



Our Curriculum Content:

Year 7	Carousel 1	Carousel 2
<p>Unit Title</p> <p>Key Knowledge and Understanding that enables skill building</p>	<p>Storytelling</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • The structure of a story • How to physicalise a story • What atmosphere for a story is and how to create this • How to use a 'cliff-hanger' • How to effectively rehearse and critique. • How to work independently • How to work as part of a group • What critical evaluation is • What reflection is <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Share and express ideas related to interpretation of dramatic material • How to take part in team challenges. 	<p>Evacuees</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What mime is and how to do this • What whole class improvisation is and how to take part in this • How we use script and monologue • How to use of thought tracking. <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Work as part of a team • Carry out group tasks
<p>Vocabulary</p>	<p>In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:</p>	
<p>Assessment</p>	<p>Structure, formation, atmosphere, proscenium, suspense, rehearsal.</p> <p>Improvisation, monologue, script, character, gesture, thought</p> <p>Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding. They will also be assessed through a final performance with feedback at the end of the unit (summative assessment) Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>	



Year 8	Carousel 1	Carousel 2
<p>Unit Title</p> <p>Key Knowledge and Understanding that enables skill building</p>	<p>Peer Pressure</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • How to use the voice for persuasion • What on spot improvisation is and how to develop this • What sound collage is and how to start using this • Practical application in the real world • How to continue to practice and develop acting skills • How to create, perform and evaluate pieces of work. • How to explore consequences for actions through drama • How to explore possible alternatives for challenging situations, through drama. <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • How to support others with critique 	<p>Pirates</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What script writing is • What sound scaping is • How to use stage blocking • How to effectively manage an ensemble cast. • The importance of time management for rehearsal and performance. • key industry knowledge, through use of script work/script writing tasks <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to: create an efficient rehearsal through effective time management and team work</p>
<p>Vocabulary</p>	<p>In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:</p>	
<p>Assessment</p>	<p>Persuade, spot, improvise, lead, recapture.</p> <p>Archaeologies, sound, proxemics, direction, plan, evaluation.</p> <p>Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding. They will also be assessed through a final performance with feedback at the end of the unit (summative assessment) Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>	



Year 9	Half-term 1	Half-term 2	Half-term 3 and 4	Carousel 5 and 6
Unit Title	National Theatre	Murder Mystery	Blood Brothers	War
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What creative thinking skills are • What a story structure is • How to devise character and setting • How to devise and begin a story • How to devise the middle structure of a story • How to devise a climax • How to devise the end of a story <p>The significance of staging</p> <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Enhance communication and negotiation skills, through group work and practical performance. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What genre is • What naturalistic and stylistic styles of drama are • What promenade is • What off script improvisation is • Who Stanislavski was and his impact on theatre • What emotional recall is • How to explore properties and collate and summarise. <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> • Develop their technique and skills in characterization, developed through trialling new techniques and supporting each other with critique. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • The musical theatre genre • Non-naturalistic Theatre. • Characterisation within the musical • Working with a script • Rehearsal strategies • Exploring costume in Blood Brothers • How to use drama techniques cross-cutting and thought tracking <p>Students continue to develop their communication skills with structured talk in all of these areas.</p>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • What conscription and conscious alley are and how to use these • How to explore emotions within a piece. • What flashback is and how to develop this. • The significance of the use of sound and how to apply this. <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <p>Perform together and evaluate through exploring the creative techniques detailed above.</p>
Vocabulary	<p>In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:</p>			
	Stage, structure, movement, gait, production, improve.	Genre, mime, promenade, reality	Script, characterization, musicals, thought tracking, freeze frames.	Conscious, woman, stimulus, thought, emotion, performance.
Assessment	<p>Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding. They will also be assessed through a final performance with feedback at the end of the unit (summative assessment)</p>			



Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.

CURRENT YEAR 11 OVERVIEW/ Rock School London (RSL) / Level 2 Certificate in Creative & Performing Arts / Dance or Puppet design		
Year 10	Autumn 1 / Autumn 2	Spring 1 / Spring 2 / Summer 1 / Summer 2
Unit Title	220 Working with Masks or Puppetry	
Key Knowledge and Understanding that enables skill building	<p>In this unit, students will explore various genres and styles related to their chosen discipline. They will develop create and perform in their discipline and evaluate their success. Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • Concepts related to Puppetry • Theatre with masks • How to perform with puppets • How to perform with masks • How to design a character mask or puppet from an original concept • How to identify suitable materials and tools to be used in the construction of the mask/puppet • How to construct the character mask/puppet • How to work safely 	<p>In this unit, students will explore various genres and styles related to their chosen discipline. They will develop create and perform in their discipline and evaluate their success. Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> • How to explore professional work • How to explore the influences that created professional work • How to identify plays that require the use of masks or puppets • How to plan the staging of a group performance of a play using the mask/puppet • How to effectively use rehearsal to develop a piece. • How to describe how the masks/puppets enhance the performance • How to log their findings and developments in a Reflection log How to effectively take part in a performance • How to evaluate their performance in a report.
Vocabulary	There is a full vocabulary bank associated with our teaching of this component. These can be found on students' knowledge organisers and in our detailed SOL.	
Assessment	<p>Our Formative Assessment designed to help students to make progress: Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and set targets to improve. Students will also receive regular written feedback on their written work.</p> <p>Students will be internally assessed against the RSL Performing Arts success criteria for Unit 220 Working with Masks or Puppetry. This is a Summative Assessment that will be reported to the exam board and will form part of the grade that is reported home to parents.</p>	



Year 11		Autumn 1 / Autumn 2 / Spring 1 / Spring 2	
Unit Title	201 Preparation for External Assessment		
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand how to complete all of the below with increasing independence that allows them to complete these activities without support or intervention. By the end of this unit, we expect students will know and understand how to create and perform a piece of work independently. They will review their own work and their skills development in an evaluation task that covers:</p> <ul style="list-style-type: none"> • Statement of personal aims • Ideas for the performance • How to stay safe and health and safety considerations • Production plan • Rehearsal • Presentation of skills • Review, using feedback and suggestions on ways to improve 		
Vocabulary	There is a full vocabulary bank associated with our teaching of this component. These can be found on students' knowledge organisers and in our detailed SOL.		
Assessment	<p>Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and set targets to improve (formative assessment). Students will also receive regular written feedback on their written work.</p> <p>Students will be externally assessed against the RSL Performing Arts success criteria for Unit 201 External Assessment (Summative Assessment)</p>		
From 2022, we will no longer be offering the RSL Qualification and have moved to the BTEC Award in performing Arts.			

CURRENT YEAR 10 OVERVIEW/ BTEC Tech Award in Performing Arts/ Level 2 BTEC		
Year 10	Autumn 1 / Autumn 2/Spring 1/Spring 2	Summer 1 / Summer 2
Unit Title	Component 1- Exploring the Performing Arts	Component 2-Developing skills and techniques in Performing Arts
Key Knowledge and Understanding that enables skill building	By the end of this unit, we expect students will know and understand how professional performance work is created, looking at the influences, creative outcomes and purpose of professional works. Students will explore a variety of different performances including musicals, dance, plays and more with opportunities to watch live and recorded theatre. Students will	By the end of this unit, we expect students will know and understand how to apply skills and techniques in their chosen discipline. Students can choose to specialise in either acting, dance or production. Students will develop their knowledge of the rehearsal or design process through classes and workshops. Students will take part in a variety of practical workshops depending on their specialism in dance, acting or production design.



	<p>explore the roles, responsibilities and skills required in a professional production. We expect students to demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance work and apply these through taking part in practical workshops. Students will develop knowledge and skills in acting, dance and production skills and how these are applied in performances. Students will have the ability to articulate thoughts and feelings about performance work they watch. They will have regular opportunities to perform, enabling them to develop their self-confidence and receive feedback on how to improve. Students will regularly assess their own work through self and peer assessment. Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand how to develop: An appreciation of performance work: Observing and evaluating professional performance work including looking at the purpose, influences and stylistic qualities of professional work. An understanding of production processes: Processes such as rehearsals, roles and responsibilities, sharing ideas and intentions, performing and post-performance evaluations. Acting ability and understanding: Skills for performance, including voice and projection, facial expressions, gestures and performance preparation Dance skills and understanding: Skills for performance including safe dance practice, emotion and expression and confidence. Production skills and understanding: Skills required in a production role including creativity, research and designing. How to produce a portfolio of evidence ready for the assessment.</p>	<p>The acting and dance specialism aims to introduce and develop learners' skills in a selected dance/acting style and improve their ability to reproduce and perform technical movements in dance or in an acting performance using a professional script. The production specialism aims for learners to understand the use of costume/make-up, set design or sound/lighting in performances and to develop skills to design, create and use these in practice. Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand how to develop: Knowledge of the rehearsal and design process: This includes health and safety, reviewing and recording development of skills, responding to feedback and appropriate behaviours and attitudes reflecting standard industry practice. Applying skills in a performance: Students will need to perform either Dance: A dance performance from a professional work demonstrating technical accuracy and performance / interpretive skills; Acting: An acting piece from a professional work demonstrating characterisation, vocal and physical skills; Production: A pitch presentation demonstrating the development of ideas and final designs. The ability to review their own development of skills</p>
<p>Vocabulary</p>	<p>There is a full vocabulary bank associated with our teaching of this component. These can be found in students BTEC guides and in our detailed SOL.</p>	
<p>Assessment</p>	<p>Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and</p>	<p>Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and set targets to improve (formative assessment).</p>



	<p>are set targets to improve. Students will also receive regular written feedback on their written work.</p> <p>Students will be assessed through a non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks. This will take place in February 2023. The assignment details for this year are:</p> <p>Students will investigate a professional performance and produce a portfolio of evidence detailing how the performance work was created, including how ideas were generated, creative intentions and purpose of the work, the rehearsal/design processes, roles and responsibilities and approaches used to create the work. The portfolio can be either written (8-12 pages of A4) or recorded (4-6 minutes of video footage).</p>	<p>Students will also receive regular written feedback on their written work.</p>
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Year 11	Autumn 1 / Autumn 2	Spring 1/Spring 2/Summer 1 / Summer 2
Unit Title	Component 2- Developing Skills and Techniques in Performing Arts	Component 3- Responding to a Brief
<p>Key Knowledge and Understanding that enables skill building</p>	<p>Students will prepare for their Component 2 assessment, developing their skills in the rehearsal and performance process and reviewing their development. Students will develop their knowledge of the rehearsal or design process through classes and workshops. Students will take part in a variety of practical workshops depending on their specialism in dance, acting or production design.</p> <p>The acting and dance specialism aims to introduce and develop learners' skills in a selected dance/acting style and improve their ability to reproduce and perform technical movements in dance or in an acting performance using a professional script.</p> <p>The production specialism aims for learners to understand the use of costume/make-up, set design or sound/lighting in performances and to develop skills to design, create and use these in practice.</p>	<p>By the end of this unit, we expect students will know how to create an original performance in response to a given brief and stimulus. The purpose of the unit is for learners to take all the knowledge and skills they have developed throughout the course and apply these in creating their own performance or pitch presentation. Students will develop their knowledge of how to respond to a brief through discussion and practical exploration activities. Students will understand how to select and develop their skills and techniques and apply these to an original performance or production pitch depending on their specialism.</p> <p>The acting and dance specialism aims to prepare students for a performance piece, looking at key performance skills such as vocal and physical skills, as well as the research skills involved in creating their performance and working well with others. The production specialism aims to prepare students for a production design pitch including research skills, communicating ideas and intentions to an audience, showcasing final designs and working with others.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand how to develop the following:</p>



	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand the key skills how to develop the following:</p> <p>Knowledge of the rehearsal and design process: This includes health and safety, reviewing and recording development of skills, responding to feedback and appropriate behaviours and attitudes reflecting standard industry practice.</p> <p>Applying skills in a performance, students will need to perform either:</p> <p>Dance: A dance performance from a professional work demonstrating technical accuracy and performance/interpretive skills.</p> <p>Acting: An acting piece from a professional work demonstrating characterisation, vocal and physical skills.</p> <p>Production: A pitch presentation demonstrating the development of ideas and final designs.</p> <p>The embedded ability to review and record their own development of skills</p>	<p>How to respond to a brief: This includes looking at target audiences, working with different starting point/stimuli for performance ideas, creative intentions and working with others.</p> <p>Applying skills in their own devised performance:</p> <p>Acting and dance: Using key performance skills such as vocal/physical skills, looking at a variety of genres and practitioners and developing interpretative skills.</p> <p>Production: understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas and presenting to an audience.</p> <p>Evaluating developmental process and reflecting on outcomes</p>
<p>Vocabulary Assessment</p>	<p>There is a full vocabulary bank associated with our teaching of this component. These can be found in students BTEC guides and in our detailed SOL.</p> <p>Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and set targets to improve. Students will also receive regular written feedback on their written work.</p> <p>Students will be assessed through a non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment and is worth 60 marks. This will take place between October and December of 2023.</p> <p>The assignment details are:</p> <p>Students will prepare for either a performance of existing professional repertoire or a pitch / presentation of designs created for existing professional repertoire. Evidence produced can either be written (approximately 10 pages of A4) or recorded (10 minutes of video footage). Students will showcase performance or production designs for an audience.</p>	<p>Students will be assessed through peer/self-assessment and mini performances, after which they will receive verbal feedback and set targets to improve. Students will also receive regular written feedback on their written work.</p> <p>Students will be assessed through an external assessment involving a task set and marked by Pearson completed under supervised conditions (summative assessment). Students will be given the set task in January 2024, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks</p> <p>The assignment details are:</p> <p>Students will prepare a performance in response to a brief set by Pearson. They will complete 3 written assessments under supervised conditions and perform in a showcase or pitch presentation.</p>



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High School

Students will review the development and application of skills and techniques during the process and after. Evidence produced can either be written (2 sides of A4) or recorded (5 minutes of video footage)

