



Academic Overview 2018-19

DRAMA & PERFORMING ARTS						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Introduction to Drama		Character		Script	
Year 8	Physical		Missing		Devising	
Year 9	Advanced Acting	Ghost Monologues	Wild West	Brecht Solo Performances	Genre Duet Performances	Movement Solo Performances
Year 10	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts
Year 11	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts	Component 3: Performing to a Brief	Component 3: Performing to a Brief	Component 3: Performing to a Brief	N/A



Year 10 Curriculum Content Overview 2018-19

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
<ul style="list-style-type: none"> 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. 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. 	Reading <ul style="list-style-type: none"> BTEC assessment criteria Plays Poems Fact sheets Character/plot research 	Questioning Live student performance in lessons followed by questions Whole class feedback	1 assessment throughout the academic year sent to BTEC for sampling. This will include an end of topic performance two group and one solo.	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.
	Numeracy <ul style="list-style-type: none"> Ordering events Ranking & Hierarchy 	Student presentations Exit Strategies Debates Peer & Self Assessment		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> Rehearsal Performance Feedback Student discussion Key Words 	Filmed performances watched at home and self evaluated.		



Assessment Skills, Knowledge and Concepts Map

PERFORMING ARTS – YEAR 10	
Key Learning Questions	REHEARSAL
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. • 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
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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.
Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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.

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> • Reading Scripts • Reading Poems • Key Words & Terminology
Oracy and Literacy
<p>Language for Learning – characterisation, physicality, vocal techniques, improvisation, sustaining character, expression, mood, atmosphere, intentions, purpose.</p> <p>Oracy Student discussion and student feedback. Student responses to questions. Student to student discussion on evaluation of performance.</p>
Numeracy
<ul style="list-style-type: none"> • Ordering events • Ranking & Hierarchy