTINCTION)</p> <p>Log book</p> <p>Research Journal</p> <p>Teacher observations</p> <p>Video Evidence</p> <p>Assessment decision and declaration form</p> <p>Homework</p>
	Component 2	<p><u>Building knowledge on styles:</u></p> <p><i>Acting styles and genres</i> such as absurdism, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p>	<p><u>Skills to be developed:</u></p> <p><i>Physical and interpretive skills relevant to the performance discipline such as:</i> actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy,</p>	<p>Level 2 PASS</p> <p>A.2P1, B.2P2, B.2P3, C.2P4, C.2P5</p> <p>Level 2 MERIT</p>



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		<p><i>Dance styles</i> such as ballet, contemporary, street, hip hop, jazz, tap, urban, international.</p>	<p>expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight.</p> <p><i>Vocal skills relevant to the performance discipline such as:</i> clarity and articulation, projection, breath control, remembering lines, pitch, inflection and modulation, tone and vocal colour, phrasing, pace, use of pause, tuning, rhythm, timing, following an accompaniment, communicating the meaning of a song, projection and placing of the voice, interpreting lyrics, phrasing, musicality, characterisation, expression.</p>	<p>A.2M1, B.2M2, C.2M3</p> <p>Level 2 DISTINCTION A.2D1, B.2D2, C.2D3</p> <p>Log book</p> <p>SMART targets</p> <p>3 milestone reviews</p> <p>Teacher observations</p> <p>Video Evidence</p> <p>Assessment decision and declaration form</p> <p>Homework</p>
11	Component 3	<p><u>Building knowledge creating a performance to a stimulus:</u></p> <p><i>Stimulus examples:</i> prop, music, theme, song, event, emotion, picture, art work.</p> <p><i>Using a range of Acting styles and genres</i> such as, classical, comedy, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p> <p><i>Dance styles</i> such as ballet, contemporary,</p>	<p><u>Skills to be developed:</u></p> <p>Performance skills, choreography/ devising skills, organisation, time management, planning.</p> <p>Demonstrating effective use of performance skills and effective realisation of skills and techniques in a workshop performance to the target audience.</p>	<p>Homework</p> <p>Activity 1, 2, and 4 completed on computers in an exam.</p> <p>A4 notes allowed to assist with the exam.</p> <p>7-15-minute practical exam videoed.</p>



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		<p>street, hip hop, jazz, tap, urban, international.</p> <p>Building knowledge on target audience, creative intentions and purpose.</p>		
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