



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Performing Arts Curriculum Overview Hazel Wood High School

Our Curriculum Content:

Performing Arts aims to be inclusive and give opportunities to all our students. Performing Arts is taught through English at KS3. Each scheme of learning allows students to develop their Performing Arts skills whilst exploring the same themes and topics they are learning about in their English lessons. Performing Arts strives to ensure there are opportunities for those most able with challenging tasks. Performing Arts content and stimuli evolve to ensure full engagement. At KS4, there is opportunity to change disciplines within the subject so all can be given the best opportunities to succeed. Pathways include drama/acting, dance or production and design. Performing Arts is predominantly practical with experiences in reviewing and evaluating work- both written (literacy) and orally (oracy).

Year 7	Term 1	Term 2	Term 3
Unit Title	Introduction to Drama	Evacuees	Shakespeare on Stage/ A Midsummer Night's Dream
Key knowledge and understanding	By the end of this unit, we expect students will know and understand improvisation, hot seating and character development, use of voice, script, character improvisation and rehearsal skills	By the end of this unit, we expect students will know and understand mime, whole class improvisation, script and monologues.	By the end of this unit, we expect students will know and understand script work, characterisation, 'thoughts aloud', relationships, devising and ensemble work.
Key skills (what we want students to be able to do)	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Improvisation, Acting and character skills using character hot seating exercises. Rehearsal skills and techniques developed through identifying and demonstrating effective rehearsal strategies. Development of ownership/autonomy over own learning. 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Teamwork and communication skills using group tasks. Improvisation techniques. Characterisation. Script writing and development. 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Development of key industry knowledge through use of script work, interpretation and characterisation skills. Growth in understanding of relationship dynamics. Consideration of character portrayal- further developing acting technique.
Vocabulary	Improvisation, character, role on the wall, devise, improvisation, script.	Improvisation, monologue, script, character, gesture, thought	Desperation, iambic, script, improvisation
Assessment	Throughout this unit, students will be assessed using the Drama 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Drama.		

Year 8	Term 1	Term 2	Term 3
Unit Title	Peer Pressure/Gangs	Darkwood Manor/ Murder Mystery	The Merchant of Venice/ Courtroom Dramas (Mock Trials)
Key Knowledge and Understanding	By the end of this unit, we expect students will know and understand use of voice for persuasion, on spot improvisation, sound collage, practical application in the real world, acting skills and critique.	By the end of this unit, we expect students will know and understand script writing, sound scaping, blocking and ensemble, time management for rehearsal and performance.	By the end of this unit, we expect students will know and understand stylistic movement, speech for text, body language, voice and movement, rehearsal techniques and performance skills.
Key Skills (what we want students to be able to do)	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Acting techniques. Creating, performing and evaluating pieces of work. Evaluating and setting targets when exploring consequences for actions and 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Development of key industry knowledge through use of script work/script writing tasks. Understanding of stage blocking and effectively managing an ensemble cast. 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Understanding of physical acting techniques, such as use of body language, voice and movement. Consideration of staging and status in performance.

	possible alternatives for challenging situations.	<ul style="list-style-type: none"> Progression of strategic knowledge in creating an efficient rehearsal through effective time management. 	<ul style="list-style-type: none"> Creation of characters based on scripted information. Creation of tension in performance work.
Vocabulary	Persuade, spot, improvise, lead, recapture.	Archaeologies, sound, proxemics, direction, plan, evaluation.	Bloom, rhetoric, syllable, script, pace, performance, rehearsal.
Assessment	Throughout this unit, students will be assessed using the Drama 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Drama.		

Year 9	Term 1	Term 2	Term 3
Unit Title	Fairy Tales and Fables	War and Conflict	Romeo and Juliet
Key Knowledge and Understanding	By the end of this unit, we expect students will know and understand character and setting devising, how to begin a story, how to structure the climax, devising the end of a story, staging, performance and critique.	By the end of this unit, we expect students will know and understand conscription and conscious alley, cross cutting, devising, thought tracking and comparison.	By the end of this unit, we expect students will know and understand devising with parameters, timing in performance, Verbatim theatre, devising and non-naturalistic theatre.
Key Skills (what we want students to be able to do)	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Creative thinking skills. Understanding of and story structure in order to produce an imaginative story line. Enhancement of communication and negotiation skills through group work and practical performance. Progression of rehearsal and performance skills through use of staging and effective methods of critique. 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Acting technique. Creating, performing and evaluating through exploring creative techniques such as conscription and conscious alley. Cross cutting. Devising. Thought track and comparison. Emotions exploration. Flashback and use of sound. 	The key skills that we are introducing and developing are: <ul style="list-style-type: none"> Acting technique Performance skills Theoretical knowledge expanded through exposition to diverse and advanced genres of performance such as verbatim and non-naturalistic theatre. Understanding the influence of key practitioners.
Vocabulary	Stage, structure, movement, gait, production, improve, allegory, anthropomorphism, animalism	Conscious, woman, stimulus, thought, emotion, performance, puppets, appearance and reality.	Loyalty, honour, status, properties, music, interview, spotlight, naturalistic.
Assessment	Throughout this unit, students will be assessed using the Drama 'Assess to Progress' (ATOP) targets. They will complete Baseline, Midpoint and Endpoint assessments as part of each unit. Assessment will include a mixture of teacher assessment and peer and self-assessment. Students will use feedback to make improvements to their work and help them to understand how to progress in Drama.		

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	<p>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 explore the roles, responsibilities and skills required in a professional production.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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. 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>Students will apply their skills in a performance/design pitch showcase</p> <p>Students will evaluate their own development and application of skills using a logbook.</p>
Key skills	<p>The key skills that we are introducing are:</p> <p>Appreciation of performance work: Observing and evaluating professional performance work including looking at the purpose, influences and stylistic qualities of professional work.</p> <p>Production processes: Processes such as rehearsals, roles and responsibilities, sharing ideas and intentions, performing and post-performance evaluations.</p> <p>Acting: Skills for performance including voice and projection, facial expressions, gestures and performance preparation</p> <p>Dance: Skills for performance including safe dance practice, emotion and expression and confidence.</p> <p>Production: Skills required in a production role including creativity, research and designing.</p> <p>How to produce a portfolio of evidence ready for the assessment.</p>	<p>The key skills that we are introducing are:</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>Reviewing own development of skills</p>
Vocabulary	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.	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.
Assessment	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. Assignment details- Students will investigate a professional performance work 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	N/A

	responsibilities and approaches used to create work. The portfolio can be either written (8-12 pages of A4) or recorded (4-6 minutes of video footage).	
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
Key knowledge and understanding	<p>Students will prepare for their Component 2 assessment, developing their skills in the rehearsal and performance process and reviewing their development.</p> <p>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>Students will apply their skills in a performance/design pitch showcase</p> <p>Students will evaluate their own development and application of skills using a logbook.</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.</p> <p>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.</p> <p>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>Students will understand how to evaluate their development process and outcome in response to a brief.</p>
Key skills	<p>The key skills that we are introducing are:</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>Reviewing own development of skills</p>	<p>The key skills that we are introducing are:</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>
Vocabulary	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 MTPs.	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 MTPs.
Assessment	<p>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>Assignment details- 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</p>	<p>Task set and marked by Pearson completed under supervised conditions. 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>

written (approximately 10 pages of A4) or recorded (10 minutes of video footage).
Students will showcase performance or production designs for an audience. 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)

Assignment details- 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.
Students will have opportunities throughout the two years to develop their devising skills in preparation for this final external assessment