

Performing Arts KS3 Curriculum Overview

By the end of KS3, students should:

KNOW	<ul style="list-style-type: none"> How to devise, choreograph and compose utilising appropriate skills and techniques How to refine and rehearse performance work How to analyse and constructively critique the work of self and others
DO	<ul style="list-style-type: none"> Work collaboratively with others; developing strong team work skills Develop creative skills and techniques through purposeful investigation Develop performance skills and techniques through imaginative exploration Confidently approach all practical tasks Vocalise and justify ideas and opinions Share performance work with pride and confidence
APPRECIATE	<ul style="list-style-type: none"> The roles and responsibilities of all that contribute to creating a performance The representation of different cultures across performance arts The stylistic features across a range of Music, Dance and Drama genres

Curriculum Coverage:

	<i>Topic</i>	<i>Sub Topic</i>	<i>Coverage</i>
Year 7	Understanding Performing Arts	An introduction to Performing Arts	<ul style="list-style-type: none"> Practical explorations of characterisation skills Practical explorations of choreographic devises Practical explorations of the musical elements Safe warm up practice
	Performance skill development	Practical exploration of Pantomime	<ul style="list-style-type: none"> Flexibility, stamina and nutrition Script learning and directing Audience participation Exploring characterisation and the comedy genre Singing: pitch, tone, rhythm, duration Roles and responsibilities on and off stage
	Investigating context and style	Cultural Influences in the Arts: 'Blood Brothers'	<ul style="list-style-type: none"> Investigating Blood Brothers Exploration of accent and vocal techniques Practical choreography and characterisation exploration Practical exploration of performance skills
	Creative skill development	Application of creative skills and techniques inspired by 'STOMP'	<ul style="list-style-type: none"> Practical exploration of rhythm, stylistic qualities, and the musical elements Investigation into recycled musical instruments Solo and ensemble compositions Practical explorations of STOMP choreography
	Roles and responsibilities within the PA industry	Industry roles within the musical theatre production of 'The Lion King'	<ul style="list-style-type: none"> Practical exploration of the African dance style Practical exploration of African djembe drumming and chants Plot and improvisation Practical exploration of design and creative skills in live theatre
	Instrumental Practice and Playing	Cultural instrumental exploration: Samba	<ul style="list-style-type: none"> Introduction to instrument assembly and music notation Practical exploration of notation and culturally relevant repertoire Rehearsal and performance of ensemble performance piece, applying and refining the musical elements
Year 8	Understanding Performing Arts	The creative process: Michael Jackson's 'Thriller'	<ul style="list-style-type: none"> The historical context of Michael Jackson's Thriller Practical exploration of Thriller choreography and characterisation Singing: pitch, tone, rhythm, duration Rehearse and refining in preparation for performance
	Performance skill development	Practical exploration of musical theatre inspired by 'School of Rock'	<ul style="list-style-type: none"> Introduction to musical theatre and collaborative disciplines Practical exploration of script learning and characterisation skills Choreography and vocal skill development Singing: pitch, tone, rhythm, duration Call and response Rehearsing and refining performance skills
	Investigating context and style	Creative exploration of the horror genre inspired by 'The Woman in Black'	<ul style="list-style-type: none"> Practical exploration of the musical elements in the horror genre Soundscape compositions Application of explorative strategies and staging decisions Practical exploration of choreographic techniques
	Creative skills development	Exploring Physical Theatre	<ul style="list-style-type: none"> Audience perception Still image and characterisation Practical exploration of musical scores Professional dance practitioner investigation: Frantic Assembly
	Roles and Responsibilities within the PA industry	Exploring Film: Heroes and Villains	<ul style="list-style-type: none"> Exploration of film music and its' purpose Practical exploration of film music scores Group choreography and scene directing: parkour style The collaboration of media, skills and disciplines Practical exploration of design and creative skills
	Instrumental Practice and Playing	Cultural instrumental exploration: Steel Pans	<ul style="list-style-type: none"> Development of music notation knowledge Practical exploration of notation and culturally relevant repertoire Rehearsal and performance of ensemble performance pieces, applying and refining the musical elements

Curriculum Coverage continued:

	<i>Topic</i>	<i>Sub Topic</i>	<i>Coverage</i>
Year 9	Understanding Performing Arts	Cultural Influences in the Arts: West Side Story and Salsa	<ul style="list-style-type: none"> • Sondheim and Jerome’s Salsa style in West Side Story • Context and creative intentions • Call and response <ul style="list-style-type: none"> • Characterisation, back story and hot seating • Theatre design: costume Characterisation, back story and hot seating • Theatre design: costume
	Performance skill development	Replicating Repertoire: ‘We Both Reached for The Gun’ (Chicago)	<ul style="list-style-type: none"> • Puppetry skills and techniques • Contact, levels and proxemics • Practical exploration of Chicago choreography repertoire • Lip sync skill exploration <ul style="list-style-type: none"> • Singing: pitch, tone, rhythm, duration • The director’s role • Performance analysis
	Investigating context and style	The creative process: Unfinished Scripts	<ul style="list-style-type: none"> • Roles and responsibilities • Cue sheets • Script annotation skills • Subtext <ul style="list-style-type: none"> • Application of staging and blocking skills • Soundscape and composition • Skill development analysis
	Creative skill development	Exam preparation and expectations. Preparing for Component 3: Responding to a Brief	<ul style="list-style-type: none"> • Understanding an exam brief • Reasoning ideas and opinions • Rehearsal and refinement <ul style="list-style-type: none"> • Devising • Choreography • Application of the musical elements
	Roles and responsibilities within the PA industry	Exploring and appreciating creative techniques, intentions and features within musical theatre	<ul style="list-style-type: none"> • Practical explorations of script, choreography and song • Choreography skills and techniques • Vocal skill exploration: musical scores and notation <ul style="list-style-type: none"> • Singing: pitch, tone, rhythm, duration • Healthy performer/ roles and responsibilities/ industry expectations • Performance analysis
	Instrumental Practice and Playing	Cultural instrumental exploration: Ukulele	<ul style="list-style-type: none"> • Further development of music notation knowledge • Practical exploration of notation for string instruments <ul style="list-style-type: none"> • Rehearsal and performance of ensemble and solo performance pieces, applying and refining the musical elements

The Wider KS3 Curriculum:

- **Extra-Curricular Clubs:** After school Drama Club, after school Musical Theatre Club, after school Dance Club. Lunch time music club. All studios and practice rooms are open at break and lunch for rehearsals and practice.
- **Trips:** West End visits to see live theatre. Local visits to live theatre, including pantomime.
- **Performance Opportunities:** Spring showcase: sharing of a vast range of student performance work. Opportunities to perform as part of a team on the live stage at Disneyland, Paris. Opportunities to form on the live stage as part of the Shakespeare Theatre Festival.
- **Competitions:** Performing Arts annual house competition: opportunities to create and perform. The Great Big Dance Off competition is a regional competition open to all. Musician of the year: run in collaboration with the Lincolnshire Music Service.
- **Workshops:** In house workshop with Stage Ed exploring Blood Brothers. Performance workshops with artists from MADD college and Celebrity Cruise casting director/ choreographer Graeme Pickering.
- **Performing Arts Prefects:** roles available to those most dedicated to all disciplines in Performing Arts.

Performing Arts KS4 Curriculum Overview

By the end of KS4, students should:

KNOW	<ul style="list-style-type: none"> How to appropriately research information in response to a commissioned proposal How to devise, choreograph and/or compose creatively How to refine and rehearse performance work How to analyse and constructively critique the work of self and others
DO	<ul style="list-style-type: none"> Work collaboratively with other performers on a large-scale production; developing strong team work skills Further develop creative skills and techniques through purposeful investigation Develop performance skills and techniques through imaginative exploration Accurately replicate professional performance work Interpret professional performance work Independently make informed decisions and confidently present ideas and opinions Share performance work with pride and confidence
APPRECIATE	<ul style="list-style-type: none"> The stylistic qualities and features of a production The creative intentions of a practitioner The roles and responsibilities of all that contribute to creating a performance The context and cultural background of a performance piece

Curriculum Coverage:

	<i>Topic</i>	<i>Sub Topic</i>	<i>Coverage</i>	
Year 10	Understanding Performing Arts	Investigation into the works and processes of Performing Arts professionals	<ul style="list-style-type: none"> Practitioner investigation The Component 1 exam framework and expectations Practitioner process research Stylistics qualities explorations 	<ul style="list-style-type: none"> Creative intentions research and analysis Roles and responsibilities in the arts Practical process explorations Practitioner process analysis
	Component 1: Exploring the Performing Arts			
	Performance skill development	Practical skill development and exam preparation	<ul style="list-style-type: none"> Repertoire replication tools and techniques The Component 2 exam framework and expectations Rehearsal processes and demands 	<ul style="list-style-type: none"> Practical technical skill development Practical interpretative skill development Target setting tools: self-analysis
Year 11	Component 2: Developing Skills and Techniques for performance	Practical skill development and exam preparation	<ul style="list-style-type: none"> Repertoire replication tools and techniques The Component 2 exam framework and expectations Rehearsal processes and demands 	<ul style="list-style-type: none"> Practical technical skill development Practical interpretative skill development Target setting tools: self-analysis
	Performance skill development	Practical skill development and exam preparation	<ul style="list-style-type: none"> Repertoire replication tools and techniques The Component 2 exam framework and expectations Rehearsal processes and demands 	<ul style="list-style-type: none"> Practical technical skill development Practical interpretative skill development Target setting tools: self-analysis
	Creative skill development	Exam practice and expectations: mock exam	<ul style="list-style-type: none"> Understanding an exam brief and target audience requirements Ideas log written investigation Practical exploration and selection of ideas and skill development Skill development written investigation 	<ul style="list-style-type: none"> Rehearsal and refinement Practical performance techniques Evaluation log written investigation
	Preparing for Component 3: Responding to a Brief	Exam practice and expectations: mock exam	<ul style="list-style-type: none"> Understanding an exam brief and target audience requirements Ideas log written investigation Practical exploration and selection of ideas and skill development Skill development written investigation 	<ul style="list-style-type: none"> Rehearsal and refinement Practical performance techniques Evaluation log written investigation
	Development of performance and creative skills	Devising to meet the requirements of a brief	<ul style="list-style-type: none"> Ideas log written examination: independent decision making Skills log written examination: self-analysis 	<ul style="list-style-type: none"> Practical group performance: teamwork Evaluation report written assignment: analysis of self and others
Component 3: Responding to a Brief	Devising to meet the requirements of a brief	<ul style="list-style-type: none"> Ideas log written examination: independent decision making Skills log written examination: self-analysis 	<ul style="list-style-type: none"> Practical group performance: teamwork Evaluation report written assignment: analysis of self and others 	

The Wider KS4 Curriculum:

<p>Extra-Curricular Clubs: After school Drama Club, after school Musical Theatre Club, after school Dance Club.</p> <p>Trips: West End visits to see live theatre. Visit to live outdoor theatre venues.</p> <p>Performance Opportunities: Spring showcase, live sharing of Component 2 and 3 performance pieces.</p> <p>Performing Arts Prefects: roles available to those most dedicated to all disciplines in Performing Arts.</p>	<p>Competitions: Performing Arts annual house competition: opportunities to create and perform. The Great Big Dance Off competition is a regional competition open to all. Musician of the year: run in collaboration with the Lincolnshire Music Service.</p> <p>Workshops: Working with practitioners from MADD college.</p>
---	--

Performing Arts KS5 Curriculum Overview

By the end of KS5, students should:

KNOW	<ul style="list-style-type: none"> How to devise, choreograph and/or compose creatively: independently and within a group Understand the demands and discipline required of rehearsals How to analyse and constructively critique the work of self and others in depth and detail 	<ul style="list-style-type: none"> How to interpret theme, form and structure How to appropriately research practitioners in depth and detail How to respond to stimulus
DO	<ul style="list-style-type: none"> Work collaboratively with all other roles on a large-scale production; developing strong team work skills Further develop creative skills and techniques through purposeful investigation Devise performance work in response to the demands of a target audience Creatively devise performance work in accordance with the needs of a community 	<ul style="list-style-type: none"> Interpret professional performance work Independently make informed decisions and confidently present ideas and opinions Share performance work with pride and confidence Actively manage self and others in rehearsals and through performance
APPRECIATE	<ul style="list-style-type: none"> The key features and purpose of a production The demands on performers, and other roles in the industry Community and context in performance 	<ul style="list-style-type: none"> The creative intentions of a practitioner The roles and responsibilities of all that contribute to creating a performance The context and cultural background of a performance piece

Curriculum Coverage:

	<i>Topic</i>	<i>Sub Topic</i>	<i>Coverage</i>	
Year 12	Understanding Performing Arts	Investigation into the works and processes of Performing Arts professionals	<ul style="list-style-type: none"> Practitioner investigation Communication of theme across performance styles Research into the creative intentions of practitioners 	<ul style="list-style-type: none"> Contextual understanding of performance repertoire Critical analysis of works and approaches Sources and referencing
	Unit 1: Investigating Practitioners' Work		<ul style="list-style-type: none"> Physical performance skill exploration Vocal performance skill exploration Interpretative performance skill exploration 	<ul style="list-style-type: none"> Personal management and discipline Rehearsal demands and expectations
	Performance skill development	Practical skill development across at least two performance styles	<ul style="list-style-type: none"> Investigating musical theatre genres Form, structure, theme and character 	<ul style="list-style-type: none"> Practical performance techniques Rehearsal demands and discipline
	Unit 2: Developing Skills and Techniques for Live Performance	Development of specialist skills in Musical Theatre		
	Optional Unit 1 [Example: Unit 27 Musical Theatre]			
Year 13	Development of performance and creative skills	Integrating creative, physical and vocal skills to collaboratively create a performance	<ul style="list-style-type: none"> Understanding stimulus demands Creative intentions and themes 	<ul style="list-style-type: none"> Active investigation and practical exploration Practical group performance
	Unit 3: Group Performance Workshop		<ul style="list-style-type: none"> Community performance Idea development Community needs and context 	<ul style="list-style-type: none"> Target audience Appropriate performance skill selection Rehearsal demands
	Development of understanding of the performing arts and creative skill development	Applying performance skills to a community project	<ul style="list-style-type: none"> Understanding traditional story contexts and intentions: myths, legends and fables Key features and purpose Target audience investigation 	<ul style="list-style-type: none"> Practical storytelling exploration and research Appropriate practical skill selection Rehearsal demands and discipline
	Unit 4: Performing Arts in the Community	Development of specialist skills in the performance of existing stories		
	Optional Unit 2 [Example: Unit 29 Storytelling]			

The Wider KS5 Curriculum:

<p>Extra-Curricular Clubs: After school Drama Club, after school Musical Theatre Club, after school Dance Club. Lunch time music club. All studios and practice rooms are open at break and lunch for rehearsals and practice.</p> <p>Trips: Residential visits: West End live theatre, West End workshops, Visits to The National Theatre, Visits to The Globe.</p> <p>Performance Opportunities: Spring showcase: sharing of a vast range of student performance work. Opportunities to perform as part of a team on the live stage at Disneyland, Paris. Opportunities to form on the live stage as part of the Shakespeare Theatre Festival. Live performance of Musical Theatre production studied in Unit 27.</p>	<p>Competitions: Performing Arts annual house competition: opportunities to create and perform. The Great Big Dance Off competition is a regional competition open to all. Musician of the year: run in collaboration with the Lincolnshire Music Service.</p> <p>Workshops: Professional West End workshops with creators and performers from productions including Hamilton! Performance workshops with artists from MADD college and Celebrity Cruise casting director/ choreographer Graeme Pickering.</p> <p>Performing Arts Prefects: roles available to those most dedicated to all disciplines in Performing Arts</p>
--	--