



Curriculum Plan: Performing Arts 2022/23

| Drama | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|---|--|----------|
| Year 7 | <p><u>Introduction to Drama</u> Group building and basic skills- Still Image, Narration, Mime using Fairy tales and Pantomimes Origin and storytelling, Elements of Pantomime, Use of costume, character and props.</p> | <p><u>Fairy-Tales and Pantomimes</u> Origin and storytelling, Elements of Pantomime, Use of costume, character and props.</p> | <p><u>Roald Dahl</u> Exploring and understanding the different characters, plots and stories written by Roald Dahl.</p> | <p><u>A Midsummer Night's Dream</u> Exploring the themes of the script and creating a character that uses voice, movement and gesture. Performing from a script.</p> | <p><u>Musical Theatre</u> The Lion King An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p> | |
| Year 8 | <p><u>Physical Theatre</u> Learning the basics of Physical Theatre. Using poetry as stimulus for creating drama. Music, Mime and Movement Perform an imaginative and believable character and incorporate the use of music, mime and mask.</p> | | <p><u>Macbeth</u> Exploring the themes of the script and creating a character that uses voice, movement and gesture. Performing from a script</p> | | <p><u>Musical Theatre</u> Matilda An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p> | |
| Year 9 | <p><u>Devising from a Stimulus</u> War/Refugees Using drama strategies and mediums to explore current topics and themes.</p> | | <p><u>Romeo and Juliet</u> Learning the basic skills of stage combat. Exploring the story of Romeo and Juliet and combine skills and script for performance. Performing from a script.</p> | | <p><u>Noughts and Crosses</u> Learning the themes of the play, reading the script and performing a duologue.</p> | |



| Dance | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|----------|---|----------|---|----------|
| Year 7 | <p><u>Introduction to Dance</u> <i>Introduction to movement: Being able to perform a range of gestures and develop movement sequences.</i> Dance by Chance Introduction to choreography by chance. Use of chance techniques using A/S/D/R content and students create their own motif.</p> | | <p><u>Street/Urban Dance</u> <i>Exploring a range different actions associated with the genre. They will learn about motif and development.</i></p> | | <p><u>Musical Theatre</u> The Lion King <i>An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</i></p> | |
| Year 8 | <p><u>World Dance</u> <i>Exploring different Dance styles. African, Bollywood Samba.</i></p> | | <p><u>Parkour</u> <i>Understanding the basic philosophy of Parkour Dance, stylistic dynamics and safety fundamentals of Parkour.</i></p> | | <p><u>Musical Theatre</u> Matilda <i>An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</i></p> | |
| Year 9 | <p><u>Dance through the Decades</u> <i>The students will be introduced to a range of dance styles and movements that range from 1920's through to modern day.</i></p> | | <p><u>Contemporary Dance Works</u> <i>Students explore contemporary dance technique whilst developing expressive quality and ability to communicate a theme.</i></p> | | <p><u>Musical Theatre</u> <i>An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</i></p> | |



| Music | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|---|--|---|--|
| Year 7 | <p><u>Rhythm and Pulse</u> Exploring traditional music from around the world. This serves to introduce students to the 'elements of music', ensemble performance and composition.</p> | <p><u>Keyboard Skills 1</u> Students will begin to develop their keyboard performance skills. Developing their knowledge of melody, harmony, and notation along the way.</p> | <p><u>Chord sequences and popular music</u> Students will learn about chord sequences and melody writing as they are used in popular music.</p> | <p><u>Music for dance</u> Students will begin to develop music technology skills while learning about the genre of Dance music. Students will use music technology to compose their own short dance tracks.</p> | <p><u>Music and image</u> An introduction to how music is used to represent images. Students will learn about the orchestra, romantic programme music. Students will then compose their own short themes representing characters from the lion king</p> | <p><u>Musical Theatre</u> An introduction to the musical aspects of musical theatre. Including vocal performance and underscoring. Using examples from The Lion King</p> |
| Year 8 | <p><u>World Rhythms</u> Exploring different rhythmic traditions from around the world. Samba, bhangra and taiko</p> | | <p><u>The Blues</u> The Blues Students will learn about the tradition of the blues. Improvisation, lyric writing and composition</p> | | <p><u>Musical Theatre</u> Matilda An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p> | |
| Year 9 | <p><u>Popular music performance skills</u> Students will follow a musical futures approach to building an ensemble performance. Students will practise using keyboards, guitars, bass guitar and drums to create a performance of a piece of popular music.</p> | | <p><u>Composition techniques</u> Exploration of composition techniques using music technology and written notation to create pieces of music in a variety of styles. Students will study the music of great composers and musicians and create their own compositions in a style of their choice.</p> | | <p><u>Hamilton</u> Students will learn about the narrative and music of Hamilton. They will then use music technology to produce their own beats and create their own raps to perform.</p> | |

KS4 – Performing Arts

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| Year 10 | <p><u>Introduction to GCSE Drama Theatre Styles:</u> An exploration of multiple theatre styles, their conventions and different performance techniques.</p> | <p><u>Component 2</u> _Using a theme of war. Creating a piece of Drama using Drama skills.</p> <p><u>Introduction to Portfolio</u> Students will create a devising portfolio that both explain, analyses and evaluates their creative journey of devising.</p> | <p><u>Component 2</u> How to use a stimuli preparation. Using the theme of war. Creating a piece of Drama using Drama skills.</p> <p>Introduction to Portfolio Students will create a devising portfolio that both explain, analyses and evaluates their creative journey of devising.</p> | <p><u>Introduction to Component 1 – Theatre makers in Practice. – Blood Brothers (exam text)</u> Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Intervention portfolio Final drafts and marking of portfolios.</p> | <p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Exam practice for Live theatre review section.</p> | <p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer. Mock Exam</p> |
| Year 11 | <p><u>Component 3</u> Students will learn and perform a monologue/Duologue, this will be directed by the teacher.</p> | <p><u>Component 3</u> Performance from a text Students will write a character evaluation of who their character is - learn lines for monologue/ Duologue performance. - Finalise Performance.</p> | <p><u>Component 1</u> Blood Brothers Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> <p>Exam practice for Live theatre review section</p> | <p><u>Component 1</u> Blood Brothers (exam text) Exploration of the narrative, characters and themes. Introduction to the role of the performer, director and designer.</p> | <p><u>Component 1</u> _Written Drama Exam. Written exam 1 hour and 30 minutes. - Part 1 -1 question, split into 5 parts about bringing the text to life. - Part 2- 2 questions evaluating the use of performance elements in the show.</p> | <p>Reflection and evaluation of the year/Preparation for A Level Drama and Theatre Studies course.</p> |

KS4: RSL - Dance

| RSL Year 10 | Autumn half term 1 | Autumn half term 2 | Easter half term 1 | Easter half term 2 | Summer half term 1 | Summer half term 2 |
|----------------|---|---|---|---|--|--|
| | <p><u>Introduction to the RSL Course</u> Students develop their technical, physical, expressive and choreographic skills in a range of dance styles</p> <p>Students also explore safe practice in dance including creating and leading their own warm up and cool down</p> | <p><u>Introduction to the RSL Course</u> Students develop their technical, physical, expressive and choreographic skills in a range of dance styles</p> <p>Students also explore safe practice in dance including creating and leading their own warm up and cool down</p> | <p><u>Dance Technique and Performance</u> <i>Exploration of the history and key influences of Street Dance and Contemporary Dance.</i></p> <p><i>Students will also learn and perform 4 set phrases, discuss their contribution to the unit and reflect on their process and final performance</i></p> | <p><u>Dance Technique and Performance</u> <i>Exploration of the history and key influences of Street Dance and Contemporary Dance.</i></p> <p><i>Students will also learn and perform 4 set phrases, discuss their contribution to the unit and reflect on their process and final performance</i></p> | <p><u>Summer Project</u> <i>As a dance company the students will be given a stimulus to create a 2-6 minute dance for the end of year showcase.</i></p> <p><i>Students will discuss their aims of the performance, what they want the audience to feel, create risk assessments and rehearsal schedules as well as reflect on their final performance and process</i></p> | <p><u>Summer Project</u> <i>As a dance company the students will be given a stimulus to create a 2-6 minute dance for the end of year showcase.</i></p> <p><i>Students will discuss their aims of the performance, what they want the audience to feel, create risk assessments and rehearsal schedules as well as reflect on their final performance and process</i></p> |
| RSL Year 11 | Autumn half term 1 | Autumn half term 2 | Easter half term 1 | Easter half term 2 | Summer half term 1 | Summer half term 2 |
| | <p><u>Choreographic Exploration</u> <i>Students will be given the opportunity to explore a range of choreographic devices and techniques.</i></p> <p><i>Within this unit students will be given the opportunity to lead and reflect</i></p> | <p><u>External Unit- Research</u> <i>Students are given the external unit brief. Once they receive this brief they will be given the opportunity to research.</i></p> <p><i>The research will be done through practical tasks as well as online research.</i></p> | <p><u>External Unit- Controlled Assessment</u></p> | <p><u>External Unit- Controlled Assessment</u></p> | <p><u>Summer Show Project</u> <i>As a company students are given the opportunity to take ownership of their own dance project. They decide what this looks like and how it is presented.</i></p> <p><i>There is also an opportunity for students to resubmit their external unit</i></p> | <p><u>Summer Show Project</u> <i>As a company students are given the opportunity to take ownership of their own dance project. They decide what this looks like and how it is presented.</i></p> |

KS4: BTEC - Dance

| BTEC Year 10 | Autumn half term 1 | Autumn half term 2 | Easter half term 1 | Easter half term 2 | Summer half term 1 | Summer half term 2 |
|-----------------|---|---|--|--|---|---|
| | <p><u>Component 1- Exploring the Performing Arts- Delivery</u> Students will explore the Performing Arts and Dance. Learners will study; <i>West Side Story, Emancipation of Expressionism and Message in a Bottle.</i> Students will investigate all three professional works covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of the three professional works.</p> | <p><u>Component 1- Exploring the Performing Arts- Delivery</u> Students will explore the Performing Arts and Dance. Learners will study; <i>West Side Story, Emancipation of Expressionism and Message in a Bottle.</i> Students will investigate all three professional works covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of the three professional works.</p> | <p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u> Students will be provided with a brief which they respond to by exploring in depth the themes and ideas of one of the following professional works; <i>West Side Story, Emancipation of Expressionism and Message in a Bottle.</i> Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p> | <p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u> Students will be provided with a brief which they respond to by exploring in depth the themes and ideas of one of the following professional works; <i>West Side Story, Emancipation of Expressionism and Message in a Bottle.</i> Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p> | <p><u>Component 1- Exploring the Performing Arts- Summative Assessment</u> Students will be provided with a brief which they respond to by exploring in depth the themes and ideas of one of the following professional works; <i>West Side Story, Emancipation of Expressionism and Message in a Bottle.</i> Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created. Students will also cover the skills and responsibilities required and the influences of other works. Students will also be able to demonstrate understanding of the techniques, processes and approaches used in the creation of one of the above professional works.</p> | <p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Delivery</u> Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p> |



| BTEC Year 11 | Autumn half term 1 | Autumn half term 2 | Easter half term 1 | Easter half term 2 | Summer half term 1 | Summer half term 2 |
|-----------------|---|---|--|--|--|--|
| | <p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Delivery</u> Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p> <p><u>Component 3- Responding to a Brief- Delivery</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> | <p><u>Component 2- Developing Skills and Techniques in the Performing Arts- Summative Assessment</u> Students will develop practical skills and techniques in performing dance through the reproduction of extracts of existing dance repertoire which links to the assessment theme. Learners will train in one dance style developing and exploring these skills in workshops and lesson leading up to the rehearsal and performance of a chosen piece of professional repertoire.</p> <p><u>Component 3- Responding to a Brief- Delivery</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> | <p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> | <p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> | <p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> | <p><u>Component 3- Responding to a Brief- External Assessment</u> Students will apply the skills, knowledge and understanding acquired within the dance experiences covered in component 1 & 2. Students are required to create a dance of between 7 to 15 minutes in groups of 3 to 7 dancers based on the brief provided as well as completing three written activity logs.</p> |