

## Curriculum Overview – Performing Arts

Year	Overview	Rotation 1	Rotation 2	Student Resources
7	<p>Dance: Pupils develop the fundamentals of basic dance skills, explore their creativity, and push them out of their comfort zone. Pupils learn to have control over their movements. We aim to help students' self-confidence grow through exploration of topics and style.</p>	<p><b>Part a – Core Skills.</b> A series of workshop-based lessons to establish the group dynamic, building trust within the class, exploring movements to express and establishing initial creativity skills. <b>Part b – Dance Skills and Techniques (Exploring Contemporary dance)</b> Students take part in Contemporary workshops, developing knowledge of the genres and pioneers' impact and techniques.</p>	<p><b>Musical Theatre:</b> Develop a deep insight into one musical and how the different components are used to communicate the narrative and develop movement material.</p>	
	<p>Drama: Pupils are introduced to the fundamental basics of Drama. They explore and build key dramatic strategies and social skills. Students also explore a range of theatrical styles.</p>	<p><b>Part a – Core 1 Skills.</b> A series of workshop-based lessons to establish the group dynamic, building trust within the class; explore the voice and body; and develop simple characters. <b>Part b – Core 1 Techniques.</b> Using various stimulus materials, learn how to apply dramatic strategies such as still-image, thought-tracking, narration, role-play, and mime</p>	<p><b>Part a – Introduction to styles (Melodrama, Commedia Dell'Arte, Pantomime &amp; Silent Movies)</b> Exploring the historical context, using voice and movement to portray the stock characters, and creating own short Melodrama or Silent Movie. Understanding the links between Melodrama and Pantomime, exploring key dramatic Pantomime techniques, and applying these in performance.</p>	
	<p>Extra-Curricular <b>PA Electives:</b> A variety of dance, music and musical theatre electives that pupils can opt to take throughout the course of a year.</p>	<p>Dance Assessment: Practical Assessment: Creating, Responding &amp; Performing- Contemporary Dance</p>	<p>Dance Assessment: Practical Assessment: Performing, Responding &amp; Creating- Musical Theatre Dance.</p>	
	<p><b>Christmas Showcase:</b> A variety show that accumulates and demonstrates all the work pupils have done within Dance, in school and during electives.  <b>Dance Showcase-</b> Dance showcase where all students have the opportunity to perform.</p>	<p>Drama Assessment: Practical Assessment- Creating, Responding &amp; Performing- Core Skills and Techniques</p> <p>CET Assessment when pupils have completed this topic.</p> <p>Music Assessment: Practical Assessment- Performing &amp; Responding- Singing and keyboard skills</p> <p>CET Assessment in Feb</p>	<p>Drama Assessment: Practical assessment- Performing &amp; Responding - Melodrama, Commedia Dell'Arte &amp; Pantomime.</p> <p>CET Assessment when pupils have completed this topic.</p> <p>Music Assessment: Practical Assessment- Creating, Responding &amp; Performing. Instrumental skills, African Drumming and Keyboard.</p> <p>CET Assessment in July.</p>	

	<b>Summer Show:</b> An opportunity for pupils to showcase their Dancing talents.			
8	Dance: Pupils will develop teamwork, leadership skills and begin to take on the role as dancer and choreographer. Opportunities to express their own choreography and use of analytical skills. Students will explore Performance Skills that are required as a dancer.	<b>Street Dance Skills and Techniques:</b> Develop understanding of a key dance style(s). Have an in-depth insight into a dance style. Discovering a method for choreographing within the style of dance.	<b>Part a – Practitioner Study –</b> Exploring a contemporary practitioner, analysing contextual features and devising choreography based around the same features.  <b>Part b – Learning the repertoire (Teacher-Led Choreography)</b> - taking on the role as dancer, applying basic skills and techniques to reproduce repertoire.	
	Drama: Pupils explore more complex drama strategies, using the theme of Crime. They continue building their understanding of different performance styles, by studying key theatre practitioners.	<b>Building skills – Crime:</b> Students will develop their application of core skills and dramatic strategies in this unit. They will explore the topic using more advanced strategies, such as cross-cutting, marking-the-moment, monologue and flash-back.	<b>Introducing Text: Noughts and Crosses.</b> Students explore how text is written and translated to stage. They explore topical issues, such as racism, through the text and how this creates tension and varied emotions. They develop their core skills by taking on various character-based roles and how dramatic techniques can be applied to text	
	<b>Extra-Curricular</b> Extra-Curricular <b>PA Electives:</b> A variety of dance, music and musical theatre electives that pupils can opt to take throughout the course of a year.	<b>Dance Assessment:</b> <b>Practical Assessment: Performing, Creating and Responding- Street Dance</b>	<b>Dance Assessment</b> <b>Practical Assessment: Creating and Responding- Practitioner Study.</b>	
	<b>Christmas Showcase:</b> A variety show that accumulates and demonstrates all the work pupils have done within Dance, in school and during electives.  <b>Dance Showcase-</b> Dance showcase where all students have the opportunity to perform.  <b>Summer Show:</b> An opportunity for pupils to showcase their Dancing talents.  Shakespeare project	<b>Drama Assessment:</b> <b>Practical Assessment: Creating &amp; Responding- Building Skills and Crime and Punishment</b>  CET Assessment when pupils have completed this topic.	<b>Drama assessment:</b> <b>Practical Assessment: Performing and Responding- Stanislavski and Brecht.</b>  CET Assessment when pupils have completed this topic.	
	<b>Music Assessment:</b> <b>Practical Assessment: Performing, responding and Creating -12 Bar Blues</b>	<b>Music Assessment:</b> <b>Practical Assessment: Creating and Responding – Gaming and Film Music cue sheet.</b>		

9	Dance: Pupils explore practitioners and their work. Students have opportunity to explore, mimic and create their own motifs from the inspiration of the practitioner. Students will create pieces using a stimulus supporting independence and Creativity.	<b>Choreographic Skills:</b> Students develop the skills, and tools, required to develop own choreography. They will be guided through how to use choreographic devices to develop the complexity and interest of choreography that is created. This culminates in the creation of a short piece of choreography in small groups that is performed.	<b>Dance piece:</b> Students have the opportunity to develop choreographic skills by considering how stimuli can impact what is choreographed. They will analyse and apply the creative process taken in creating a piece of dance repertoire. Students will focus on the creative intentions; process of performance; input of performer and non-performer and the key themes. This finishes with a performance of their choreography.	
	Drama: Pupils embed their understanding of dramatic strategies through the creation of devised pieces. Exploring scripted text, and begin to learn about technical aspects of theatre, such as sound and lighting, as well as showing appreciation of theatre through analysis and evaluation.	<b>Scripted Exploration: Girls Like That.</b> This unit enables pupils to explore a contemporary text with relevant topical issues modern society is faced with. They demonstrate their understanding of core skills and styles through the performance of short text extracts.	<b>Devising:</b> Using knowledge and skills developed throughout KS3, pupils explore a range of interesting stimuli and use them as their inspiration to create original works in a variety of different genres and styles.	
	<b>Extra-Curricular</b> Extra-Curricular <b>PA Electives:</b> A variety of dance, music and musical theatre electives that pupils can opt to take throughout the course of a year.	<b>Dance Assessment:</b> <b>Practical Assessment: Creating and Responding- Dance Skills and Techniques</b>	<b>Dance Assessment:</b> <b>Practical Assessment: Responding and Performing- Dance Piece.</b>	
	<b>Christmas Showcase:</b> A variety show that accumulates and demonstrates all the work pupils have done within Dance, in school and during electives.  <b>Dance Showcase-</b> Dance showcase where all students have the opportunity to perform.  <b>Summer Show:</b> An opportunity for pupils to showcase their Dancing talents.  Shakespeare project	<b>Drama Assessment:</b> <b>Practical Assessment: Responding and Creating- Scripted Performance.</b>  <b>CET Assessment when pupils have completed this topic.</b>	<b>Drama Assessment:</b>  <b>CET Assessment when pupils have completed this topic.</b>	
	<b>Music Assessment:</b> <b>Practical Assessment: Performing, Responding and Creating- Band Skills and Tubular Bells.</b>	<b>Music Assessment</b> <b>Practical Assessment: Creating and Responding- Trance Music Band skills</b>		

## BTEC Dance

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
10	<p>Year 10 students will explore and complete component 1 of BTEC Tech Dance.</p> <p>Component 1 pupils explore dance styles, three practitioners and the contextual features that belong to each genre and performance. Students also explore roles and responsibilities of a choreographer and dancer.</p> <p>Students will then prepare for component 2 which involves replicating choreography and developing skills.</p>	<p><b>Component 1:</b> Exploration of three practitioners, productions and genres. Mad Hatters Tea Party – Zonation (Street Dance) Chicago the Musical – Bob Fosse (Jazz/Musical Theatre) Young Men – Ivan Perez (Contemporary)</p>	<p><b>Component 1:</b> Exploration of three practitioners, productions and genres. Mad Hatters Tea Party – Zonation (Street Dance) Chicago the Musical – Bob Fosse (Jazz/Musical Theatre) Young Men – Ivan Perez (Contemporary)</p>	<p><b>Component 1:</b> PSA Assessment Write up that demonstrates understanding of the skills, techniques and approaches used by professionals to create performance/production work and investigates how professional performance or production work is created.</p>	<p><b>Component 1</b> PSA Assessment Write up that demonstrates understanding of the skills, techniques and approaches used by professionals to create performance/production work and investigates how professional performance or production work is created.</p>	<p><b>Component 2 Prep:</b> Develop physical and interpretive skills using RADS.</p>	<p><b>Component 2 Prep:</b> Learning a range of repertoire to develop movement memory and skills.</p>	
	<p><a href="#">Extra-Curricular Dance Electives</a> <a href="#">Coursework Clinic</a></p>	<p>Written Assessment- First Thoughts. Internally Assessed</p>	<p>Written Assessment- Learning the Technique Learning the Repertoire Internally Assessed</p>	<p>Written Assessment- Research PPT Internally Assessed</p>	<p>Written Assessment - Research PPT Internally Assessed</p>			
11	<p>Component 2 - Pupils develop skills and techniques by learning repertoire and evaluating their skill level and progression.</p> <p>Component 3- students are given a brief to which they create a performance taking on a role of a performer. Analysing their performance for an end review. This is a 4 task process, in exam conditions.</p>	<p><b>Component 2:</b> PSA Assessment. Learning repertoire and evaluating progress and skill development. Students will:</p> <ul style="list-style-type: none"> <li>Use rehearsal or production processes</li> </ul>	<p><b>Component 2:</b> PSA Assessment. Learning repertoire and evaluating progress and skill development. Students will:</p> <ul style="list-style-type: none"> <li>Use rehearsal or production processes</li> <li>Apply skills and techniques in performance</li> </ul>	<p>Component 3 Examination</p> <p>Completion of Task 1 (ideas) and Task 2 (skills and techniques). Students will:</p> <ul style="list-style-type: none"> <li>Understand how to respond to a brief.</li> </ul>	<p>Component 3 Examination</p> <p>Completion of Task 3 (the performance) and Task 4 ( The Evaluation) Students will:</p> <ul style="list-style-type: none"> <li>Understand how to respond to a brief.</li> <li>Select and develop skills and techniques in response to a brief</li> <li>Apply skills and techniques in a workshop performance in response to a brief</li> </ul>			

		<ul style="list-style-type: none"> <li>Apply skills and techniques in performance</li> <li>Review own development and application of performance</li> </ul>	<ul style="list-style-type: none"> <li>Review own development and application of performance</li> </ul>	<ul style="list-style-type: none"> <li>Select and develop skills and techniques in response to a brief</li> <li>Apply skills and techniques in a workshop performance in response to a brief</li> <li>Evaluate the development process and outcome in response to a brief</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the development process and outcome in response to a brief</li> </ul>		
<p><b>Extra-Curricular</b>  <b>PA Electives:</b> A variety of dance, music and musical theatre electives that pupils can opt to take throughout the course of a year.</p> <p><b>Christmas Showcase:</b> A variety show that accumulates and demonstrates all the work pupils have done within Dance, in school and during electives.</p> <p><b>Dance Showcase-</b> Dance showcase where all students have the opportunity to perform.</p> <p><b>Summer Show:</b> An opportunity for pupils to showcase their Dancing talents.</p>	<p>Practical Assessment - Learning the Repertoire</p> <p>Written Assessment - Evaluating progression and skill development</p> <p>Internally Assessed</p>	<p>Practical Assessment - Learning the Repertoire</p> <p>Written Assessment - Evaluating progression and skill development</p> <p>Internally Assessed</p>	<p>Externally Assessed Component. Written and practical</p>	<p>Externally Assessed Component. Practical and written.</p>			

**GCSE OCR MUSIC and Welsh board**  
**Performing Arts Music**

		<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
<b>10</b>	<p><b>Welsh board level 2 Performing Arts Music focus</b></p> <p>This year, pupils will focus on their rehearsal and performance skills, and will complete unit 1 – Performing.</p> <p>They will research performers and performances, use their research findings to create their own performances. They will also develop skills on their chosen instrument, reviewing their own practice, evaluating strengths and weaknesses and identifying areas to improve.</p>	<p style="text-align: center;"><b>Autumn 1</b></p> <p>Introduction to Performance skills and assessment criteria. Research performers and performances Develop music performance skills through following a practice plan and rehearsal log sheet. Create a skills audit of personal skills on Instrument</p>		<p style="text-align: center;"><b>Spring 1</b></p> <p>Continue to develop music performance skills by creating and following a practice plan.</p> <p>Review own practice and make improvements, demonstrating instrumental development over time.</p>		<p style="text-align: center;"><b>Summer 1</b></p> <p>Enhance performance and research skills in preparation for unit 1 brief release</p> <p>Follow and complete unit 1 brief tasks 1,2,3,4 and 5</p>		<p>Summer Show</p> <p>Choir / CET chamber choir and workshops</p> <p>Band skills</p> <p>Christmas Show</p> <p>Upper School Music elective</p> <p>Instrumental lessons</p>
		<p style="text-align: center;"><b>Autumn 2</b></p> <p>Continue developing performance skills. Introduction to health and safety plans</p>		<p style="text-align: center;"><b>Spring 2</b></p> <p>Evaluate strength and weakness on Instrument and continue to develop skills focusing on areas to improve</p>				
		<p>Performance assessment using Performing Arts Music Criteria Unit Internally assessed</p>		<p>Performance assessment using Performing Arts Criteria 2 pieces Internally assessed</p>		<p>Unit 1 Performance to an audience following the released brief Internally assessed Moderation Performing Arts Team</p>		
		Exam requirements for Integrated Portfolio and Unit 1 Theory booklet Help sheets on teams/ share drive	Exam requirements for Integrated Portfolio and unit 1 Theory booklet Help sheets on teams/ share drive	Exam requirements for Integrated Portfolio and unit 1 Theory booklet Help sheets on teams/ share drive	Exam requirements for Integrated Portfolio and unit 1 Theory booklet Help sheets on teams/ share drive	Brief for Unit 1 P/A	Brief for Unit 1 P/A	
		<b>Autumn 1</b>		<b>Spring</b>		<b>Summer</b>		

11	<p>Unit 2- Creating (Music Composition)</p> <p>This year, pupils will explore creative stimuli and compose an original piece in response to a given brief.</p> <p>Unit 3 – Planning an event</p> <p>Pupils will focus on what it takes to plan and promote a music event and prepare a presentation for their final assessment.</p> <p>OCR GCSE</p> <p>Pupils will complete a composition based on a given brief, which will be released in September. They will also learn to appraise music through the element of musical, developing and applying their critical judgement skills.</p> <p>Finally, pupils will perform as an ensemble, demonstrating their development of accuracy, technique, expression and interpretation on their chosen instrument</p>	<p>Explore Composition technique to meet the set brief released in September. Record creations</p> <p><b>Autumn 2</b></p> <p><b>Prepare students for the unit 3 exam following a mock paper brief. Pupils will:</b></p> <ul style="list-style-type: none"> <li>Understand different types of organisations that make up the music industry and job roles in the music industry</li> <li>be able to plan, develop and deliver a music product</li> <li>be able to promote a music product</li> <li>be able to review the management of a music product</li> </ul> <p><b>Pupils will complete composition 2, based on release of brief in September. Pupils will:</b></p> <ul style="list-style-type: none"> <li>create a composition based on a stimulus</li> <li>develop compositional skills</li> <li>explore a range of techniques and styles</li> <li>apply knowledge of the elements of music</li> </ul> <p><b>Listening and appraising</b></p> <p>Pupils will identify and explain how key musical features are used within a variety of different music pieces</p>	<p><b>Unit 3 exam</b></p> <p>Pupils will complete the final unit 3 exam under controlled exam conditions. Pupils will:</p> <ul style="list-style-type: none"> <li>plan, develop and deliver a music product</li> <li>promote a music product</li> <li>review the management of a music product</li> </ul> <p><b>Pupils will perform as an ensemble for final assessment and be given the opportunity to re-record solo performances from year 10.</b></p> <p>Pupils will demonstrate skills in control, accuracy, technique, expression, and interpretation</p> <p><b>Listening and appraising</b></p> <p>Pupils will continue developing their music appraisal skills, by making evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology.</p>	<p>Deadline for internally assessed work. Revisit and meet deadline for unit 1 and 2</p> <p><b>Final preparation for listening test. Final listening examination.</b></p>	<p>CET workshops and Choir events</p> <p>Norfolk Music Hub workshops and events</p> <p>Freshly grated workshops and events</p>
	<p>Written Assessment Unit 2 composition assessed in line with the brief and moderated by the performing arts team</p> <p>Composition 2 assessment in line with brief assessment. Internally assessed and moderated by performing arts team.</p>	<p>Exam – externally assessed. Spring 2</p> <p>Ensemble performance internally assessed and moderated</p>	<p>Exam externally marked for both GCSE and Performing Arts Music course.</p> <p>Unit 3 Performance assessment</p> <p>Listening Exam</p>		

		Help sheets and briefs on teams for both courses	Help sheets and briefs for both courses on teams	Exam unit 3 GCSE listening examples on teams	Exam unit 3 GCSE listening examples on teams			
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### GCSE Drama

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources			
10	Year 10 students will explore all areas of the GCSE course, including understanding theatre roles and responsibilities, introduction to the set-text, and completing the component 2 devising performance and written portfolio.	Welcome to Drama: Devising skills and practitioners <b>Component 1 - Section A.</b> Theatre roles, staging configurations and areas of the stage.	<b>Aut 2.</b> Continue exploring devising techniques, and introduce the theatre review: Billy Elliot	Key Stage 4 Formal Assessments – Classroom Based	<b>Spr 1: Component 2.</b> Devise and perform final piece for component 2 exam. Students keep working log book to record process of creation, ready for completing written element of the course.	<b>Spr 2: Component 2</b> – Finish devised pieces and perform. Will need to be filmed under exam conditions and moderated externally.	Key Stage 4 Formal Assessments – Classroom Based	<b>Sum 1: Completion of Component 2.</b> Final written coursework based on devised performance.	<b>Sum 2: Component 1.</b> Re-cap Theatre review from Autumn 2 and begin to explore the set text: Blood Brothers	Year 10 Mock Examinations	<ul style="list-style-type: none"> <li>GCSE Bitesize – Understanding Drama &amp; Theatre</li> <li>Willy Russell, ‘Blood Brothers’</li> <li>Jess Thorpe &amp; Tashi Gore, ‘A Beginner’s Guide to Devising Theatre’</li> <li>GCSE Bitesize – Writing about and evaluating</li> </ul>
	<p><b>Extra-Curricular PA Electives:</b> A variety of dance, music and musical theatre electives that pupils can opt to take throughout the course of a year.</p>	Written Assessment 1: Assessing knowledge of theatre roles, staging configurations and areas of the stage	CET Written Assessment, analysing and evaluating theatre performance		Practical Assessment: Assessing final devised performance piece.	Written Assessment 2: Assessing response to stimulus, development of ideas, process of collaboration, and analysis and evaluation of performance.					



	<p><b>Christmas Showcase:</b> A variety show that accumulates and demonstrates all the work pupils have done within Dance, in school and during electives.</p> <p><b>Dance Showcase-</b> Dance showcase where all students have the opportunity to perform.</p> <p><b>Summer Show:</b> An opportunity for pupils to showcase their Performing talents.</p>									
11	<p>Pupils perform key extracts from scripted plays, for the Component 3 exam. They also re-cap and embed all knowledge and skills in preparation for their final component 1 written exam.</p>	<p>Re-cap Blood Brothers set-text and exam technique Component 3 – Scripted performance development and rehearsals</p>	Year 11 Mock Examinations A – Classroom based / Exam room	<p>Rehearsals and polishing continue, with final performance</p>	Year 11 Full Mock Examinations – Examination Rooms	<p>Component 3 final practical examination</p>	Year 11 Mock Examinations A – Classroom based / Exam room	<p>Complete final written exam for Component 3. (Final revision &amp; exam technique)</p>	GCSE Examination Window	GCSE Bitesize – Scripted Drama
	<p>Extra-Curricular</p>	<p>CET Written Assessment: Component 1 mock exam. Section a &amp; b</p>		<p>Practical Assessment 2: Component 3 final exam. CET Written Assessment 3: Component 1 final exam.</p>		<p>Written Assessment 3: Component 1 final exam.</p>				