

	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		Physical Theatre		Live Theatre Review- National Theatre	
Sequencing	<p>Introducing key concepts of musical theatre to Year 7 students can be incredibly beneficial for their overall development and engagement.</p> <p>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.</p> <p>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.</p>		<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? 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.</p> <p>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.</p>		<p>Students will have the opportunity to engage with professional works from the National Theatre, including productions such as "Treasure Island," "The Curious Incident of the Dog in the Night-Time," and "Peter Pan".</p> <p>Why this? Why now? Diverse Techniques: Reviewing these National Theatre productions allows students to explore a variety of theatrical techniques and styles, showcasing the richness and versatility of contemporary theatre. Cultural and Artistic Insight: Engaging with these different productions offers insight into cultural narratives and artistic innovations, fostering a deeper appreciation for theatre's impact on society.</p> <p>What content/knowledge/skills? Body and Spatial Awareness: Performers displayed excellent body control and spatial awareness in "Peter Pan," manoeuvring through aerial and physical choreography that brings the story to life. Use of Breath and Rhythm: Productions highlighted the role of breath and rhythm in enhancing performance, aligning movement and dialogue to create engaging and dynamic scenes. Storytelling: Non-Verbal Communication: Physical theatre elements in "The Curious Incident" allowed for powerful non-verbal storytelling, captivating the audience with visual narratives. Character Creation: Actors crafted memorable</p>	

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Inter-curriculum overlaps?</p> <p>Music- timing and rhythm</p> <p>PE- physical skills such as control, balance, mobility</p> <p>PSHE- confidence and communication skills</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Inter-curriculum overlaps?</p> <p>Music: Timing and rhythm play a crucial role in physical theatre, as students learn to synchronize their movements with music or sound cues.</p> <p>PE: Physical theatre requires students to develop physical skills such as control, balance, and mobility, which are fundamental to their overall physical literacy.</p> <p>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</p>	<p>characters through distinct movement styles, from the adventurous Peter Pan to the enigmatic Christopher in "The Curious Incident."</p> <p>Collaboration: Ensemble Work: Each production emphasized ensemble dynamics, with actors seamlessly interacting to create cohesive and immersive storytelling experiences.</p> <p>Creativity: Original Interpretations: Creative approaches to classic narratives like "Treasure Island" and modern stories like "The Curious Incident" demonstrated the company's versatility and commitment to artistic innovation.</p> <p>Confidence Building: Mastery and Authenticity: Engaging in demanding performances likely boosted the actors' confidence and authenticity, inspiring students to explore their own creative potential and artistic expression.</p> <p>Inter-Curriculum Overlaps:</p> <p>Music: The integration of music and soundscapes enhanced the emotional and thematic resonance of each production, underscoring the importance of timing and mood in theatrical storytelling.</p> <p>Physical Education (PE): Physical demands in performances, such as the acrobatics in "Peter Pan," reinforced the importance of fitness, coordination, and physical expression in theatre.</p> <p>PSHE: enhanced empathy and communication skills, encouraging students to engage with complex themes and diverse characters, fostering a deeper understanding of human experiences and societal issues.</p>
Extended Learning	Research into the physical, technical and performance skills.	Research Frantic assembly	Research into stagecraft
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	Commedia Dell'arte	The Tempest	Live Theatre review- Contemporary Theatre
Sequencing	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>Students will have the opportunity to engage with professional works from the National Theatre, including productions such as "War Horse" "The Curious Incident of the Dog in the Night-Time" and "One Man, Two Guvnors".</p> <p>Why this? Why now? Diverse Techniques: Reviewing multiple National Theatre productions allows for an exploration of diverse theatrical techniques and styles, showcasing the breadth of storytelling methods. Comprehensive Learning: A compilation review provides a broader understanding of contemporary theatre, useful for students studying various aspects of performance and production. Cultural and Artistic Insight: Engaging with different productions offers insight into cultural narratives and artistic innovations, enhancing students' appreciation of theatre's role in society.</p> <p>What content/knowledge/skills? Body and Spatial Awareness: Performers showcased excellent body control and spatial awareness, crucial for executing complex choreography and interacting with intricate sets. Use of Breath and Rhythm: The productions highlighted the role of breath and rhythm in enhancing performance, whether through the synchronization of movements in "War Horse" or the pacing of dialogue in "One Man, Two Guvnors" Storytelling: Non-Verbal Communication: Physical theatre elements allowed for powerful non-verbal storytelling, engaging the audience's imagination and emotions. Character Creation: Actors crafted memorable characters through movement and gesture, from the vulnerable Christopher in "The Curious Incident" to the mischievous servant in "One Man, Two</p>

	<p>They will learn how to use their bodies expressively to evoke laughter and engage the audience in comedic situations.</p> <p>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.</p> <p>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.</p> <p>Inter-curriculum overlaps?</p> <p>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.</p> <p>Language Arts: Analyzing and performing scenes from Commedia dell'arte plays enhances students' understanding of dramatic structure, character development, and comedic dialogue.</p> <p>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</p>	<p>retellings. They may also have the chance to perform scenes from the play, either in class or in a school production.</p> <p>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.</p> <p>Inter-curriculum overlaps?</p> <p>English: Studying "The Tempest" enhances students' language skills, vocabulary, and comprehension as they engage with Shakespeare's complex language and themes.</p> <p>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.</p> <p>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</p>	<p>Guvnors."</p> <p>Ensemble Work: Each production demonstrated the importance of ensemble work, with actors responding to each other's movements and creating cohesive performances.</p> <p>Improvisation: "One Man, Two Guvnors" particularly showcased improvisational skills, with actors adapting to audience interactions and spontaneous moments.</p> <p>Creativity:</p> <p>Innovative Techniques: The National Theatre's productions pushed the boundaries of traditional theatre, incorporating puppetry, multimedia, and interactive elements.</p> <p>Mastery and Authenticity: Engaging in such varied and demanding performances likely boosted the actors' confidence and mastery over their craft, inspiring students to embrace their own creative potential.</p> <p>Inter-Curriculum Overlaps:</p> <p>Music: The integration of sound and rhythm in physical performances, such as the musical cues in "War Horse" and "One Man, Two Guvnors," emphasized the importance of timing and musicality.</p> <p>PE: The physical demands of the performances,</p> <p>PSHE: The productions enhanced empathy and communication skills, as students observed and analyzed the actors' expressive storytelling and collaboration</p>
<p>Extended Learning</p>	<p>Learning and revising of group devised scenes in preparation for lesson.</p> <p>This will help to prepare students for the expectations and rigor of KS4 Performing Arts..</p>	<p>Research into The Tempest</p>	<p>Research into stagecraft</p>
<p>Formal Assessment</p>	<p>End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.</p>	<p>End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.</p>	<p>End of unit assessment to establish their attainment (beginning, developing, secure, mastery) and to monitor their development and progress- practical performance.</p>

Year 9			
Topic/Focus	Theatre Styles- Naturalism v Non-Naturalistic	DNA by Dennis Kelly	Live Theatre Review- Elizabethan Theatre
Sequencing	<p>Students will have the opportunity to engage with professional works that exemplify the techniques of Bertolt Brecht and Konstantin Stanislavski, including productions such as "Mother Courage and Her Children".</p> <p>Why this? Why now? Diverse Techniques: Exploring both Brechtian and Stanislavskian styles allows students to experience a wide range of theatrical techniques and storytelling methods. Comprehensive Learning: Analysing these distinct approaches provides a broader understanding of historical and contemporary theatre, useful for students studying various aspects of performance and production. Cultural and Artistic Insight: Engaging with different productions offers insight into cultural narratives and artistic innovations, enhancing students' appreciation of theatre's role in society.</p> <p>What content/knowledge/skills?</p> <p>Body and Spatial Awareness: Stanislavski: Performers showcased realistic body movements and spatial awareness, crucial for creating believable characters and authentic interactions. Brecht: Actors demonstrated a heightened awareness of space to create a sense of detachment and highlight the artificiality of the performance.</p> <p>Use of Breath and Rhythm: Stanislavski: Emphasis on natural breath patterns and rhythms to enhance the realism and emotional depth of the performance. Brecht: Deliberate use of breath and rhythm to break the fourth wall and make the audience aware they are watching a play.</p>	<p>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.</p> <p>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</p>	<p>Students will have the opportunity to engage with professional works from the National Theatre, including productions such as "Macbeth," "Romeo and Juliet," and "Hamlet."</p> <p>Why this? Why now? Diverse Techniques: Reviewing multiple National Theatre productions of Elizabethan plays allows for an exploration of diverse theatrical techniques and styles, showcasing the breadth of storytelling methods from this period. Comprehensive Learning: A compilation review provides a broader understanding of Elizabethan theatre, useful for students studying various aspects of performance and production. Cultural and Artistic Insight: Engaging with different productions offers insight into historical and cultural narratives, as well as artistic innovations of the Elizabethan era, enhancing students' appreciation of theatre's role in society.</p> <p>What content/knowledge/skills? Body and Spatial Awareness: Elizabethan Staging: Performers showcased excellent body control and spatial awareness, crucial for executing complex choreography on a thrust stage and interacting with intricate sets that reflect Elizabethan design.</p> <p>Use of Breath and Rhythm: Shakespearean Dialogue: The productions highlighted the role of breath and rhythm in enhancing performance, particularly through the use of iambic pentameter and the pacing of Shakespearean dialogue.</p> <p>Storytelling: Non-Verbal Communication: Physical theatre</p>

	<p>Storytelling Non-Verbal Communication: Stanislavski: Subtle gestures and movements conveyed deep emotional states and psychological realism. Brecht: Exaggerated movements and gestures were used to convey social messages and provoke critical thinking.</p> <p>Character Creation: Stanislavski: Actors crafted complex, three-dimensional characters through method acting techniques. Brecht: Characters were often archetypes or representations of social issues, created to make the audience think rather than feel. Collaboration:</p> <p>Ensemble Work: Stanislavski: Emphasis on realistic ensemble interactions to create a cohesive and believable world on stage. Brecht: Collaboration to present a clear message, often breaking traditional roles and using multi-rolling to highlight the play's themes.</p> <p>Improvisation: Stanislavski: Used to discover deeper character motivations and relationships. Brecht: Employed to create a sense of spontaneity and to engage the audience directly. Creativity:</p> <p>Innovative Techniques: Stanislavski: Development of naturalistic techniques that have influenced modern acting. Brecht: Use of multimedia, placards, and direct audience address to innovate storytelling and challenge conventions.</p> <p>Original Interpretations: Stanislavski: Focused on bringing new depth and</p>	<p>choices that shape the tone and atmosphere of the play.</p> <p>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.</p>	<p>elements allowed for powerful non-verbal storytelling, engaging the audience's imagination and emotions, which is essential in interpreting Shakespeare's works.</p> <p>Character Creation: Actors crafted memorable characters through movement and gesture, bringing to life the tragic Macbeth, the passionate Romeo and Juliet, and the conflicted Hamlet.</p> <p>Collaboration: Ensemble Work: Each production demonstrated the importance of ensemble work, with actors responding to each other's movements and creating cohesive performances that highlight the interplay between characters.</p> <p>Improvisation: The productions showcased the actors' ability to adapt to the dynamic and interactive nature of Elizabethan theatre, where audience interaction can play a role.</p> <p>Creativity: Innovative Techniques: The National Theatre's productions pushed the boundaries of traditional Elizabethan theatre, incorporating modern elements such as multimedia and contemporary set designs while staying true to the original texts.</p> <p>Original Interpretations: Creative approaches to classic texts, like innovative staging or modernized costumes, highlighted the versatility and relevance of Shakespeare's plays in today's world.</p> <p>Confidence Building: Mastery and Authenticity: Engaging in such varied and demanding performances likely boosted the actors' confidence and mastery over their craft, inspiring students to embrace their own creative potential and tackle challenging material.</p>
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	<p>realism to classic texts and contemporary stories. Brecht: Highlighted social issues and used theatre as a tool for political change and awareness. Confidence Building:</p> <p>Mastery and Authenticity: Stanislavski: Mastery of emotional authenticity and realistic portrayal of characters likely boosted actors' confidence. Brecht: Confidence in engaging the audience directly and conveying strong social messages.</p> <p>Inter-Curriculum Overlaps: Music: Brecht: Use of songs and music to comment on the action and provide critical distance. Stanislavski: Natural integration of music to enhance the emotional realism of the scene.</p> <p>PSHE: Brecht: Enhancing critical thinking and social awareness through performances that address societal issues. Stanislavski: Building empathy and understanding of human psychology through realistic character portrayals..</p>		<p>Inter-Curriculum Overlaps: PE: The physical demands of the performances, from the sword fights in "Macbeth" to the acrobatic movements in "Romeo and Juliet". PSHE: The productions enhanced empathy and communication skills, as students observed and analyzed the actors' expressive storytelling and collaboration, delving into themes of love, ambition, and identity that are central to the human experience.</p>
Extended Learning		Research into Playwright Dennis Kelly.	
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 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: <ul style="list-style-type: none"> Planning and Preparation Skills Development Rehearsal Performance Evaluate 	Dates and Times set by exam board Sequencing of Exam	N/A
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	
<p>Further Education/training in:</p> <p>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</p>	<p>Employment in:</p> <p>Actor, dancer, designer, choreographer, playwright, novelist, theatre technician, theatre engineer, teaching, lecturer, costume designer, stage manager, director, producer, radio, television</p>