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|  | **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 | **Musical Theatre** | | **Greek Theatre** | | | **Physical Theatre** | |
| Sequencing | Introducing key concepts of musical theatre to Year 7 students can be incredibly beneficial for their overall development and engagement.  **Why this? Why now?**   * Musical theatre introduces students to a unique form of artistic expression that combines acting, singing, and dancing, offering a holistic approach to performance arts. * At the Year 7 level, students are at a formative stage where they are exploring various interests and talents. Introducing them to musical theatre can help them discover and nurture their passion for performance early on. * With the increasing popularity of musical theatre productions and the diverse career opportunities it offers, exposing students to this art form at an early age can broaden their horizons and career options.   **What content/knowledge/skills?**  **Performance Skills:** Students will learn how to develop their acting, singing, and dancing abilities, honing their performance skills through practice and guidance. 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  **Technical Skills**: They will be taught the technical aspects of musical theatre, including vocal techniques, stage presence, and choreography, which are essential for delivering a polished performance.  Storytelling: Musical theatre involves conveying emotions and telling stories through performance. Students will learn how to interpret characters, convey emotions effectively, and engage with the audience.  **Collaboration**: Musical theatre is a collaborative art form that requires teamwork and cooperation. Students will develop essential communication, teamwork, and interpersonal skills as they work together with their peers to create performances.  **Creativity:** Students will have the opportunity to express their creativity through acting, singing, and dancing, exploring different characters, styles, and genres within the realm of musical theatre.  **Confidence Building**: Engaging in musical theatre can boost students' confidence and self-esteem as they gain experience performing in front of others and receive positive feedback and encouragement.  **Cultural Appreciation**: Students will learn about the history and cultural significance of musical theatre, exploring various productions and styles from different time periods and cultures. This can foster a deeper appreciation for the art form and its impact on society.  **Inter-curriculum overlaps?**   * **Music**- timing and rhythm * **PE**- physical skills such as control, balance, mobility   **PSHE**- confidence and communication skills | | Introducing Greek theatre to Year 7 students can be an enriching experience that offers insights into the origins of drama and its cultural significance.  **Why this? Why now?**   * Greek theatre serves as the foundation of Western drama and storytelling, making it essential for students to understand its origins and influence. * At the Year 7 level, students are beginning to explore ancient civilizations and their contributions to the world. Introducing them to Greek theatre allows them to delve into one of the earliest forms of theatrical performance. * Greek theatre provides a unique opportunity for interdisciplinary learning, integrating history, literature, and performance arts into a cohesive unit.   **What content/knowledge/skills?**  **Historical Context:** Students will learn about the historical and cultural context of ancient Greece, including the development of democracy, religion, and social structure. They will explore how these factors influenced the emergence of theatre as a communal and religious event.  **Dramatic Structure**: Students will study the structure of Greek tragedies and comedies, including elements such as the chorus, dialogue, plot, and character development. They will analyze the conventions of Greek theatre, such as the use of masks, costumes, and amphitheater settings.  **Performance Skills:** Students will have the opportunity to perform scenes from Greek plays, allowing them to experience firsthand the physicality and vocal techniques required for classical acting. They will learn about the importance of gesture, movement, and vocal expression in conveying emotion and character.  **Cultural Appreciation:** Students will gain an appreciation for Greek culture and its contributions to art, philosophy, and civilization. They will explore the role of theatre in ancient Greek society, including its religious and civic functions, as well as its influence on later forms of drama.  **Critical Thinking**: Students will develop critical thinking skills as they analyze and interpret Greek dramatic texts, considering different perspectives and interpretations. They will learn to ask probing questions and make connections between the themes and ideas presented in the plays and their own lives.  **Creativity**: Students will have the opportunity to engage in creative activities inspired by Greek theatre, such as mask-making, costume design, and staging scenes. They will explore their own artistic expression while learning about the artistic techniques and traditions of ancient Greece.  **Inter-curriculum overlaps?**   * **Music**- timing and rhythm: Greek theatre often incorporated music and rhythm into performances, with the chorus singing and dancing to accompany the action on stage * **PE**- physical skills such as control, balance, mobility, Greek theatre required performers to possess physical skills such as control, balance, and mobility to effectively portray characters and engage in movement-based performances   **PSHE**- confidence and communication skills:  Through rehearsals, performances, and group discussions, students can build their self-confidence as they take on different roles and express themselves creatively.  **History:** Greek theatre in its historical context, exploring its origins in the religious festivals of ancient Greece and its evolution over time | | | 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.  **Why this? Why now?**   * Physical theatre offers a dynamic and immersive way for students to explore storytelling through movement and expression. * Introducing them to physical theatre can ignite their creativity and curiosity. * In today's world, where non-verbal communication and expression are increasingly important, the skills learned in physical theatre are valuable for personal and professional growth.   **What content/knowledge/skills?**  **Performance Skills**: Students will develop their ability to express themselves physically, exploring a range of movements, gestures, and expressions to convey emotions and narratives effectively.  **Technical Skills**: They will learn the technical aspects of physical theatre, including body awareness, spatial awareness, and the use of breath and rhythm to enhance performance.  **Storytelling**: Physical theatre is a powerful means of storytelling without words. Students will learn how to create characters, environments, and narratives through movement and gesture, engaging their audience's imagination and emotions.  **Collaboration:** Physical theatre often involves ensemble work and improvisation. Students will learn to collaborate with their peers, responding to each other's movements and ideas to create cohesive and dynamic performances.  **Creativity**: Students will have the opportunity to explore their own creativity and imagination, experimenting with different movement styles, themes, and concepts to create original physical theatre pieces.  **Confidence Building**: Engaging in physical theatre can boost students' confidence and self-esteem as they gain mastery over their bodies and express themselves authentically in front of others.  **Inter-curriculum overlaps?**  **Music**: Timing and rhythm play a crucial role in physical theatre, as students learn to synchronize their movements with music or sound cues.  **PE**: Physical theatre requires students to develop physical skills such as control, balance, and mobility, which are fundamental to their overall physical literacy.  **PSHE**: Engaging in physical theatre can enhance students' confidence and communication skills, as they learn to express themselves and collaborate effectively with others through movement and gesture | |

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| Extended Learning | Research into the physical, technical and performance skills. | Research into Greek Life | Research Frantic assembly |
| 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 | Dancing through the Decades | **Commedia Dell’arte** | The Tempest |
| Sequencing | **Why this? Why now?**   * 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.   * Helps to develop students’ awareness of physical, technical and expressive skills whilst also developing their fitness and transferable skills such as communication and teamwork.   **What content/knowledge/skills?**   * 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   **Inter-curriculum overlaps?**   * **Music**- timing and rhythm   **PE-** physical skills such as control, balance, mobility | **Why this? Why now?**   * Commedia dell'arte is a vibrant and interactive form of theatre that originated in Italy during the Renaissance. Introducing students to Commedia dell'arte allows them to explore the rich history and cultural heritage of this theatrical tradition. * At the Year 8 level, students are ready to delve deeper into the world of theatre and performance. Commedia dell'arte provides an engaging and accessible entry point into the study of theatrical styles and techniques. * With its emphasis on improvisation, physical comedy, and character archetypes, Commedia dell'arte offers valuable opportunities for students to develop their creativity, collaboration, and performance skills.   **What content/knowledge/skills?**  **Historical Context**: Students will learn about the origins and development of Commedia dell'arte during the Italian Renaissance, exploring its social, cultural, and political significance. They will gain an understanding of the stock characters, comedic conventions, and performance venues associated with Commedia dell'arte.  **Character Archetypes:** Students will be introduced to the iconic stock characters of Commedia dell'arte, such as Arlecchino (Harlequin), Pantalone, and Colombina. They will learn about each character's distinctive traits, physicality, and relationships within the comedic ensemble.  **Improvisation Techniques**: Commedia dell'arte is known for its emphasis on improvisation and spontaneity. Students will participate in improvisational exercises and games inspired by Commedia dell'arte, honing their quick thinking, creativity, and adaptability as performers.  Physical Comedy: Students will explore the principles of physical comedy, including slapstick humor, exaggerated gestures, and comedic timing. They will learn how to use their bodies expressively to evoke laughter and engage the audience in comedic situations.  **Mask Work**: Commedia dell'arte often features the use of masks to exaggerate characters' facial expressions and emotions. Students will have the opportunity to create and decorate their own Commedia dell'arte-inspired masks, experimenting with different designs and materials.  **Scene Study:** Students will analyze and perform scenes from classic Commedia dell'arte plays, such as "The Servant of Two Masters" by Carlo Goldoni. They will explore the structure of Commedia dell'arte scenes, including the use of lazzi (comic routines) and the interaction between characters.  **Inter-curriculum overlaps?**  **History:** Students will gain insights into Italian Renaissance society and culture through the study of Commedia dell'arte, exploring themes such as social hierarchy, gender roles, and satire.  **Language Arts**: Analyzing and performing scenes from Commedia dell'arte plays enhances students' understanding of dramatic structure, character development, and comedic dialogue.  **Art and Design**: Creating Commedia dell'arte masks provides opportunities for artistic expression and craftsmanship, as students design and decorate their masks using a variety of materials and techniques. | **Why this? Why now?**   * "The Tempest" is one of Shakespeare's most captivating and fantastical plays, offering students a rich tapestry of themes, characters, and dramatic techniques to explore. * At the Year 8 level, students are ready to delve into the complexities of Shakespearean literature and language. "The Tempest" provides an accessible entry point into Shakespeare's works, with its magical elements, relatable characters, and universal themes. * With its themes of power, redemption, and forgiveness, "The Tempest" offers valuable opportunities for students to engage with timeless moral and ethical questions, as well as to develop their analytical, creative, and performance skills.   **What content/knowledge/skills?**  **Plot and Characters:** Students will become familiar with the plot and characters of "The Tempest," including Prospero, Miranda, Ariel, Caliban, and the other inhabitants of the enchanted island. They will analyze character motivations, relationships, and development throughout the play.  **Language and Verse:** Students will explore Shakespeare's language and verse in "The Tempest," focusing on key passages and speeches. They will learn about poetic devices such as metaphor, imagery, and verse structure, as well as the use of iambic pentameter and blank verse.  Themes and Motifs: Students will examine the themes and motifs present in "The Tempest," such as power and authority, colonialism, freedom and imprisonment, and the nature of forgiveness and reconciliation. They will analyze how these themes are developed and interconnected throughout the play.  **Performance and Adaptation**: Students will have the opportunity to explore different interpretations and adaptations of "The Tempest," including stage productions, film adaptations, and literary retellings. They may also have the chance to perform scenes from the play, either in class or in a school production.  **Historical and Cultural Context:** Students will learn about the historical and cultural context of "The Tempest," including Shakespeare's sources of inspiration, the political and social climate of Jacobean England, and the role of the theatre in Shakespearean society.  **Inter-curriculum overlaps?**  **English**: Studying "The Tempest" enhances students' language skills, vocabulary, and comprehension as they engage with Shakespeare's complex language and themes.  **History**: Exploring the historical and cultural context of "The Tempest" provides insights into the Elizabethan and Jacobean eras, as well as broader themes of colonialism, exploration, and cultural exchange.  **Art and Design**: Students may have the opportunity to create visual representations of scenes from "The Tempest," design costumes and sets for a theatrical production, or analyze artistic interpretations of the play in paintings, illustrations, and other visual media. |

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| Extended Learning | Research into the physical, technical and performance skills in dance. | Learning and revising of group devised scenes in preparation for lesson.  This will help to prepare students for the  expectations and rigour of KS4 Performing Arts. | Research into The Tempest |
| 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. |

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| **Year 9** | | | | |
| **Topic/Focus** | | **DNA by Dennis Kelly** | **War Horse** | **Prejudice** |
| Sequencing | **Why this? Why now?**   * "DNA" by Dennis Kelly is a gripping and thought-provoking play that explores themes of peer pressure, identity, morality, and the consequences of actions. * At the Year 9 level, students are beginning to grapple with complex moral and ethical questions, making "DNA" a timely and relevant text for discussion and analysis. * With its contemporary setting and relatable characters, "DNA" offers valuable opportunities for students to engage with issues relevant to their own lives, such as friendship, loyalty, and the impact of social dynamics.   **What content/knowledge/skills?**   * **Plot and Characters**: Students will become familiar with the plot and characters of "DNA," including the group of teenagers who find themselves entangled in a dark secret after a prank goes wrong. They will analyze character motivations, relationships, and development throughout the play. * **Themes and Issues:** Students will explore the themes and issues addressed in "DNA," such as the pressure to conform, the nature of responsibility, and the consequences of bullying and mob mentality. They will examine how these themes are developed and resolved within the context of the play. * **Dramatic Techniques:** Students will study the dramatic techniques used by Dennis Kelly in "DNA," such as non-linear storytelling, dramatic irony, and the use of symbolism and imagery. They will analyse how these techniques contribute to the overall impact and meaning of the play. * **Language and Dialogue:** Students will engage with the language and dialogue of "DNA," focusing on key passages and speeches. They will analyze Kelly's use of language to convey character traits, emotions, and themes, as well as the stylistic choices that shape the tone and atmosphere of the play.   **Inter-curriculum overlaps?**   * **English:** Studying "DNA" enhances students' language skills, vocabulary, and comprehension as they engage with Kelly's complex dialogue and themes. * **PSHE**: Exploring the themes of peer pressure, bullying, and moral responsibility in "DNA" provides opportunities for discussions about social dynamics, ethics, and the role of individuals within groups. | **Why this? Why now?**   * "War Horse" is a poignant and powerful story that explores themes of friendship, loyalty, courage, and the impact of war on individuals and communities. * At the Year 9 level, students are developing their empathy and understanding of complex issues, making "War Horse" a timely and relevant text for exploration and discussion. * With its universal themes and engaging narrative, "War Horse" offers valuable opportunities for students to connect with historical events, explore moral and ethical questions, and engage with issues of empathy and resilience.   **What content/knowledge/skills?**   * **Plot and Characters**: Students will become familiar with the plot and characters of "War Horse," including the protagonist, Albert, and his beloved horse, Joey. They will analyse character motivations, relationships, and development throughout the story. * **Historical Context**: Students will learn about the historical context of "War Horse," set against the backdrop of World War I. They will explore the impact of the war on individuals, families, and communities, as well as the role of animals in wartime. * **Themes and Issues:** Students will explore the themes and issues addressed in "War Horse," such as the bonds of friendship, the futility of war, and the resilience of the human spirit. * **Performance and Adaptation:** Students will have the opportunity to explore different interpretations and adaptations of "War Horse," including the stage play and the film adaptation directed by Steven Spielberg.   **Inter-curriculum overlaps?**   * **English**: Studying "War Horse" enhances students' language skills, vocabulary, and comprehension as they engage with Morpurgo's descriptive prose and dialogue. * **History:** Exploring the historical context of World War I in "War Horse" provides opportunities for discussions about the causes, consequences, and legacy of the war, as well as the experiences of soldiers and civilians on the home front. | **Why this? Why now?**   * At the Year 9 level, students are developing their understanding of social issues and their impact on individuals and communities. Introducing them to the theme of prejudice allows them to explore complex topics such as discrimination, stereotyping, and bias in a safe and supportive environment. * Prejudice is a pervasive issue in society and addressing it at a young age helps students develop empathy, critical thinking skills, and a sense of social responsibility.   **What content/knowledge/skills?**   * **Definition and Types of Prejudice:** Students will learn about the concept of prejudice and its various forms, including racism, sexism, homophobia, religious intolerance, and xenophobia. They will explore how prejudice manifests in different contexts and the impact it has on individuals and communities. * **Historical Events**: Students will learn about significant historical events related to prejudice and discrimination. * **Empathy and Perspective-Taking:** Students will develop empathy and perspective-taking skills by putting themselves in the shoes of individuals who experience prejudice.   **Inter-curriculum overlaps?**   * **English:** Studying literary texts related to prejudice enhances students' language skills, critical thinking, and empathy as they engage with complex themes and characters. * **History**: Exploring historical events related to prejudice provides insights into the root causes and consequences of discrimination, as well as the ways in which individuals and communities have resisted and challenged it. * **PSHE**: Addressing the theme of prejudice promotes discussions about identity, diversity, empathy, and social justice, fostering students' personal and social development. |

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| Extended Learning | Research into Playwright Dennis Kelly | | Create a poster that resembles the propaganda used during the First World War. | | Research a form of Prejudice in history. | |
| 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 02 | BTEC Component 02 | BTEC Component 03:  External Assessment | BTEC Component 03:  External Assessment | BTEC Component 03: External Assessment | Course Completed |
| Sequencing | 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 | 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 |

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|  | 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:  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 | | | | Employment in:  Actor, dancer, designer, choreographer, playwright, novelist, theatre technician, theatre engineer, teaching, lecturer, costume designer, stage manager, director, producer, radio, television | | |