



Performing Arts Curriculum Overview

Curriculum Intent: The focus of the performing arts curriculum at Wednesfield Academy is to develop and inspire pupils' viewpoints, to widen their opportunities as young people. We aim to develop confidence, communication, and social skills in pupils through creativity. We can achieve this by ensuring a safe space where pupils enjoy and take pride in their learning which allows them to build foundations for future career pathways and success, no matter what they choose to do. The teaching staff supports pupil's creative intentions and offer opportunities for pupils to showcase their work.

Curriculum Rationale: The curriculum follows a structure of building on prior knowledge in a variety of specialisms including drama, dance and musical theatre which ensures that the pupils have rich and varied opportunities at Key Stage 3. This will then prepare the pupils when they choose their GCSE Level options. At Level 3 we currently offer Drama and Dance at BTEC where pupils will complete two mandatory units set by the exam board and two units chosen by the teacher where pupils will gain advanced knowledge of the requirements of a theatre production and a variety of acting styles.

Key Stage 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<u>Introducing Drama</u> Vocal, Physical and characterisation skills looking at context, scene and stories through Matilda, The Witches and Charlie and the Chocolate Factory	<u>Introducing Dance</u> Introduction to basic skills learning the five basic dance actions and explore ways to develop movement	<u>Musical Theatre: Contemporary style</u> Looking at modern musicals and an opportunity for students to create their own choreography based on a style through Matilda: Revolting Children	<u>Titanic – Drama Techniques</u> Pupils will investigate the importance of social, historical, and cultural context of performances whilst looking at how to apply key drama techniques.	<u>Learning professional repertoire</u> Pupils will explore 'Stomp' and practically develop their own choreography in this style.	<u>Musical Theatre: Commercial Jazz</u> Pupils will explore the key elements of commercial Jazz through the song and dance of Grease is the Word.
8	<u>In the headlines/Diversity</u> Pupils will understand the purpose/aim of a variety of performances focusing on the dance group Diversity. They will explore why performances have been created.	<u>History of Theatre</u> Pupils will gain a foundation of understanding about the beginnings of theatre looking at a variety of stylistic features through practical and theoretical exploration.	<u>Theatre Jazz – Little Shop of Horrors</u> Pupils will work as an ensemble learning a set repertoire in this style whilst also performing a scene and song to combine the art forms.	<u>Capoeira</u> Pupils will explore the history of Capoeira dance and learn specific skills and techniques creating their own performance.	<u>Exploring our differences through Drama</u> Pupils will understand and embed the values of empathy and understanding when creating performances looking into stereotypes and scenarios.	<u>Musical Theatre: Fame</u> Pupils will learn a section of a song allowing students to use skills such as stamina, muscle memory and confidence.
9	<u>Stylistic Qualities</u> Pupils will look at two adaptations of the classic story Alice in Wonderland and Mad Hatter's Tea Party and review live theatre whilst also understanding it practically through workshops.	<u>Some like its Hip Hop – ZooNation</u> Pupils will understand the classic story Romeo and Juliet and understand how it has been modernised looking specifically at the techniques of dance and singing in this style.	<u>Reviewing Live Theatre</u> Pupils will understand the key elements and responsibilities of various members of a theatre. Pupils will then watch a live performance looking at specific points to understand purpose and creative intention.	<u>Physical Theatre</u> Pupils will look at physical theatre practitioners such as Frantic Assembly and how they represent stories using their bodies and effects. Pupils will explore these techniques practically when working as an ensemble.	<u>Improvisation and choreography</u> Pupils will explore different types of stimuli and understand the choreographic processes used in performance including how to develop ideas and a routine from a stimulus.	<u>Responding to a brief</u> Pupils will be undertaking a version of Component 3 at BTEC level 2 to understand key roles and responsibilities, how to choreography or devise, the processes used and rehearsal logs.

10 (GCSE Drama)	<u>Devising Theatre</u> Pupils will be given workshops understanding key techniques used in devising theatre.	<u>Component 1 Mock</u> Pupils will now undertake a mock exam of component 1 – devising theatre	<u>Component 1: Devising a piece of theatre.</u> Pupils will undertake and create their own piece of theatre based on a stimulus provided by the exam board. Pupils can be a performer or designer for the exam	<u>Component 3 preparation</u> Pupils will look at key elements including looking at a text and reviewing live theatre.	<u>Component 2 Mock</u> Pupils will explore key techniques required to perform/design from a text.
11 – 2023/24 (Level 2 BTEC Performing Arts)	<u>Component 2: Developing skills and techniques within Performing Arts</u> Pupils will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.		<u>Component 3: Responding to a brief.</u> Pupils will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.		
11 – 2024/25 (GCSE Drama)	<u>Component 2: Exam</u> Pupils will undertake their performing from a text exam visited by an external examiner		<u>Component 3: Written Exam</u> Pupils will undertake an exam in May/June and will be preparing for this within lessons looking specifically at a text and key decisions in how you would direct, design, or perform within it and a live theatre review.		

Key Stage 5				
12 (Level 3 BTEC Drama)	<u>Unit 2 – Developing skills and techniques for live performance.</u> Pupils explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.	<u>Unit 19 – Acting Styles</u> This unit will introduce pupils to the basic differences of a range of styles of theatre and the approaches of theatre practitioners.	<u>Unit 1 Investigating Practitioners' Work – External assessment</u> Pupils investigate the work of performing arts practitioners and develop critical analysis skills.	
13 (Level 3 BTEC Drama)	<u>Unit 1 Investigating Practitioners' Work – External assessment</u> Pupils investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.	<u>Unit 3 – Group Workshop Performance – External Assessment</u> Pupils explore and integrate creative, physical, and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.		