

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
Subject not studied in primary school as part of built in curriculum			Interventions/support in place: Opening Unit of Y7 introduces all students to basic performance skills to ensure every student has a starting point to build upon as the curriculum spirals through to KS4.			
Year 7						
Topic/Focus	Introduction to Dance Technique (Secret Agents) Physical skills, technical skills, and choreographic devices		Introduction to Drama techniques Freeze Frames, Transitions and Thought Tracks		Physical Theatre Highly Sprung- Urban Astronaut	
Sequencing	<p>Introduces the key concepts of Dance technique and choreographic developments. Taught first due to lack of teaching of Dance at primary levels. Develops confidence, communication skills and improves fitness.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none">Students have very little specialist knowledge or skills from Primary level due to the subject not being engrained into KS2 curriculumHelps to develop students’ awareness of physical, technical and expressive skills whilst also developing their fitness and transferable skills such as communication and teamwork. <p>What content/knowledge/skills?</p> <ul style="list-style-type: none">Teaches how to apply physical skills such as balance, posture, alignment, coordination, flexibility, mobility and strength for effective performanceTeaches how to develop movement through technical skills such as relationship, action, dynamic and spatial content for creative performance		<p>Introduces the key concepts of live performance. Taught after the introduction to Dance to build on skills learnt from the last unit that feed into Drama performance. Due to a lack of teaching of Drama at primary levels, this unit is placed here as an introduction. Develops confidence, basic practical skills, introduces vocal work.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none">Students have very little specialist knowledge or skills from Primary level due to the subject not being engrained into KS2 curriculum <p>What content/knowledge/skills?</p> <ul style="list-style-type: none">Unit teaches practical elements of Freeze Frames to capture tell storiesTeaches students to explore creative ways of moving between images, encouraging flair and creativity to flourishIntroduces vocalisation techniques such as tone, volume, accent and audience engagement – links to Naturalism style <p>Inter-curricular overlaps?</p> <ul style="list-style-type: none">Music – tempo, pace and rhythm in music		<p>Introduces students to the genre of Physical Theatre. Taught after the introduction to Dance and Drama to build on the skills learnt in the Autumn and Spring term through a genre that combines the two styles together. Develops confidence, communication, teamwork skills.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none">Students will have had an introduction to both Dance and Drama and will build upon these skills in the summer term through Physical Theatre- a genre that combines both styles together.This will be an introduction to Physical Theatre which is studied later in Year 8. <p>What content/knowledge/skills?</p> <ul style="list-style-type: none">Teaches transferable skills such as communication, teamwork, and listeningDevelops analytical skills by using Urban astronaut as the professional performance to base work on.Responding to a stimulus such as text or imagesCreating choreography for example through gesture sequences and working in a duet	

	<ul style="list-style-type: none"> Explores different choreographic devices such as unison, canon and repetition to develop movement Allows students to develop their expressive skills such as projection, focus and facial expressions <p>Inter-curriculum overlaps?</p> <ul style="list-style-type: none"> Music- timing and rhythm PE- physical skills such as control, balance, mobility PSHE- confidence and communication skills 	<ul style="list-style-type: none"> PSHE- confidence and communication skills 	<p>Inter-curricular overlaps?</p> <ul style="list-style-type: none"> Geography- climate change PSHE- confidence and communication skills
Extended Learning	Research into the physical, technical and performance skills.	Research into the practitioner, Bertolt Brecht.	Research the impacts of global warming.
Formal Assessment	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.
Year 8			
Topic	Introduction to Dance technique (The World) Physical skills, technical skills, and choreographic devices	Shaun Tan's "The Arrival" Monologue writing and performance	Curious Incident of the Dog in the Night Time Ensemble Performance
Sequencing	<p>Introduces the key concepts of dance technique and choreographic developments. Taught first due to the lack of Dance teaching at primary and Year 7 level. Develops confidence, communication skills and improves fitness.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> Students have very little specialist knowledge or skills from Primary level due to the subject not being engrained into KS2 curriculum. Also due to Dance not being taught during Year 7. 	<p>Introduces the professional theories of a practitioner required for Year 9/10/11 and the challenges of performing alone.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> In depth look at Stanislavski and challenges students to write original devised work, as well as perform it in the style of Naturalism <p>What content/knowledge/skills?</p>	<p>Advanced look at Physical Theatre and application of Naturalistic, Brechtian and Physical Theatre elements to a scripted context</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> Develops on physical theatre techniques and applies into context of a scripted text Challenges students to create whole class performance using knowledge from Spring <p>What content/knowledge/skills?</p>

	<ul style="list-style-type: none"> Helps to develop students' awareness of physical, technical and expressive skills whilst also developing their fitness and transferable skills such as communication and teamwork. <p>What content/knowledge/skills?</p> <ul style="list-style-type: none"> Teaches how to apply physical skills such as balance, posture, alignment, coordination, flexibility, mobility and strength for effective performance Teaches how to develop movement through technical skills such as relationship, action, dynamic and spatial content for creative performance Explores different choreographic devices such as unison, canon and repetition to develop movement <p>Inter-curriculum overlaps?</p> <ul style="list-style-type: none"> Music- timing and rhythm PE- physical skills such as control, balance, mobility 	<ul style="list-style-type: none"> Teaches students the knowledge of how to structure a monologue to increase audience engagement Teaches students how to plan and rehearse effectively a devised script Students explore more in-depth vocalisation techniques – intonation, inflection, tonal variety <p>Inter-curricular overlaps?</p> <ul style="list-style-type: none"> English – writing structure, rhetorical questioning, first person narrative 	<ul style="list-style-type: none"> Knowledge of autism and how it effects people both with it and without it Teaches students key skills of ensemble performance – recreating a 20+ cast performance with equal performance time Exposure to Frantic Assembly style of performance which is covered in greater depth in Year 9 <p>Inter-curricular overlaps?</p> <ul style="list-style-type: none"> English – key text exposing students to autism PSHE/Character and Culture – Social, Emotional barriers surrounding autism
Extended Learning	Research into the physical, technical and performance skills in dance.	Learning and revising of individually devised monologues in preparation for lesson. This will help to prepare students for the expectations and rigour of KS4 Performing Arts.	Research into Curious Incident of the Dog in the Night time.
Formal Assessment	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.

Year 9			
Topic/Focus	Introduction to Dance technique (Street Dance)	Performance in Context	Musical Theatre- Billy Elliot

	Physical skills, technical skills, and choreographic devices	WW1 – Oh What a Lovely War!	
Sequencing	<p>Introduces the key concepts of dance technique and choreographic developments. Taught first due to the lack of Dance teaching at primary and Year 7/8 level. Develops confidence, communication skills and improves fitness.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> Students have very little specialist knowledge or skills from Primary level due to the subject not being engrained into KS2 curriculum. Also due to Dance not being taught during Year 7 and Year 8. Helps to develop students' awareness of physical, technical and expressive skills whilst also developing their fitness and transferable skills such as communication and teamwork. <p>What content/knowledge/skills?</p> <ul style="list-style-type: none"> Teaches how to apply physical skills such as balance, posture, alignment, coordination, flexibility, mobility and strength for effective performance Teaches how to develop movement through technical skills such as relationship, action, dynamic and spatial content for creative performance Explores different choreographic devices such as unison, canon and repetition to develop movement <p>Inter-curriculum overlaps?</p> <ul style="list-style-type: none"> Music- timing and rhythm 	<p>A chance to apply all learning and component knowledge into the context of devised performance designed to replicate Component 03 (Year 11) elements in order to ensure a baseline level of exam knowledge is embedded to maximise GLH use in Year 10/11. Prepares students for the rigour of Year 10 BTEC work and allows evidence of knowledge capture to take place from prior learning</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> Gives students the opportunity to apply all key skills and techniques studied into a given contexts. Students given the choice of performance styles and techniques explored <p>What content/knowledge/skills?</p> <ul style="list-style-type: none"> Teaches students how to apply different performance styles and techniques into contexts Explores key historical issues during WW1 Develops all practical skills learnt <p>Inter-curriculum overlaps?</p> <ul style="list-style-type: none"> English – literacy skills exploring texts, reading and making creative decisions History – texts explore historical concepts of WW1 – propaganda, censorship PSHE/Character and Culture – text explores emotional, social and political constructs 	<p>A chance to apply all learning from both Dance and Drama units across KS3 to a unit on Musical Theatre, looking at Billy Elliot- The Musical.</p> <p>Why this? Why now?</p> <ul style="list-style-type: none"> Gives students the opportunity to develop skills learnt in Dance and Drama throughout KS3 by combining them together in a unit of Musical Theatre. This may inspire some students who are taking KS4 Performing Arts to choose the Musical Theatre route of the BTEC. Explores the history of the mining strikes in the UK and tackles sexist/prejudice/stereotypes around gender (Billy Elliot) Teaches students a new genre of dance <p>Inter-curriculum overlaps?</p> <ul style="list-style-type: none"> History- historical contexts of which the musicals are set Music- working closely with music PSHE- confidence and communicating as part of a team

	<ul style="list-style-type: none">PE- physical skills such as control, balance, mobility					
Extended Learning	Research into the physical, technical and expressive skills in dance.		Create a poster that resembles the propaganda used during the First World War.		Research into the mining strikes and the impact this had on families.	
Formal Assessment	End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.		End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.		End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.	
Year 10						
Qualification	BTEC Tech Award in Performing Arts (Acting pathway)					
Topic	BTEC Component 01	BTEC Component 01	BTEC Component 01	BTEC Component 02	BTEC Component 02	BTEC Component 02
Sequencing	Introduces students to the 3 key performance styles and develops all theoretical and theory in practice knowledge together – advanced work on all practitioners studied in lower school	Introduces students to the 3 key performance styles and develops all theoretical and theory in practice knowledge together – advanced work on all practitioners studied in lower school	Introduces students to the 3 key performance styles and develops all theoretical and theory in practice knowledge together – advanced work on all practitioners studied in lower school	Allow students to apply all the theoretical knowledge and theory in practice knowledge into a chosen context – clear links between theory and video practice is required	Allow students to apply all the theoretical knowledge and theory in practice knowledge into a chosen context – clear links between theory and video practice is required	Allow students to apply all the theoretical knowledge and theory in practice knowledge into a chosen context – clear links between theory and video practice is required
Extended Learning	Drama Period 6	Drama Period 6	Drama Period 6	Learning Script Period 6 Rehearsals	Learning Script Period 6 Rehearsals	Learning Script Period 6 Rehearsals
Formal Assessment	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process	BTEC Coursework Staff feedback Peer feedback Formal BTEC IV Process
Year 11						
Qualification	BTEC Tech Award in Performing Arts (Acting pathway)					
Topic	BTEC Component 03 Mock	BTEC Component 03 Mock	BTEC Component 03: External Assessment	BTEC Component 03: External Assessment	Course Completed	Course Completed
Sequencing	Mock practice of the exam unit – combines all Component 01 and Component 02 knowledge together	Mock practice of the exam unit – combines all Component 01 and Component 02 knowledge together	Dates and Times set by exam board Sequencing of Exam:	Dates and Times set by exam board Sequencing of Exam:	N/A	N/A

	Prepares for sequencing of exam structure	Prepares for sequencing of exam structure	Planning and Preparation Skills Development Rehearsal Performance Evaluate	Planning and Preparation Skills Development Rehearsal Performance Evaluate		
Extended Learning	Revision and Exam Prep	Revision and Exam Prep	Revision and Exam Prep	Revision and Exam Prep	N/A	N/A
Formal Assessment	Externally assessed	Externally assessed	Externally assessed	Externally assessed	N/A	N/A
Post Year 11						
Further Education/training in:				Employment in:		
Performing Arts A-Level – East Norfolk Sixth Form College Drama and Theatre Studies A-Level – City College Norwich UAL BTEC Level 3 Diploma in Dance- City College Norwich Performing Arts BTEC Level 3 – East Norfolk Sixth Form College Performing Arts BTEC Level 3 – East Coast College				Actor, dancer, designer, choreographer, playwright, novelist, theatre technician, theatre engineer, teaching, lecturer, costume designer, stage manager, director, producer, radio, television		