



Curriculum Plan: Performing Arts

| Drama KS3 | 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>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</p> | <p><u>Music, Mime and Movement</u> Performing 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>Duologues/Plays</u> Learning key themes of the play and communicating these to an audience, reading scripts and performing a range of duologues.</p> | |



| Dance KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 7 | <p><u>Introduction to Dance</u> Introduction to movement: Being able to perform a range of gestures and develop movement sequences.</p> | <p><u>Dance by Chance</u> 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> Exploring a range different actions associated with the genre. They will learn about motif and development.</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>World Dance</u> Exploring different Dance styles. African, Bollywood Samba and The Hakka.</p> | | <p><u>Parkour</u> Understanding the basic philosophy of Parkour Dance, stylistic dynamics and safety fundamentals of Parkour.</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>Dance through the Decades</u> The students will be introduced to a range of dance styles and movements that range from 1920's through to modern day.</p> | | <p><u>Professional Dance Works and Practitioners</u> Students explore professional dance works whilst developing expressive quality and ability to communicate a theme and style of the practitioner.</p> | | <p><u>Musical Theatre</u> An introduction to the elements of Musical Theatre. Focussing on the specific sections for performance.</p> | |

KS4 -GCSE AQA DRAMA

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|----------------|---|--|--|---|--|---|
| 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 Social Media, 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: BTEC - Dance

| BTEC Year 10 | Autumn half term 1 | Autumn half term 2 | Spring half term 1 | Spring 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>Rosas danst Rosas, A Linha Curva, James Cousins Dance Company.</i></p> <p>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.</p> <p>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>Rosas danst Rosas, A Linha Curva, James Cousins Dance Company.</i></p> <p>Students will investigate all three professional works covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created.</p> <p>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 from professional works</p> <p>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.</p> <p>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 from following professional works;</p> <p>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.</p> <p>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;</p> <p>Students will one of the works above covering stylistic qualities, features, intentions, and purpose of the work investigating how professional performance work is created.</p> <p>Students will also cover the skills and responsibilities required and the influences of other works.</p> <p>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> |