

The Quality of Education: Performing Arts - Curriculum Map



St Christopher's:
A Church of England Academy

Performing Arts - Curriculum Map

Key Stage 3

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
7 - 9	<p>Introduction to Performing Arts.</p> <p>DANCE</p> <p>The four basic elements of action, space, dynamics and relationships.</p> <p>Understanding the 5 basic dance skills of travelling, jumping, turning, balancing and gesture.</p> <p>Context fo dance</p> <p>To identify and apply dynamics in dance.</p> <p>Use of choreography and identifying space and using changes of space in choreography.</p> <p>Lifts, balances and trust falls and using them within choreography.</p> <p>Performance of basic / or advanced lifts, trust falls and balances</p>	<p>Dance (Continued)</p> <p>Creating and developing choreography.</p> <p>Using action, space, dynamics and relationships within choreography.</p> <p>Creating and developing own choreography.</p> <p>Applying choreographic elements in Chance Dance.</p> <p>Recall of the basic dance skills and applying them in choreography.</p> <p>Creating choreography using a stimulus.</p> <p>Choreograph an assessment piece, using the basic dance skills and elements. Use self and peer feedback to improve.</p> <p>Develop and perform a dance sequence that uses all the skills and elements of dance and choreographic sequences.</p>	<p>Introduction to Drama.</p> <p>DRAMA</p> <p>Using freeze frames to create a piece of drama.</p> <p>Physical and vocal drama skills.</p> <p>Stage directions</p> <p>Thought tracking and applying this to freeze frames.</p> <p>Applying Physical and vocals skills to sustain a characterisation.</p> <p>To perform and sustain a character on stage.</p>	<p>Drama (Continued)</p> <p>Improvisation in character portrayal.</p> <p>Stage directions and blocking.</p> <p>Blocking and applying stage directions when using a drama script.</p> <p>Perform a scene from a script using appropriate stage directions and blocking.</p> <p>Devising a performance using a stimulus.</p> <p>Performance of a devised drama piece and assessment.</p>	<p>Year 8 Exams Year 8 Assessment</p> <p>Introduction to Physical Theatre</p> <p>PHYSICAL THEATRE</p> <p>Using the body to explore physical theatre techniques.</p> <p>Hymn Hands and Push Hands.</p> <p>Frantic Assembly and their works.</p> <p>Round by through and the building blocks for physical Theatre.</p> <p>Using physical theatre techniques to build a performance.</p>	<p>Physical Theatre (Continued)</p> <p>Chair Duets</p> <p>Using Chair Duets to tell a story</p> <p>Devising and develop a physical theatre sequence in response to a stimulus.</p> <p>Performance of a physical theatre devised piece.</p> <p>Create a sequence of devised physical theatre pieces.</p> <p>Performance of a sequence of physical theatre pieces with fluidity.</p>

Key Stage 4

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
10	<p>Key terminology in dance, drama and musical theatre.</p> <p>Performance specific terminology such as facial expressions, posture and tone.</p> <p>Skills assessment and setting personal targets.</p> <p>Blood Brothers – exploration of the script, its context, characters and rehearsal process.</p> <p>Application of specific terminology and analysis of productions.</p> <p>Intention, purpose, mood and performance in Blood Brothers.</p> <p>Refining and developing an extract from Blood Brothers.</p> <p>Performance, analysis and evaluation of an extract from Blood Brothers.</p>	<p>The devising process in performance.</p> <p>Choreography, physical theatre and using a stimulus in Performance</p> <p>Work and techniques of Frantic Assembly.</p> <p>Conducting effective research to enable an informed performance.</p> <p>Historical, social, political and cultural contexts.</p> <p>The devising process.</p> <p>Non-Naturalistic Theatre Unit 2 and working to a set brief.</p> <p>Merce Cunningham and Chance Dance</p> <p>Improvisation in Performance</p>	<p>Improvising, devising and choreography.</p> <p>Dramatic techniques including freeze frames, physical theatre, 4th Wall and narration.</p> <p>Creative Proposal preparation and completion of proposal write up.</p> <p>Unit 2 Milestone and devising and choreography.</p> <p>Evaluation and development logs.</p>	<p>Milestone 2 recording (unit 2)</p> <p>Unit 2 final rehearsal preparation, recording and performance.</p> <p>Final Evaluation of Unit 2.</p>	<p>Unit 1 and performance of existing repertoire.</p> <p>Unit 1 Performance Brief.</p> <p>Research into suitable performance material, context, performance and evaluation.</p> <p>Planning an effective rehearsal schedule.</p> <p>Rehearsal Journal</p> <p>Effective research into performance.</p> <p>Application of research into performance and repertoire.</p> <p>Rehearsals and refinement of performance repertoire.</p>	<p>Planning an effective rehearsal schedule.</p> <p>Rehearsal Journal</p> <p>Effective research into performance.</p> <p>Application of research into performance and repertoire.</p> <p>Exam board assessments and tasks.</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
11	<p>Unit 1 Performance</p> <p>Rehearsing and refining chosen performance material.</p> <p>Preparation for final performance with critical reflection and application of feedback.</p> <p>Use of stage, costumes, lighting and sound for final performance.</p> <p>Final Performance including application of Health and safety.</p> <p>Performance Evaluation preparation.</p> <p>Eam board evaluation task.</p>	<p>Job roles and Responsibilities in the Performing Arts Business.</p> <p>Exploring key roles in the creative industry including collaboration, job roles, salary, responsibilities and transferrable skills.</p> <p>The production process, performance spaces/ venues and target audience.</p> <p>Marketing promotion and budgeting.</p> <p>Organisations and Practitioners.</p> <p>Historical, cultural, political and social context of performances.</p> <p>Unit 3 brief, ideas and development.</p>	<p>Unit 3 Performing Arts in Practice.</p> <p>Brief, application of ideas, performance and tasks.</p> <p>Task 1 official assessment. Selecting and justifying performance material and vision.</p> <p>Task 2 preparation and assessment. Responding effectively to the brief.</p> <p>Task 3 production timelines, personnel, essential resources and budgeting</p> <p>Task 4 marketing and advertising strategies</p> <p>Task 5 marketing and advertising strategies</p> <p>Recording examples of practical work to embed in Tasks and evaluations.</p>	<p>Preparing an effective pitch</p> <p>Presentation of Pitch to a panel.</p> <p>Task 7 preparation and planning.</p> <p>Task 7 and evaluation. Identify strengths and recognise areas for development and create clear and actionable targets to improve future creative proposals / event planning.</p>	GCSE Exams	GCSE Exams

Key Stage 5

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
12	<p>Introduction and skills audit.</p> <p>Exploring Practitioners and styles. Stanislavski and naturalism</p> <p>Movement in dance and physical theatre.</p> <p>Exploring Practitioners and styles. Brecht and Epic Theatre.</p> <p>Production Elements. Costume, sound and lighting.</p> <p>Exploring Practitioners and styles. Artaud and Theatre of Cruelty.</p> <p>Production Elements. Action, Space, Dynamics & Relationships</p>	<p>Exploring Practitioners and styles. Verbatim Theatre, Physical Theatre and DV8.</p> <p>Production Elements. Music and sound</p> <p>Exploring Practitioners and styles. Verbatim and Paper Birds.</p> <p>Introduction to Practitioner 1</p> <p>Introduction to Practitioner 2</p> <p>Research and referencing sources.</p> <p>Contextual factors including historical, cultural, political, economic, influence of others, technical, geographical/physical, social factors.</p>	<p>Selected repertoire of Practitioner 1. Professional performances. Linking to contextual factors and performance technique.</p> <p>Selected repertoire of Practitioner 2. Professional performances. Linking to contextual factors and performance technique.</p> <p>Analysis of repertoire.</p> <p>Exploring contextual factors for both practitioners</p> <p>Production elements in professional performances. Analysis and evaluation.</p>	<p>Answering 24 mark questions on performance and production.</p> <p>Engaging with a critical quote with effective referencing to professional performances.</p> <p>Evaluation of all performance repertoire and linking to the given theme.</p> <p>Connections between theme and Practitioner 1</p> <p>Connections between theme and Practitioner 2.</p>	<p>Unit 1 Examination</p> <p>Introduction to Unit 2 and Developing skills and techniques for performance.</p> <p>What makes a good performer?</p> <p>Repertoire and contrasting genres.</p> <p>Performance Target Setting</p> <p>Practical workshops exploring styles of repertoire.</p> <p>Critical analysis into being a performer.</p> <p>Study of performance repertoire.</p>	<p>Rehearsals and workshops in chosen performance repertoire.</p> <p>Performance logs and evaluation.</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
13	<p>Rehearsal of Unit 2 repertoire.</p> <p>Recordings and evaluations.</p> <p>Performance logs.</p> <p>Being a Performer. Exploration of the profession in relation to students chosen pathway.</p> <p>Rehearsals and recording of two practitioners and styles.</p> <p>Evaluation of performance repertoire and finalisation of log book.</p>	<p>Introduction to Optional Units.</p> <p>Exploration of practitioners and repertoire.</p> <p>Practical exploration of practitioners and repertoire in chosen field.</p> <p>Rehearsals and evaluation of chosen repertoire.</p>	<p>Exploration of further repertoire.</p> <p>Research into performing styles.</p> <p>Rehearsal and practice with filming and evaluation.</p> <p>Unit 3 brief and preparation for performance.</p> <p>Research into the given brief.</p> <p>Devising and exploration of ideas.</p> <p>Recording of ideas in Milestone 1</p>	<p>Devising performance ideas and developing and refining. Milestone 2 assessment.</p> <p>Further development of ideas and Milestone 3 assessment.</p> <p>Devising further material in relation to the brief and developing of performance ideas.</p> <p>Refining and polishing performance.</p>	<p>Performance of repertoire and recording.</p> <p>Evaluation and milestone 4.</p> <p>A-level Examinations</p>	<p>A-level examinations.</p>