Performing Arts Curriculum Intent						
KS3	Students in Year 9 have the option to study this subject. Students continue to develop transferable skills and foundation knowledge in order to support the transition to KS4 and BTEC study. Some appropriate BTEC content will be covered from the Spring term of Year 9. We will introduce some of the skills that will be required for later study but also useful for general communication, teamwork and application of skills in each 'Art' - DRama, Dance & Singing.					
KS4	KS4 Performing Arts is designed to unlock the use of imagination, intellect, empathy and courage. Through the study of the subject; ideas, responses and feelings can be expressed and communicated and whilst a largely practical subject it is an intellectual discipline requiring academic focus. Students will develop their understanding of performance in three disciplines and be able to analyse and evaluate how these are used to shape ideas. Students will study a range of practitioners in depth, understanding the style and methodologies which will support them in their own creativity.					
	Over the course of the 3-year programme, students start by exploring the discipline's of Dance, Drama and Voice (song). In addition they are introduced to written elements of the BTEC course and how to write analytically, descriptively and evaluatively.  As they reach the higher years they complete the 3 components required for BTEC Performing Arts. Component 1 is a written presentation split into 3 sections. For each section contrasting musicals are selected and analysed exploring how theatre makers enhance each other's work.  Component 2 is a skills unit where students learn repertoire, rehearse and perform it in performance conditions. This is accompanied by a written log book detailing their processes and skill development in achieving their desired outcome.  Component 3 is a devised unit where students will create, rehearse and perform their own piece of musical theatre, demonstrating their understanding of a theme, their character and how to portray this in performance. They will then write in controlled conditions over three hours a written document outlining the process and evaluating their work. This component is marked externally.					
KS5						

	Performing Arts Curriculum Implementation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7							
Year 8							

Year 9	During this half term, we begin to explore acting.  Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh.  Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we continue to explore acting.  Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh.  Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we begin to explore dance styles.  Students study a number of different dance styles including, Contemporary, Jazz, Fosse, Musical Theatre and Lyrical.  Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During this half term, we look at the genre of Musical theatre.  Students analyse a number of different musicals. Looking at the dance styles, composers and why they were popular in certain eras.  Future Links: Develop skills in analysis and evaluation which they will need for Component 1.	During this half term, we begin exploring Singing  Students study repertoire performed by professionals within the industry, learn about technique, sheet music and performance quality.  Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.	During the final half term of Year 9, students work on a Devised performance.  This is a chance for them to put all of the skills learnt throughout the year into practice.  Performing a 7 - 10 minute piece of musical theatre/acting around a chosen stimulus.
Year 10	Component 2 Mock  Students will complete a mock exam in order to prepare them for the real exam in Spring 1.  There are two parts to the component, a log	Component 2 Mock  Students will complete a mock exam in order to prepare them for the real exam in Spring 1.  There are two parts to the component, a log	Component 2 Real – Developing Skills and Techniques in the Performing Arts  ASSESSMENT WINDOW Students will complete the real	Component 1 - Exploring the Performing Arts  During this Component, students will examine 3 pieces professional	Component 1 - Exploring the Performing Arts  During this Component, students will examine 3 pieces professional	Component 1 - Exploring the Performing Arts  During this Component, students will examine 3 pieces professional

book and performance.	book and performance.	Component 1 assessment within 6	Musical theatre. They will explore the	Musical theatre. They will explore the	Musical theatre. They will explore the
<u> </u>	l <u>_</u>	weeks.	interrelationships	interrelationships	interrelationships
The log book details	The log book details		between the	between the	between the
the rehearsal process	the rehearsal process		performers and	performers and	performers and
where students will	where students will		creative team.	creative team.	creative team.
evaluate and assess	evaluate and assess		They understand the	They understand the	They understand the
their own skills	their own skills		processes involved in	processes involved in	processes involved in
development.	development.		creating a	creating a	creating a
Additionally, they will	Additionally, they will		performance	performance	performance
analyse the	analyse the		including scripted /	including scripted /	including scripted /
development of their	development of their		devised /	devised /	devised /
own and others' work.	own and others work		choreographed,	choreographed,	choreographed,
			musically directed.	musically directed.	musically directed.
The performance will	The performance will		Additionally, students	Additionally, students	Additionally, students
allow students to	allow students to		begin to develop	begin to develop	begin to develop
learn, rehearse and	learn, rehearse and		analysis skills and	analysis skills and	analysis skills and
perform a	perform a		evaluate professional	evaluate professional	evaluate professional
professional piece of	professional piece of		performers.	performers.	performers.
repertoire whilst	repertoire whilst				
applying skills and	applying skills and		They need to	They need to	They need to
techniques in	techniques in		complete a set of	complete a set of	complete a set of
rehearsal and	rehearsal and		slides for this unit	slides for this unit	slides for this unit
performance.	performance.		which show students	which show students	which show students
			understanding. This	understanding. This	understanding. This
			makes up their	makes up their	makes up their
			coursework.	coursework.	coursework.
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Component 3 – Performing to a Brief (Ending with Mock exam)	Component 3 – Performing to a Brief (Ending with Mock exam)	Component 3 – Performing to a Brief (Real assessment window)	Component 3 – Performing to a Brief (Real assessment window)	Component 3 – Performing to a Brief (Real assessment window)
This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.	This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.	This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.	This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.	This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.
Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.	Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.	Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.	Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.	Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.
During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and	During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and

	outcome in response to a brief.	outcome in response to a brief.	outcome in response to a brief.	outcome in response to a brief	outcome in response to a brief.	
Year 12						
Year 13						