

**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 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (4 weeks)	Summer 2 (7 weeks)
7	<p><b>Introducing Drama</b> Vocal, Physical and characterisation skills and techniques looking at context, scene and stories through the BFG and Charlie and the Chocolate Factory</p>	<p><b>Devising from a Stimulus:</b> Students will investigate the importance of social, historical, and cultural context of performances whilst looking at how to apply key drama skills and techniques.</p>	<p><b>Directing and Design</b> Pupils will explore directing and design through scenes inspired by <i>The Wizard of Oz</i> and original fairytales. They will develop skills in staging, set design, and character interpretation, focusing on creative visual storytelling.</p>	<p><b>Superheroes</b> Pupils will explore superheroes as a theme, using flashback and flashforward techniques to develop storytelling skills. They will create dynamic scenes, focusing on character backstory, motivations, and future possibilities to enhance dramatic impact.</p>	<p><b>Exploring Professional Repertoire</b> Pupils will explore professional repertoire through <i>Our Day Out</i> by Willy Russell, developing skills in both dance and drama. They will focus on interpreting text, rehearsing scenes, and refining performance through constructive feedback, enhancing their ability to portray characters authentically while building on rehearsal techniques.</p>	
8	<p><b>History of Theatre</b> Students will gain a foundation of understanding about the beginnings of theatre looking at a variety of stylistic features through practical and theoretical exploration.</p>	<p><b>Monologues and Duologues</b> Pupils will explore character development through duologues, focusing on reacting in performance. Building on monologue skills, they will enhance confidence and creativity, deepening their portrayal and understanding of character interactions.</p>	<p><b>Crime and Punishment</b> Pupils will explore ensemble work, focusing on marking significant moments and using nonverbal communication. They will develop skills in collaboration, highlighting key scenes and conveying meaning effectively without dialogue.</p>	<p><b>Orion and The Dark</b> Pupils will explore <i>Orion and The Dark</i>, combining physical and vocal characterisation. They will develop skills in embodying characters, enhancing performance quality through expressive movement and voice work.</p>	<p><b>T.I.E (Theatre in Education)</b> 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.</p>	
9	<p><b>Practitioner and Style</b> Students will look at two practitioners understanding it practically through workshops. (X3 each)</p>	<p><b>Reviewing Live Theatre</b> 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.</p>	<p><b>Shakespeare</b> Pupils will explore <i>Romeo and Juliet</i>, building on their prior knowledge from Year 7 English. They will deepen their understanding of Shakespearean language, character motivations, and themes, focusing on performance skills and emotional expression</p>	<p><b>Physical Theatre</b> 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</p>	<p><b>Responding to a brief</b> 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.</p>	
10 (Level 2 BTEC)	<p><b>Component 1: Exploring the Performing Arts</b> Pupils will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.</p>		<p><b>Component 2</b> Pupils will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</p>			<p><b>Component 3 Preparation</b> Pupils will be given the opportunity to understand how to work as part of a</p>



			group to contribute to a workshop performance.
<b>11</b> (GCSE Drama)	<u>Component 2: Performing from a text</u> Pupils are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.	<u>Component 3: Written exam</u> This allows pupils to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.	
<b>12</b> (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.
<b>13</b> (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.	