



Curriculum Overview – Performing Arts (Year 7 – 11)

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 26)	Summer 1 (Weeks 27 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
7	Term 1: Characterisation through pantomime. Term 2: Devising drama using mime, sound and empathy. Term 3: Set design and playwright’s intentions.	Pantomime		Age Cannot Wither		Writer’s intentions		
		Assessments: Creating and performing.	Assessments: Creating and performing.	Assessments: Creating and performing.	Assessments: Creating and performing.	Assessments: Analysis and evaluation.	Assessments: Analysis and evaluation.	
		Extended learning: Research, synthesis.	Skills evident in a performance and analysis of how they can embed them into their own practice.	Trips: RSC, West End, The Seagull, Marina Theatre.	Visits: The Marina Theatre: Creative Choices Event.			
8	Term 4: Theatre in education using the theme healthy lifestyles. Term 5: Creating mood and setting with Macbeth, The Witches. Term 6: Presentation, entertainment and comedy skills.	Healthy lifestyles chat show.		Macbeth.		The Entertainer.		
		Creating and devising.		Writer’s intentions/mood and atmosphere.		Performance.		
		Extended learning: Research, Synthesis.	Skills evident in a performance and analysis of how they can embed them into their own practice.	Trips: RSC, West End, The Seagull, Marina Theatre.	Visits: The Marina Theatre: Creative Choices Event.			
9	During Year 9 you will be undertaking an Arts Award which will enable you to identify performance skills, strategies to improve, opportunities to explore and evaluate your own and others’ work.	Participate in the arts.		Arts inspiration research.	Arts review.	Arts skill share.		
		Monologue/ solo performance development.	Monologue/solo rehearsal and performance.	Research presentation.	Essay production review.	Plan and resource a lesson to share a skill. Feedback.	Share a skill to peers/younger years. Feedback.	
10		Component 3: Devising drama on a given theme through research, discussion and other forms of media to support the creative process. Creating a piece for performance based on our devising on a given theme.		Component 2: Developing skills and techniques: The aim of this component is to develop skills and techniques in the chosen discipline of acting, or production. During this component you will: Gain physical, interpretive, vocal and rehearsal skills during workshops and classes. Apply your technical, stylistic and interpretive skills in performances. Reflect on your progress and use of skills in performance, as well as you could improve.		Component 1: Exploring the performing arts: The aim of this component is to give you a taste of what it’s like to be a professional actor or practitioner across different styles. During this component you will observe and reproduce existing repertoire, as well as explore: performance styles, creative intentions and purpose, performance techniques, approaches and processes, performance roles, responsibilities and skills and how practitioners create and influence what’s performed.		
11		Component 1: Exploring the Performing Arts: The aim of this component is to give you a taste of what it’s like to be a professional actor or practitioner across different styles. During this component you will observe and reproduce existing repertoire, as well as explore: Performance styles, creative intentions and purpose, performance techniques, approaches and processes, performance roles, responsibilities and skills and how practitioners create and influence what’s performed.		Component 2: Developing skills and techniques: The aim of this component is to develop skills and techniques in the chosen discipline of acting, or production. During this component you will: Gain physical, interpretive, vocal and rehearsal skills during workshops and classes. Apply your technical, stylistic and interpretive skills in performances. Reflect on your progress and use of skills in performance, as well as how you could improve.		Component 3: Devising drama on a given theme through research, discussion and other forms of media to support the creative process. Creating a piece for performance based on our devising on a given theme.		
		Essay and research journal.		Portfolio and performance.		Portfolio and performance.		

<p>Opportunities:</p> <ul style="list-style-type: none"> • Michael Marriott Awards • National Youth Theatre Auditions • Showcase Productions • Christmas Production • Vocal Training • Royal Shakespeare Company Romeo and Juliet • RSC Workshops 	<p>Examination specification: BTEC Tech Award in Performing Arts (Acting Pathway) Pearson</p>	<p>Homework Portal: GO4Schools.co.uk</p> <p>Further resources:</p> <p>Websites: GCSE Bitesize/Drama GCSE Bitesize/Musical Theatre www.nationaltheatre.org.uk/discover-more https://www.musicals101.com/stagecap.htm http://www.newwheellerplays.co.uk/Welcome.html</p> <p>Books: It All Starts With Imagination; Stanislavski in Training, May, Victoria. Script to Stage. Dramattack, Stewart, Donald C.1999 Russell House Printing. Bertolt Brecht: A Student's Guide, Michael Morley. 1977. Heinemann Educational Publishers. Creating Worlds: How to Make Immersive Theatre, Warren, Jason. 2017. Nick Hern Books. Revise BTEC TECH AWARD: Performing Arts (Pearson). CGP Drama Revision Guide.</p>
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