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Drama/Performing Arts Curriculum Rationale

KS3 Curriculum Aims	KS4 Curriculum Aims	KS5 Curriculum Aims
To explore real life situations and relationships in a safe environment. To develop essential drama knowledge that builds physical, vocal, communication, ensemble and creative skills. To develop subject knowledge through understanding the different styles of drama and some of the dramatic practitioners that are linked to these styles. To consistently challenge students to take risks in the creation and performance of drama. To develop transferrable skills such as confidence and communication, building resilience and self-awareness to positively impact future progression.	To be able to approach practical work collaboratively, demonstrating commitment, teamwork and empathy. To examine a range of theatrical styles, gaining understanding of the skills needed to be successful in specific styles. To investigate the multitude of roles involved in staging a show, looking at performance and non-performance roles. To consistently challenge students to take risks in the creation and performance of drama. To introduce students to a wide range of texts, providing the opportunity to improve literacy and reading skills. To encourage students to become autonomous learners who are able to use feedback to improve performance.	To understand the roles and skills of a performer. To develop and apply performance skills and techniques for live performance. To review and reflect on development of skills and techniques for live performance. To understand how to interpret and respond to stimulus for a group performance. To develop and realise creative intentions. Apply personal management and collaborative skills To demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners. To apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners.

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To begin to understand the themes and contexts that influence playwrights and dramatic practitioners.

To apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire.

To apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements.

Key Stage 3 Curriculum Milestones

By the end of Year 7 students will be able to:

Secure foundational concepts such as introductory skills, building character & scripted application:

Drama Skills:

- To understand the concept of physicality, vocal and characterisation skills and how these are applied in rehearsal and performance.
- To develop physical, vocal and performance skills to explore simple characterisation.
- To embed the concept of physicality, vocal and characterisation skills to a scripted performance, exploring simple proxemics and spatial awareness.
- To develop a foundation knowledge of different styles of drama and a selection of dramatic practitioners who are linked to these styles.
- To begin to understand the concept of a complex character and to allow this to shape performance.
- To be able to review personal skills, using subject terminology to assess performance.
- To review the performance of others, offering constructive feedback in line with assessment criteria.
- To understand the conventions of scripts and the importance of stage directions.
- To be able to recognise the difference between devised and scripted work, as well as the range of skills an actor would require in these situations.
- To learn how to produce a devised piece as an ensemble, using stimuli that will help to develop students' world view and sense of identity.

By the end of Year 8 students will be able to:

Demonstrate more detailed understanding of a wide range of vocal, physical and performance skills. During Year 8, students will develop a more detailed awareness of their audience; they will continue to build on the foundation of skills which they learned about in Year 7.

Drama skills:

- To develop detailed understanding of vocal techniques and how these can be used to influence or compliment performance.
- To begin to develop audience awareness, allowing this to shape script interpretations and improvisations.

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- To gain more in-depth knowledge about how to construct complex characters which are believable for the audience.
- To begin to develop detailed subject knowledge about different theatrical styles and to be able to recognise some of these styles, e.g. physical theatre, naturalism, comedy.
- To begin to consciously shape performance, using drama skills that are suitable to the style of the performance.
- To develop knowledge of the key features of popular genres to increase audience awareness.
- To understand how a range of dramatic techniques, such as choral movement and soundscape, can be used to create the desired atmosphere on stage.
- To develop awareness of the decisions that directors and actors need to make when taking a play from 'page to stage'.
- To develop an understanding of how to interpret and devise performances from a range of stimuli.
- To be able to critique performance, confidently referencing subject terminology and assessment criteria.

Key Stage 4 Curriculum Milestones

By the end of Year 10/11 students will be able to:

- Understand the multitude of roles and skills needed to create a dramatic production and they will be able to harness these skills in their own practical work.
- Examine three different plays in detail, commenting on how actors and directors have employed a wide range of techniques for effect.
- Workshop scenes from a wide range of repertoire, demonstrating detailed knowledge of dramatic styles and skills.
- Review and reflect on their own work, considering what was successful, making changes that could influence or improve their work.
- Understand the skill of 'active listening' and the importance of teamwork in group-work scenarios.
- Understand the importance of production and design, as well as other key non-performance roles.
- Prepare a performance for an audience and to make all of the decisions that a Director or production team would need to make.
- Understand the importance of context and key themes and how this impacts on playwrights and practitioners.
- Create a devised piece from stimulus, using a wide range of acquired dramatic skills.
- Select appropriate methods, which are suitable for their selected target audience.
- Work as a team, contributing ideas and taking the lead in at least one area of performance, whether this is performance or production related.
- Understand the importance of rehearsal, as well as staging choices and positioning.
- Apply vocal expression, physicality and performance skills appropriately, in order to secure audience engagement.

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Key Stage 5 Curriculum Milestones

By the end of Year 12 students will be able to:

- Generate and explore ideas from a stimulus including themes, visual, text, aural and media.
- Understand how to use the stimulus for developing performance including through artistic vision, target audience, form and style, creative and staging possibilities & developing performance roles.
- Using a range of primary and secondary research to support exploration & research.
- Develop and realise creative ideas for a group performance in response to a stimulus for example: through discussion, improvisation, physical experimentation, aural experimentation, techniques & methods known by practitioners, stage techniques, performance techniques, structural techniques as well as the selection and rejection of ideas.
- Apply personal management and collaborative techniques for example: attendance and punctuality, meeting group deadlines, giving and taking instruction, learning and absorbing material as well as communicate intentions through purpose, target audience & relationship with others.
- Review and reflect on the effectiveness of the working process and the workshop performance including an interpretation of the stimulus and ideas, use of exploratory techniques, own development and contribution of ideas, effectiveness of own performance skills and identifying strengths & areas for development.

By the end of Year 13 students will be able to:

- Investigate contextual factors of practitioners including but is not exhaustive to: Frantic Assembly, Andrew Lloyd Webber, Lin-Manuel Miranda & Stephen Sondheim.
- Investigate a process through selecting a range of primary & secondary sources, collating a range of information through journals, notebooks, photographs, videos & blogs as well as documenting research through referencing, citation & by keeping a bibliography.
- Understand the relationships between contextual factors, creative intentions & themes with a focus on to what extent and how they may have influenced, impacted on or been portrayed through practitioner work. Factors include: historical, cultural, economic, political, technological, social, geographical & influence from others.
- Explore how creative intentions are communicated through use of genre, target audience & intended effect, contextual influence, how practitioners have influenced others, collaboration with others and public/critical responses.
- Critically analyse work through interpreting, prioritising & evaluating information collected and making judgements on a final outcome.
- Explore how performance styles and methods are used to communicate such factors including through performance and relationships & production and repertoire.

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*Excellence for all***KS3 Drama Curriculum Overview**

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Introduction to Drama	Introduction to Drama	Character	Character	Script and devising	Script and devising
Year 8	Enhanced skills	Enhanced skills	Genre	Genre	Acting styles	Acting styles

A Level Performing Arts BTEC Level 3/4 Curriculum Overview

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 12						
Year 13						N/A

GCSE BTEC Performing Arts Level 1/2 Curriculum Overview

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 10	C1: Exploring the performing arts	C1: Exploring the performing arts	C2: Developing skills and techniques	C2: Developing skills and techniques	C1: Exploring performing arts	C2: Developing skills and techniques
Year 11	C2: Developing skills and techniques	C3: Responding to a brief	C3: Responding to a brief	C3: Responding to a brief	C3: Responding to a brief	N/A

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Year 7 Curriculum Content Overview

DRAMA – YEAR 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
- Combine simple characterisation and body language in order to create short comedic scene. - Identify the rules of miming an object. - Create a scene that uses mime skills whilst also developing physical characterisation. - Identify the five main stage directions and where they are on stage. - Explain why stage directions are important to the actor and how this develops a creative scene. - Create a scene that uses a variety of interesting stage directions to experiment with use of space. - Apply flashback to a performance to show how narrative can be used to make a performance more effective. - Create a scene that uses slow motion in an interesting and visually creative way to highlight a key moment in performance.	Reading - Plays - Poems	Questioning Live student performance in lessons followed by questions	2 assessments throughout the academic year. This will include an end of topic performance.	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development.
	Numeracy - Ordering events - Ranking & Hierarchy	Whole class feedback Student presentations Exit Strategies		
	Oracy and Literacy (including key words for practical subjects) - Rehearsal - Performance - Feedback - Student discussion - Key Words	Debates Peer & Self Assessment		

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	DRAMA – YEAR 7
Key Learning Questions	REHEARSAL
- Why is rehearsal important? - How can you utilise extended rehearsal time for maximum performance effect? - How can blocking and staging be used to create a visually interesting performance?	- Learn and apply basic skills such as body language, gesture and facial expression. - Describe why physicality and vocal techniques are important in rehearsal. - Analyse how skills such as tableau, flashback and slow motion can be used to enhance my performance. - Use extended rehearsal time to develop a range of ideas to perform with confidence and commitment. - create a complex character using role on the wall and remember key facts about my character to develop through performance. - Follow and add stage directions from a script to block a performance. - Add stresses (/) and pauses (_) to my script to show how I am considering the vocal quality of my character. - Learn lines for a performance.
Key Learning Questions	PERFORMANCE
How can improvisation and adlibbing techniques be used to maintain character throughout a performance?	- Perform in scripted and devised performances. - Create clear and well developed characters that demonstrates excellent use of rehearsal time. - Make accurate use of skills and techniques that are specific to the lesson.

Cross-Curricular Strands

Reading

- Reading Scripts
- Key Words & Terminology

Oracy and Literacy

Language for Learning – characterisation, physicality, vocal techniques, improvisation, sustaining character, stage directions, tableaux, body language, facial expressions, gesture.

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- Is my character fully developed and ready for performance? - Have I considered wider research into character relationship and context to enhance the overall performance?	- Make accurate use of skills and techniques that use prior knowledge to enhance performance. - Sustain character throughout an entire performance. - Analyse how naturalistic characters can make your performance more realistic. - Perform off script and show clear thought to stage directions.	Oracy Student discussion and student feedback Student responses to questions Student to student discussion on evaluation of performance.
Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK	Numeracy
- How can effective evaluation help improve rehearsals and performance? - How can I improve my own or another's performance? - How do I identify a person's strengths and areas for development?	- Identify the strengths of another person/groups performance. - Identify the areas for development of another person/groups performance. - Evaluate the areas for development and provide detailed ideas of how these can be improved. - Apply detailed ideas of how to improve your own work. - Analyse your own performance and identify how you can challenge strengths and how you can development areas for improvement. - Set achievable yet challenging targets to develop and improve a range of drama skills.	- Ordering events - Ranking & Hierarchy

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Year 8 Curriculum Content Overview

DRAMA – YEAR 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
- Explain what is meant by mime and how this is implemented in silent movies. - Devise effective silent movie performances, using appropriate health & safety - Define the term 'rule of three' and its effect on an audience when performing in the style of physical theatre. - Analyse character stereotype and select the most appropriate to perform in the style of physical comedy. - Work as part of an ensemble to devise a well-structured and stylistic piece of physical theatre - Develop the skills needed to multirole (playing more than one character) in a performance. - Sustain character throughout an entire performance. - Explain what is meant by a naturalistic acting style and the key techniques needed to build tension. - Understand a range of different genre styles within theatre, being able to apply dramatic skills appropriately for audience/genre.	Reading - Plays - Monologues Numeracy - Ordering events - Ranking & Hierarchy Oracy and Literacy (including key words for practical subjects) - Rehearsal - Performance - Feedback - Student discussion - Key Words	Questioning DO IT NOW activities Live student performance in lessons followed by questions Whole class feedback Student presentations Exit tickets Debates Peer & Self Assessment	2 assessments throughout the academic year. This will include an end of topic performance.	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development.

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DRAMA – YEAR 8		Cross-Curricular Strands
Key Learning Questions	REHEARSAL	Reading
- How can the body be used both symbolically and literally to enhance the story through physical theatre? - Why is naturalistic acting key to developing the depth of a character? - What is epic theatre and how does this contrast with a more naturalistic style of acting? - What skills do we need to use when successfully creating our own silent movies?	- Devise an effective 'silent movie' performance, using appropriate health & safety - Analyse character stereotype and select the most appropriate to support a performance idea. - Work as part of a large ensemble to devise a well-structured and stylistic piece of physical theatre - Work as an ensemble to re-enact the prologue from Romeo and Juliet, using techniques to engage the audience. - Use knowledge of genre to act out extracts from a range of plays which are representative of their genre. - Perform in a range of styles, showing knowledge of mime, melodrama, epic and naturalistic styles of acting. - Use extended rehearsal time to perfect and challenge a piece of drama. - Use a variety of drama skills and techniques to replace all elements of voice with movement and physicality.	- Reading Scripts - Reading poems/prologues - Key Words & Terminology - Shakespeare – Romeo and Juliet (English) - Wild West (History)
Key Learning Questions	PERFORMANCE	Oracy and Literacy
- How can physicality be used to enhance the comedic element to my silent movie performance? - How can I use personal emotions to develop a naturalistic style to my performance? - How can a symbolic idea be used to develop the deeper meaning to my performance?	- Use mime effectively in order to create your own silent movie. - Use good focus and confidence to maintain audience attention. - Multirole (playing more than one character) in a performance to demonstrate versatility when creating a range of different objects for physical theatre. - Sustain character throughout an entire performance without laughing or dropping character. - Perform in a naturalistic style. - Develop characterisation (body language, gesture and vocal techniques) to show that there is a clear understanding of character. - Perform using character research from hot seating and questioning to show that there is a clear understanding of character. - Perform in the style of epic theatre.	Language for Learning – characterisation, physicality, vocal techniques, improvisation, sustaining character, devising, stimulus, naturalism, mime, slapstick, physical comedy, physical theatre, symbolic, literal, multirole. Oracy Student discussion and student feedback. Student responses to questions.

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		Student to student discussion on evaluation of performance.
Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK	Numeracy
- How can effective evaluation help improve rehearsals and performance? - How can I improve my own or another's performance? - How do I identify a person's strengths and areas for development?	- Identify the strengths of another person/groups performance. - Identify the areas for development of another person/groups performance. - Evaluate the areas for development and provide detailed ideas of how these can be improved. - Apply detailed ideas of how to improve your own work. - Analyse your own performance and identify how you can challenge strengths and how you can develop areas for improvement. - Set achievable yet challenging targets to develop and improve a range of drama skills. - Watch recorded footage of your own performances to critically analyse your strengths and areas for improvement.	- Ordering events - Ranking & Hierarchy

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Year 10 Curriculum Content Overview

PERFORMING ARTS – YEAR 10				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
- Examine live and recorded performances in order to develop understanding of 3 different theatrical styles. - Understand the meaning of influences, outcomes and purposes. - Gain a practical appreciation of performance styles and how they respond to a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience. - Examine the roles, responsibilities and skills of practitioners. - Explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire. - Understand techniques and approaches used in performance. - Develop physical, vocal and interpretive skills by participating in workshops and classes. - Participate in rehearsal practices.	Reading - BTEC assessment criteria - Plays - Fact sheets - Character/plot research Numeracy - Ordering events - Ranking & Hierarchy Oracy and Literacy (including key words for practical subjects) - Rehearsal - Performance - Feedback - Student discussion - Key Words	Questioning DO IT NOW activity Mini plenary: live student performance in lessons followed by questions Whole class feedback Student presentations Exit tickets and/or plenary performance Debates Peer & Self Assessment Filmed performances - self evaluation.	1 external assessment throughout the academic year sent to BTEC for sampling. 2 pieces of coursework marked by centre and moderated by Pearson (includes one performance piece)	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development. Examining professional practitioners work and theories. Link to employability factors with regards to preparing for the industry.

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- Practice, repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography. - Reproduce repertoire. - Respond to direction. - Reviewing and recording development of skills, techniques and progress. - Behaviours and attitudes when working with others. - Apply skills and techniques during a rehearsal process to support their development. - Apply skills and techniques during the performance of existing repertoire. - Track their progress by reflecting on their development of skills and working practices in workshops, through to rehearsals and performance.				
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	PERFORMING ARTS – YEAR 10		Cross-Curricular Strands
Key Learning Questions	REHEARSAL		Reading
- Why are specific behaviours and attitudes so important in order to be successful in the Performing Arts? - How can you approach already existing repertoire to create a personal interpretation? - How are you developing your repertoire to communicate clear themes and ideas?	- Interpret and develop a character. - Communicate a style or genre. - Combine separate elements of a piece (score, choreography, script, plot etc) - Develop the relationship between musical, lyrical and spoken elements. - Communicate themes and ideas. - Apply health and safety procedures. - Being prepared, warming up and cooling down.		- Reading Scripts - Key Words & Terminology

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	- Understanding the need for cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills. - Develop physical, vocal, musicality, interpretative, stylistic, interaction with the group, interaction in performance skills.	
Key Learning Questions	PERFORMANCE	Oracy and Literacy
- How can you develop independence and personal approaches to staging and characterisation when developing already existing repertoire? - How can you clearly communicate the meaning of a piece to the audience? - What is the purpose of your performance? - Who is your target audience and how are you selecting methods which are suitable for genre, audience and purpose?	- Apply physical, vocal and musical skills appropriate to performance repertoire. - Apply interpretative skills such as expression, character, mood and atmosphere. - Apply stylistic characteristics particular to the style or genre. - Communicate the meaning of the repertoire through: interpretation and realisation of creative intentions, demonstrating the appropriate style and influences, expressive use of voice and/or movement to communicate meaning to an audience.	Language for Learning – characterisation, physicality, vocal techniques, improvisation, sustaining character, expression, mood, atmosphere, intentions, purpose. Oracy Student discussion and student feedback. Student responses to questions. Student to student discussion on evaluation of performance.
Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK	Numeracy
- How can effective evaluation help improve rehearsals and performance? - How do I identify strengths and areas for development? - Why is watching filmed recordings of your performances one of the most effective approaches to improve?	- Positive response to teacher instruction and feedback. - Peer feedback. - Absorbing and applying feedback corrections. - Identify strengths and areas for development. - Create actions and targets for improvement.	- Ordering events - Ranking & Hierarchy

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Year 11 Curriculum Content Overview

PERFORMING ARTS – YEAR 11				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
- Explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire. - Understand techniques and approaches used in performance. - Develop physical, vocal and interpretive skills by participating in workshops and classes. - Participate in rehearsal practices. - Practice, repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography. - Reproduce repertoire. - Respond to direction. - Reviewing and recording development of skills, techniques and progress. - Behaviours and attitudes when working with others.	Reading - BTEC assessment criteria - Plays - Poems - Fact sheets - Character/plot research	Questioning DO IT NOW activities Live student performance in lessons followed by questions	1 assessment throughout the academic year sent to BTEC for sampling. 1 external assessment throughout the academic year sent to BTEC for external marking.	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development.
	Numeracy - Ordering events - Ranking & Hierarchy	Whole class feedback Student presentations Exit Strategies	This will include an end of topic performance two group and one solo.	Examining professional practitioners work and theories.
	Oracy and Literacy (including key words for practical subjects) - Rehearsal - Performance - Feedback - Student discussion - Key Words	Debates Peer & Self Assessment Filmed performances watched at home and self evaluated.		Link to employability factors with regards to preparing for the industry. Responding to a brief.

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| <ul style="list-style-type: none">• Apply skills and techniques during a rehearsal process to support their development.• Apply skills and techniques during the performance of existing repertoire.• Track their progress by reflecting on their development of skills and working practices in workshops, through to rehearsals and performance. Understand how to respond to a brief through discussion and practical exploration of activities.• Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a performance brief. | | | | |
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KS5 Curriculum Content Overview

