

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 students 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 students when they choose their GCSE Level options. At Level 3 we currently offer Drama and Dance at BTEC where students will complete two mandatory units set by the exam board and two units chosen by the teacher where students will gain advanced knowledge of the requirements of a theatre production and a variety of acting styles.

Year Group	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>Titanic – Drama Techniques</u> Students will investigate the importance of social, historical, and cultural context of performances whilst looking at how to apply key drama techniques.	<u>Dance - Avengers</u> Students will portray characters using a variety of dance skills and techniques. They will develop knowledge from Autumn 2 to choreograph their own performances based on characters	<u>Learning professional repertoire</u> Students will have the option to learn three types of professional repertoire, 'Stomp' by Luke Cresswell 'Our Day Out' by Willy Russell to develop their creativity with Performing Arts.	
8	<u>History of Dance</u> Students will gain a foundation of understanding about the beginnings of dance looking at a variety of stylistic features through practical and theoretical exploration.	<u>History of Theatre</u> Students will gain a foundation of understanding about the beginnings of theatre looking at a variety of stylistic features through practical and theoretical exploration.	<u>In the headlines/Diversity</u> Students 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>Orion and The Dark</u> Students will investigate a film that explores several themes such as facing your fears, bullying and Good Vs Bad. They will develop knowledge and understanding through drama Techniques and Skills.	<u>T.I.E (Theatre in Education)</u> Students explore how theatre serves as a powerful tool for education and social commentary. Through analysis, skill development, and collaboration, students will create their own performances, embodying the ethos that performing arts can inform and inspire change.	
9	<u>Practitioner and Style</u> Students 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>Reviewing Live Theatre</u> Students will understand the key elements and responsibilities of various members of a theatre. Students will then watch a live performance looking at specific points to understand purpose and creative intention.	<u>Physical Theatre</u> Students will look at physical theatre practitioners such as Frantic Assembly and how they represent stories using their bodies and effects. Students will explore these techniques practically when working as an ensemble.	<u>Improvisation and choreography</u> Students 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> Students 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> Students will be given workshops understanding key techniques used in devising theatre.	<u>Component 1 Mock</u> Students will now undertake a mock exam of component 1 – devising theatre	<u>Component 1: Devising a piece of theatre.</u> Students will undertake and create their own piece of theatre based on a stimulus provided by the exam board. Students can be a performer or designer for the exam		<u>Component 3 preparation</u> Students will look at key elements including looking at a text and reviewing live theatre.	<u>Component 2 Mock</u> Students 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> Learners 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> Learners 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> Students will undertake their performing from a text exam visited by an external examiner	<u>Component 3: Written Exam</u> Students 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.		
12 (Level 3 BTEC Drama)	<u>Unit 2 – Developing skills and techniques for live performance.</u> Students 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 students 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> Learners 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> Students 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> Students explore and integrate creative, physical, and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.		