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

Key Stage 4

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

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
11	Unit 1 Performance Rehearsing and refining chosen performance material. Preparation for final performance with critical reflection and application of feedback. Use of stage, costumes, lighting and sound for fi al performance. Final Performance including application of Health and safety. Performance Evaluation preparation. Eam board evaluation task.	Job roles and Responsibilities in the Performing Arts Business. Exploring key roles in the creative industry including collaboration, job roles, salary, responsibilities and transferrable skills. The production process, performance spaces/ venues and target audience. Marketing promotion and budgeting. Organisations and Practitioners. Historical, cultural, political and social context of performances. Unit 3 brief, ideas and development.	Unit 3 Performing Arts in Practice. Brief, application of ideas, performance and tasks. Task 1 official assessment. Selecting and justifying performance material and vision. Task 2 preparation and assessment. Responding effectively to the brief. Task 3 production timelines, personnel, essential resources and budgeting Task 4 marketing and advertising strategies Task 5 marketing and advertising strategies Recording examples of practical work to embed in Tasks and evaluations.	Preparing an effective pitch Presentation of Pitch to a panel. Task 7 preparation and planning. Task 7 and evaluation. Identify strengths and recognise areas for development and create clear and actionable targets to improve future creative proposals / event planning.	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	Introduction and skills audit. Exploring Practitioners and styles. Stanislavski and naturalism Movement in dance and physical theatre. Exploring Practitioners and styles. Brecht and Epic Theatre. Production Elements. Costume, sound and lighting. Exploring Practitioners and styles. Artaud and Theatre of Cruelty. Production Elements. Action, Space, Dynamics & Relationships	Exploring Practitioners and styles. Verbatim Theatre, Physical Theatre and DV8. Production Elements. Music and sound Exploring Practitioners and styles. Verbatim and Paper Birds. Introduction to Practitioner 1 Introduction to Practitioner 2 Research and referencing sources. Contextual factors including historical, cultural, political, economic, influence of others, technical, geographical/physical, social factors.	Selected repertoire of Practitioner 1. Professional performances. Linking to contextual factors and performance technique. Selected repertoire of Practitioner 2. Professional performances. Linking to contextual factors and performance technique. Analysis of repertoire. Exploring contextual factors for both practitioners Production elements in professional performances. Analysis and evaluation.	Answering 24 mark questions on performance and production. Engaging with a critical quote with effective referencing to professional performances. Evaluation of all performance repertoire and linking to the given theme. Connections between theme and Practitioner 1 Connections between theme and Practitioner 2.	Unit 1 Examination Introduction to Unit 2 and Developing skills and techniques for performance. What makes a good performer? Repertoire and contrasting genres. Performance Target Setting Practical workshops exploring styles of repertoire. Critical analysis into being a performer. Study of performance repertoire.	Rehearsals and workshops in chosen performance repertoire. Performance logs and evaluation.

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