

YEAR 7–Performing Arts Curriculum Plan

Students will rotate between the three disciplines.

Dance		Drama		Music	
<p>Dance is a unique subject that blends artistic practice with physical activity. It encourages students to develop their creativity and confidence to become successful learners with high aspirations. We recognise the broader development of students and the importance of learning both in and outside of the classroom. Dance fully enhance the lives of the students by offering extensive extra-curricular opportunities providing memorable experiences. By using exciting approaches we aim to learn the values and skills needed to promote a well-rounded dance education.</p>		<p>Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence, but also to encourage tolerance and understanding. Drama gives young people the opportunities to reflect on the world around them and develop their social, reflective and communicative skills as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question, challenge and ultimately change their perception of the world in which they live.</p>		<p>Every learner is recognised as having a unique musical experience. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic musical skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that music practice and performance should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Using positive musical experiences to promote positive attitudes, we aim to learn the values and skills needed to promote musical experiences for lifelong music appreciation and participation.</p>	
Half term 1: Introduction to Dance Half term 2: Dance around the world		Half term 1: Introduction to Drama Skills Half term 2: Working with script		The Building Blocks of Music	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>Year 7 will be introduced to the dance skills needed to choreograph a high quality piece by exploring two of the four components (Actions and Space). There will also be opportunities to add their individual style to pieces within this unit.</p> <p>During the second half term students will study dance around the world experiencing traditional dances. These will include Bollywood, Bhangra, African and Street dance.</p>	<p>Students will be marked across four levels (to represent KS4 assessment), the wording from BTEC will be used to prepare students for KS4, the levels are as follows:</p> <ul style="list-style-type: none"> • Working towards a pass • Pass • Merit • Distinction <p>Across each level there will be several criteria.</p> <p>Merit is the age expected level in dance.</p>	<p>In their first half term, learners are introduced to the basic skills needed for effective performance. They will learn the importance of audience awareness through tableau and mime before being introduced to vocal skills. They will apply these skills to improvised and devised performance work.</p> <p>During the second term learners will explore scripts and begin to analyse text for meaning and to identify character, plot and theme</p>	<p>Students will be assessed on their ability to create, rehearse, perform and evaluate performance work. Students will be graded using four levels (in line with BTEC assessment), to prepare them for potential KS4 study. The levels are:</p> <ul style="list-style-type: none"> • Working towards a pass • Pass • Merit • Distinction <p>Merit is the age expected level in Drama</p>	<p>During the one term carousel, learners will experience the differences in tempo, dynamics, texture, pitch and timbre through a variety of genres. They will listen, compose and perform music through using their voices, a selection of African djembes, and use Music technology techniques to refine their concept of Music performance and composition.</p>	<p>Learners will be assessed through each topic based on their practice achievement, final performances and listening task submissions.</p> <p>Learners will be expected to submit recordings of their performances via Garageband and the Academy's VLE.</p>

YEAR 8–Performing Arts Curriculum Plan

Students will rotate between the three disciplines.

Dance		Drama		Music	
<p>Dance is a unique subject that blends artistic practice with physical activity. It encourages students to develop their creativity and confidence to become successful learners with high aspirations. We recognise the broader development of students and the importance of learning both in and outside of the classroom. Dance fully enhance the lives of the students by offering extensive extra-curricular opportunities providing memorable experiences. By using exciting approaches we aim to learn the values and skills needed to promote a well-rounded dance education.</p>		<p>Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence, but also to encourage tolerance and understanding. Drama gives young people the opportunities to reflect on the world around them and develop their social, reflective and communicative skills as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question, challenge and ultimately change their perception of the world in which they live.</p>		<p>Every learner is recognised as having a unique musical experience. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic musical skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that music practice and performance should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Using positive musical experiences to promote positive attitudes, we aim to learn the values and skills needed to promote musical experiences for lifelong music appreciation and participation</p>	
Half term 1: Secret Agents Half term 2: Circus		Half term 1: Devised Project –Bolling Hall Ghosts Half term 2: Scripted Performance Project		Unit title here	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>In year 8 students will be introduced to the second two components of dance (Dynamics and relationships)</p> <p>During half term 1 students will learn set choreography for each dynamic including some stage combat. They will then have the opportunity to choreograph their own abstract pieces demonstrating the contrasting dynamics.</p> <p>During half term 2 students will work with a variety of props to create their own narrative piece based on the theme of a circus. The will pay attention to the relationships between themselves and the music as well as the props they use and the other characters in the piece.</p>	<p>Students will be marked across four levels (representing KS4 assessment), the wording from BTEC will be used to also prepare students for KS4, the levels are as follows:</p> <ul style="list-style-type: none"> • Working towards a pass • Pass • Merit • Distinction <p>Across each level there will be several criteria.</p> <p>Merit is the age expected level in dance.</p>	<p>Learners continue to build upon their performance skills by applying them to devising their own performance work. Learners research a topic and create an original performance based on their findings. Through rehearsals they develop their work to performance standards, presenting their work to their peers as an assessed piece of practical.</p> <p>Learners then work on a selection of short scripted pieces before selecting a piece to develop and rehearse to performance standards. Learners will learn how to present characterisation through physical and vocal expression, consider theme and action on stage.</p>	<p>Students will be assessed on their ability to create, rehearse, perform and evaluate performance work. Students will be graded using four levels (in line with BTEC assessment), to prepare them for potential KS4 study. The levels are:</p> <ul style="list-style-type: none"> • Working towards a pass • Pass • Merit • Distinction <p>Merit is the age expected level in Drama</p>	<p>During the one term carousel, learners will experience the differences in tempo, dynamics, texture, pitch and timbre through a variety of genres. They will listen, compose and perform music through using their voices, a selection of keyboard and guitar pieces, and use Music technology techniques to refine their concept of Music performance and composition.</p>	<p>Learners will be assessed through each topic based on their practice achievement, final performances and listening task submissions.</p> <p>Learners will be expected to submit recordings of their performances via Logic X and the Academy’s VLE, as well as take part in class performances using a variety of instruments.</p>

YEAR 9 Performing Arts Drama Curriculum Plan

Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence, but also to encourage tolerance and understanding. Drama gives young people the opportunities to reflect on the world around them and develop their social, reflective and communicative skills as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question, challenge and ultimately change their perception of the world in which they live.

AUTUMN		SPRING		SUMMER	
Naturalism & Stanislavski		Brecht and Epic Theatre Blocking and Structure		Component 1: Exploring the Performing Arts	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
Learners will discuss what makes effective theatre and begin their study of theatre history. They will learn about the genre of naturalism and the work of Konstantin Stanislavski. Learners will begin to explore how an actor prepares and builds a role, using both scripted work and devised performance	Learners will be assessed through recording of practical coursework and through a portfolio of written assignments. They will be graded using the BTEC system of level 1 Pass, Merit or level 2 Pass, Merit and Distinction. Students cannot achieve a distinction* on an individual component or piece of work but can achieve this grade at the end of the course once all three components are completed.	Learners will explore several texts that introduce the Epic theatre genre and the work of Bertolt Brecht. They use improvisation techniques and analysis of text to learn how an actor and a director works on a play. They will learn how to block a performance, and the importance of structure in scripted and devised performance	Learners will be assessed through recording of practical coursework and through a portfolio of written assignments. They will be graded using the BTEC system of level 1 Pass, Merit or level 2 Pass, Merit and Distinction. Students cannot achieve a distinction* on an individual component or piece of work but can achieve this grade at the end of the course once all three components are completed.	<p>Brief title: Performing Arts festival</p> <p>The learners will study three professional pieces of work, each in a different genre of theatre performance</p> <ul style="list-style-type: none"> • Blood Brothers/Epic • Laramie Project/Verbatim Theatre • Curious Incident of the Dog in the Night Time/Physical Theatre <p>They will take part in practical workshops to learn the techniques of each genre and then apply it to their own interpretation of each of the performance pieces</p>	<p>BTEC criteria for this section</p> <p>A: Examine professional practitioners' performance work</p> <p>B: Explore the interrelationships between constituent features of existing performance material.</p> <p>Learners will be assessed through recordings of practical coursework and through a portfolio of written assignments. They will be graded using the BTEC system of level 1 Pass, Merit or level 2 Pass, Merit and Distinction. Students cannot achieve a distinction* on an individual component or piece of work but can achieve this grade at the end of the course once all three components are completed.</p>

YEAR 10 Performing Arts Drama Curriculum Plan

Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence, but also to encourage tolerance and understanding. Drama gives young people the opportunities to reflect on the world around them and develop their social, reflective and communicative skills as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question, challenge and ultimately change their perception of the world in which they live.

AUTUMN		SPRING		SUMMER	
Component 1: Exploring the Performing Arts		Component 3: Responding to a Brief (External unit)		Component 2: Developing skills and Techniques in the Performing Arts	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>Brief title: Performing Arts festival</p> <p>The learners will study three professional pieces of work, each in a different genre of theatre performance</p> <ul style="list-style-type: none"> • Blood Brothers/Epic • Laramie Project/Verbatim Theatre • Curious Incident of the Dog in the Night Time/Physical Theatre <p>They will take part in practical workshops to learn the techniques of each genre and then apply it to their own interpretation of each of the performance pieces</p>	<p>Learners will be internally assessed through recordings of practical coursework and through a portfolio of written assignments. They will be graded using the BTEC system of level 1 Pass, Merit or level 2 Pass, Merit and Distinction. Students cannot achieve a distinction* on an individual component or piece of work but can achieve this grade at the end of the course once all three components are completed.</p> <p>A small sample of learners work will be sent to an external moderator for verification of assessment</p>	<p>Learners will produce work for their first entry of the component 3 examination. Learners will have the opportunity to re-sit this examination in year 11, if necessary. The examination board will set a theme for the component in January.</p> <p>Working in groups of 3-7 learners will produce a performance piece between 7 and 15 minutes in length. This will be based on the exam brief provided and can be in any style they choose. Alongside this learners complete three written tasks under exam conditions</p> <p>They must complete the following tasks in response to this theme:</p> <ol style="list-style-type: none"> 1. Ideas log - written 2. Activity log - written 3. Performance Practical 4. Evaluation - written 	<p>All work generated for the four component tasks will be sent to an external examiner to mark.</p> <p>Each task is marked out of a maximum of 15 marks, with a combined total out of 60 marks.</p> <p>This grade will then convert to a grade for Component 3 and be used, alongside the grades for the internally assessed components, to calculate the final, overall exam grade for the course.</p>	<p>Brief title: Preparing for an Audition</p> <p>Learners will participate in a series of workshops and rehearsals that will develop their skills and techniques as an actor.</p> <p>Through these workshops learners will develop their vocal and physical skills and techniques in order to portray convincing characterisation from a professional script of their choice.</p> <p>Learners can choose to submit practical work as a solo, pair or group performance. Each learner should aim to produce characterisation that lasts approximately two minutes in performance.</p>	<p>Learners will be internally assessed through recordings of practical coursework and through a portfolio of written assignments. They will be graded using the BTEC system of level 1 Pass, Merit or level 2 Pass, Merit and Distinction. Students cannot achieve a distinction* on an individual component or piece of work but can achieve this grade at the end of the course once all three components are completed.</p> <p>A small sample of learners work will be sent to an external moderator for verification of assessment</p>

YEAR 11 Performing Arts Drama Curriculum Plan

Drama aims to develop individuality; to encourage students to think and express themselves with flair and confidence, but also to encourage tolerance and understanding. Drama gives young people the opportunities to reflect on the world around them and develop their social, reflective and communicative skills as well as gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play and written drama activities to experience the world around them and begin to appreciate situations from more than one perspective. Through drama, we encourage students to question, challenge and ultimately change their perception of the world in which they live.

AUTUMN		SPRING		SUMMER	
Component 2: Developing skills and Techniques in the Performing Arts		Component 3: Responding to a Brief (External unit)		Course complete	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>Brief title: Preparing for an Audition</p> <p>Learners will participate in a series of workshops and rehearsals that will develop their skills and techniques as an actor.</p> <p>Through these workshops learners will develop their vocal and physical skills and techniques in order to portray convincing characterisation from a professional script of their choice.</p> <p>Learners can choose to submit practical work as a solo, pair or group performance. Each learner should aim to produce characterisation that lasts approximately two minutes in performance.</p>	<p>Brief title: Preparing for an Audition</p> <p>Learners will participate in a series of workshops and rehearsals that will develop their skills and techniques as an actor.</p> <p>Through these workshops learners will develop their vocal and physical skills and techniques in order to portray convincing characterisation from a professional script of their choice.</p> <p>Learners can choose to submit practical work as a solo, pair or group performance. Each learner should aim to produce characterisation that lasts approximately two minutes in performance.</p>	<p>Learners will produce work for their first entry of the component 3 examination. Learners will have the opportunity to re-sit this examination in year 11, if necessary. The examination board will set a theme for the component in January.</p> <p>Working in groups of 3-7 learners will produce a performance piece between 7 and 15 minutes in length. This will be based on the exam brief provided and can be in any style they choose. Alongside this learners complete three written tasks under exam conditions</p> <p>They must complete the following tasks in response to this theme:</p> <ol style="list-style-type: none"> 1. Ideas log - written 2. Activity log - written 3. Performance Practical 4. Evaluation - written 	<p>All work generated for the four component tasks will be sent to an external examiner to mark.</p> <p>Each task is marked out of a maximum of 15 marks, with a combined total out of 60 marks.</p> <p>This grade will then convert to a grade for Component 3 and be used, alongside the grades for the internally assessed components, to calculate the final, overall exam grade for the course.</p>	<p>Learners will have completed the course by the end of the spring term. This will then allow for learners to use the lesson time for any revision of upcoming exams in different subjects.</p>	