

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 offers 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 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer (13 weeks)
7	<u>Introducing Drama</u> Pupils will develop confidence, creativity and teamwork through core drama skills. They will explore voice, movement, still image, thought tracking, narration, mime, choral speech, slow motion, levels and proxemics before applying these techniques to a scripted extract from <i>Namia</i> .	<u>Devising from a Stimulus:</u> Students will investigate the importance of the social, historical and cultural context of performances while developing and applying key drama skills and techniques. They will use a range of stimuli to generate ideas, create characters and shape original performance material for an audience.	<u>Storytelling</u> Students will explore how stories and script extracts can be transformed into performance. Using <i>Inside Out</i> as inspiration, they will develop character, narration, split scenes and contrasting points of view to communicate a clear and engaging story to an audience.	<u>Superheroes</u> 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.	<u>Exploring Professional Repertoire</u> 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.
8	<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>Monologues and Duologues</u> Pupils will develop confidence and creativity through monologues and duologues, using vocal and physical skills to create believable characters, relationships and emotions.	<u>Crime and Punishment</u> 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.	<u>Shakespeare</u> Students will explore Shakespeare's language, characters and themes through performance, focusing on moral decisions, tension, cause and effect.	<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> Pupils will explore the styles of Brecht and Godber through practical workshops, learning how each uses techniques to engage and challenge audiences building on understanding through active experimentation.	<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>Shakespeare</u> Pupils will explore <i>Romeo and Juliet</i> with a focus on bringing Shakespeare's words to life through performance. They will develop their understanding of language, character and theme while using vocal and physical skills to express emotion and meaning on stage.	<u>Physical Theatre</u> Pupils will explore the principles of Total Theatre and the work of Steven Berkoff, focusing on how he uses exaggerated physicality, vocal precision and stylised movement to tell stories.	<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 (BTEC Drama)	<u>Component 1 : Exploring Performing Arts</u> Pupils will explore professional performance work, examining acting skills, techniques, roles and creative processes. They will consider how practitioners communicate meaning and apply these ideas to their own practical work.		<u>Component 2 : Developing Skills in Performing Arts</u> Pupils will develop their acting skills through practical workshops, rehearsal and performance. They will explore vocal and physical techniques, characterisation and communication with an audience. Pupils will respond to feedback, review their progress and refine their performance to demonstrate improvement.		<u>Component 3 Preparation</u> Pupils will prepare for Component 3 by exploring a mock brief and generating original performance ideas. They will develop characters, structure scenes, rehearse collaboratively and apply appropriate acting skills and techniques. Pupils will also practise explaining their creative decisions and evaluating the development and effectiveness of their final performance
11	<u>Component 2 Performing a text</u>		<u>Component 3: Interpreting theatre</u>		

(BTEC Performing Arts)	Pupils will explore and rehearse extracts from a published play, developing characterisation, vocal and physical skills, relationships and communication with an audience. They will refine their performance through rehearsal and feedback before completing a final assessed performance.	Pupils will study a set text practically from the perspective of an actor, director and designer. They will also analyse and evaluate a live theatre production, developing their ability to use precise examples and drama terminology in written examination responses.	
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Useful Websites for independent study	
<u>KS3</u>	<u>KS4</u>
BBC Bitesize Drama - BBC Bitesize BBC Teach Drama - BBC Teach GCSE Pod Oak National Academy https://www.thenational.academy/	GCSE Drama Spec - Specification Past Papers - GCSE Drama Eduqas Knowledge organisers - Resource BTEC Tech Award Performing Arts spec - Performing Arts (2022) BTEC Tech Awards Pearson qualifications Example Assessments Performing Arts (2022) BTEC Tech Awards Pearson qualifications