

Intent

The overall curriculum intent for KS3 is to develop a love for the Performing Arts as a whole; to experience a wide variety of practical workshops and skills to develop confidence and creativity.

Year 7: Develop core skills through practical exploration of Performing Arts, identify and use different dance styles, basic dance actions and drama skills.

Year 8: Deepening understanding and awareness of Drama skills and techniques. Raising cultural awareness and capital through the exploration of different performance works and team working skills.

Year 9: Preparing for BTEC Tech Award in Performing Arts by layering of further knowledge, concept and skills, explore more complex repertoire. Develop a clear understanding of processes when creating own work, along with confidence when developing informed decision making and independent thinking.

Implementation

Themed based projects:

Explore: Students will be introduced to a range of performance styles and works through starter activities and discussions, they will processes used to create performance work practically. This is designed to develop a whole-rounded view of Performing Arts.

Develop: Students will participate in a variety of Dance, Drama and Musical theatre workshops to develop their confidence in physical and vocal skills, by learning enjoyable set repertoire which they will be able to perform. Students will implement their learning from component 1 into practical work.

Create: Students will create work using success criteria related to the particular project they are studying, this could be adding their own dance routine or devising their own section to the play, directing and staging their work for an audience.

Assessment-

Formative: Verbal teacher or peer feedback each lesson, questioning, monitoring of work content

Summative: Students will perform their work for assessment at key points, indicating their predicted grades toward the BTEC when data is reported or Key Learning indicators.

Impact

Students gain knowledge and an appreciation of the Performing Arts with an increased awareness of cultural contribution.
Practical experience of a wide variety of Dance, Drama and Musical theatre skills and techniques with an enjoyment of learning.

There is a broadened experience and increased awareness of the skills, processes and techniques used when creating performance work. There is ongoing skill development through the process of practice and review.

Increased peer interaction, social skills and empowerment when working as part of a team.

Confidence is developed, evident in students performing their work in the lessons, work is well presented and there is a sense of pride and ownership over the creative aspect of this.

Students can show appreciation of peers' work and are effective in communicating their thoughts and opinions.

Key Knowledge and Skills Cross Curricular

Explore, develop, create

Dance: Actions, Dynamics, choreography, canon, unison, formation, levels

Drama: Tableaux, hot seating, thought track, character, blocking, tone, accent, body language

Skills Cross Curricular: Creative Thinking, Communication, Independent & Collaborative working.

Intent

To provide students with technical knowledge and skills within the Performing Arts sector in a vocational context.

Implementation

Three components of study:

Exploring the Performing Arts: Students will be introduced to a range of performances to develop a broad understanding of performance work and influences, including the roles and responsibilities of professionals within the industry.

Developing skills and techniques: workshops and classes students will develop technical, practical and interpretative skills through the rehearsal and performance process. Working from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Review own progress and consider how to make improvements.

Responding to a brief: Students will create work using a brief related to the particular project they are studying, this could be adding their own dance routine or devising their own section to the play, directing and staging their work for an audience.

Assessment-

Formative: Verbal teacher or peer feedback, questioning, monitoring of work content, self-assessment

Summative: Internal assessments for component 1: research log and log book of practical work, component 2: filmed performance, skills development booklet, component 3: externally asses

Impact

An understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. Key transferable skills, such as research and communication. Work presented with pride in a research log.

Learners will consider aptitude and enjoyment for performing arts, helping them to make informed decisions about what you study in the future.

There is a broadened experience and increased awareness of the skills, processes and techniques used when creating performance work. There is ongoing skill development through the process of practice and review.

Increased peer interaction, social skills and empowerment when working as part of a team in component 3.

Confidence is developed, evident in students performing their work in the lessons, work is well presented and there is a sense of pride and ownership over the creative aspect of this.

Students can show appreciation of peers' work and are effective in communicating their thoughts and opinions.

Key Knowledge and Skills Cross Curricular

Explore, develop, create

Dance: posture, alignment, core strength, extension, style, balance, co-ordination, flexibility, stamina

Drama: Tableaux, hot seating, thought track, character, blocking, tone, accent, body language

Skills Cross Curricular: Creative Thinking, Communication, Independent & Collaborative working, respond, theme, structure, purpose, creative intentions, audience, roles and responsibilities, rehearsal process