

Performing Arts Curriculum Intent

KS3	Year 9 students continue to develop transferable skills and foundation knowledge in order to support the transition to KS4 and BTEC study in Year 10. We will introduce some of the skills that will be required for later study but also useful for general communication, teamwork and application of skills in each discipline: Drama, Dance & Singing.
KS4	KS4 Performing Arts is designed to unlock the use of imagination, intellect, empathy and courage. Through the study of the subject; ideas, responses and feelings can be expressed and communicated and whilst a largely practical subject it is an intellectual discipline requiring academic focus. Students will develop their understanding of performance in three disciplines and be able to analyse and evaluate how these are used to shape ideas. Students will study a range of practitioners in depth, understanding the style and methodologies which will support them in their own creativity. Over the course of the 3-year programme, students start by exploring the discipline's of Dance, Drama and Voice (song). In addition they are introduced to written elements of the BTEC course and how to write analytically, descriptively and evaluatively. As they reach the higher years they complete the 3 components required for BTEC Performing Arts. Component 1 is a written presentation split into 3 sections. For each section contrasting musicals are selected and analysed exploring how theatre makers enhance each other's work. Component 2 is a skills unit where students learn repertoire, rehearse and perform it in performance conditions. This is accompanied by a written log book detailing their processes and skill development in achieving their desired outcome. Component 3 is a devised unit where students will create, rehearse and perform their own piece of musical theatre, demonstrating their understanding of a theme, their character and how to portray this in performance. They will then write in controlled conditions over three hours a written document outlining the process and evaluating their work. This component is marked externally.
KS5	

Performing Arts Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8						

Year 9	During this half term, we begin to explore acting. Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh. Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we continue to explore acting. Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh. Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we begin to explore dance styles. Students study a number of different dance styles including, Contemporary, Jazz, Fosse, Musical Theatre and Lyrical. Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we look at the genre of Musical theatre. Students analyse a number of different musicals. Looking at the dance styles, composers and why they were popular in certain eras. Future Links: Develop skills in analysis and evaluation which they will need for Component 1.	During this half term, we begin exploring Singing Students study repertoire performed by professionals within the industry, learn about technique, sheet music and performance quality. Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During the final half term of Year 9, students work on a Devised performance. This is a chance for them to put all of the skills learnt throughout the year into practice. Performing a 7 - 10 minute piece of musical theatre/acting around a chosen stimulus.
Year 10	Component 2 Mock Students will complete a mock exam in order to prepare them for the real exam in Spring 1. There are two parts to the component, a log	Component 2 Mock Students will complete a mock exam in order to prepare them for the real exam in Spring 1. There are two parts to the component, a log	Component 2 Real – Developing Skills and Techniques in the Performing Arts ASSESSMENT WINDOW Students will complete the real	Component 1 - Exploring the Performing Arts During this Component, students will examine 3 pieces professional	Component 1 - Exploring the Performing Arts During this Component, students will examine 3 pieces professional	Component 1 - Exploring the Performing Arts During this Component, students will examine 3 pieces professional

	book and performance. The log book details the rehearsal process where students will evaluate and assess their own skills development. Additionally, they will analyse the development of their own and others' work. The performance will allow students to learn, rehearse and perform a professional piece of repertoire whilst applying skills and techniques in rehearsal and performance.	book and performance. The log book details the rehearsal process where students will evaluate and assess their own skills development. Additionally, they will analyse the development of their own and others work The performance will allow students to learn, rehearse and perform a professional piece of repertoire whilst applying skills and techniques in rehearsal and performance.	Component 1 assessment within 6 weeks.	Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers. They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.	Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers. They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.	Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers. They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.
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Year 11	Component 3 – Performing to a Brief (Ending with Mock exam) This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years. Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time. During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	Component 3 – Performing to a Brief (Ending with Mock exam) This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years. Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time. During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	Component 3 – Performing to a Brief (Real assessment window) This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years. Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time. During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	Component 3 – Performing to a Brief (Real assessment window) This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years. Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time. During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	Component 3 – Performing to a Brief (Real assessment window) This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years. Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time. During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	
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Year 12						
Year 13						