

Intent

Our mission in Performing Arts is to expose students to all aspects of the world of theatre including performance and design. We explore style and genre whilst developing students' understanding and application of technical skill throughout the curriculum. Through the study of Performing Arts, students develop transferable skills such as communication, confidence and teamwork which are imperative to everyday life. They will know how to discuss stimulus material and have a growing appreciation of how to integrate drama and dance strategies when devising independently. They will have freedom to explore ideas in abstract ways in a mature and thoughtful manner and perform as part of a group or individually with confidence and focus. Every student should be able to work effectively and cooperatively in a group as a collaborative member. They will be able to give supportive and developmental feedback to their peers as well as being able to reflect upon their own work. Through working together, students will develop trust when taking direction from others and over time will grow in maturity by way of independent tasks. Underpinning the performing arts curriculum are the three key disciplines, creating, performing and evaluating. Student creativity is encouraged and developed over time and creating a piece of drama or a dance showing feelings from any brief or stimulus is a driving aim. Being able to understand and apply an evaluative process and take on board feedback is embedded in every unit of work preparing students for life outside of the classroom.

We aim to enable students to deliver exceptional performances in Dance and Drama. Students studying Performing Arts are pushed to achieve vocational and academic excellence. Students will consistently be encouraged to showcase their skills and receive excellent opportunities to do this. Our Facilities are a perfect place to enable them to achieve this, in our purpose-built dance and drama studios with industry standard technical equipment. Students have opportunities to attend cultural trips and visits to broaden their knowledge and our expansive enrichment programme provides students with additional learning experiences. The performing Arts are very heavily involved with the British Values espoused by the school and work with the community to improve way of life and provide an outlet to many students who otherwise would not have the opportunities. There are many performance opportunities within school and the local community; to include theatrical plays, dance showcases and full-scale musicals where students work collaboratively with the music students and with students and staff in other subject areas. Students compete in National competitions and are given the opportunity to learn leadership skills within their specialist discipline.


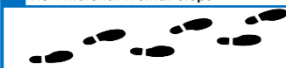

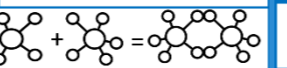

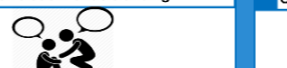

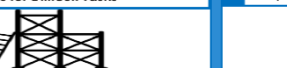


Lessons are planned sequentially to embed subject knowledge and the curriculum is current and in line with modern trends within the performing arts industry. Students of all ability levels are catered for in engaging units of work which are considerate to all cultural backgrounds. Teachers devise personalised practical and written tasks to cater for students with special education needs whilst implementing an ambitious programme of study. A contextual understanding of performing arts is gained through the study of the historical styles and key practitioners in dance and drama.

At the end of KS3 a Performing Arts Swindon Academy Student will demonstrate a range of dramatic and dance techniques and know how to communicate meaning in a performance. They will understand subject specific terminology and the appropriate behaviour in the studio space as both a performer and a spectator.

At the end of KS4 a Performing Arts Swindon Academy Student will effectively demonstrate a wide range of dance and dramatic techniques and be able to confidently communicate meaning during a performance. They will be able to effectively use and understand subject specific terminology and be able to model appropriate behaviour in the studio spaces as both a spectator and a performer due to their knowledge of theatrical etiquette.

At the end of KS5 a Performing Arts Swindon Academy Student will have built on KS4 knowledge to use a wider range of dance and drama techniques to a semi-professional level being confident in rehearsal and performance. They will be able to explore abstract concepts and semiotics as well as devising and creating performances. Students will act as mentors to younger year groups during performance events and teaching appropriate behaviour in the studio spaces as both a spectator and performer.

Implementation – Rosenshine principles of instruction – *please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.*

Daily Review  Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	New Material in Small Steps  Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	Ask Questions  The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Provide Models  Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	Guide Student Practice  Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	Check Student Understanding  Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	Obtain High Success Rate  A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	Scaffolds for Difficult Tasks  Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	Independent Practice  Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	Weekly and Monthly Review  The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
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<ul style="list-style-type: none"> Start each class with a 'Do Now' recap on the previous lesson or to introduce a new topic or technique to see what the students already know. United Quizzing at the end of the lesson to test what the students have learnt and can remember 	<ul style="list-style-type: none"> I do, we do, you do, when teaching routines or the way a line may be said. Once shown by the teacher, all together and then on their own What to do 	<ul style="list-style-type: none"> No opt out, and cold calling so that students have to remain engaged and focused when asking questions related PARTs. Stretch it for those that have understood the topic or skill being studied by developing on the original question. 	<ul style="list-style-type: none"> Show call Visualizer 	<ul style="list-style-type: none"> At BATS Pepper Break it down 	<ul style="list-style-type: none"> Tracking not watching Circulate check Reject self-report Show me 	<ul style="list-style-type: none"> SLANT No opt out Stretch Right is right 	<ul style="list-style-type: none"> Workbooks created alongside the Power Point presentation of the lesson plan with stretch and challenge tasks 	<ul style="list-style-type: none"> Build stamina Show call SLOP –share lots of practice 	<ul style="list-style-type: none"> Do now Exit ticket
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Term	1	2	3	4	5	6	6	
Year 7	Treteau The body and precision using basic mime skills. Using the voice and body to create a sense of space on stage. Introduction to physical and visual theatre. Narration as a tool. Introduction to the Treteau stage. Rehearsals for performance.	Introduction to Dance Students This unit will begin with a general introduction to dance at Swindon Academy. Students will study general health and safety when dancing. They will then go on to explore the six basic dance actions: - gesture, turn, jump, travel, fall and stillness. Pupils will be taught a technical study based on these actions, which will be performed in small groups. They will then work in a group to explore different ways of changing and building on the original movement. Pupils will be introduced to simple choreographic devices such as repetition. Basic dance words will be developed into their vocabulary throughout the unit. The aim of this unit is to introduce pupils to the basic actions, which are at the heart of all dances. It is also designed so that pupils will start to develop their technical ability and movement memory.	Drama Myths and Legends Introduction to Greek theatre. Using mime and choral speech to Perform a myth. Improvisation and Pandora's Box. Using status to stage the Gods of Greek mythology. Physical theatre and The Iliad. Symbolic use of props to re-create an original myth. Assessment: staging a Greek myth as a chorus.	Dance and Electricity This unit will be the Second unit that students study in dance at Swindon Academy. Students will Pupils will be taught a set motif that links to the key words in Electricity being studied over three motifs. These motifs will then be developed and performed in small groups. They will then work in a group to explore different ways of changing and building on the original movement. Pupils will be introduced to simple choreographic devices such as repetition. Basic dance words will be developed into their vocabulary throughout the unit. The aim of this unit is to introduce pupils to how you can take a topic not normally associated with dance and use it as stimulus to create interesting movement.	Drama – Shakespeare Exploring Shakespeare's language. Investigating the themes of Macbeth. Marking the moment of key scenes from Romeo and Juliet. Thought-tracking a soliloquy as Richard III. Assessment: Staging status using a scene from King Lear.	Dance – MTV Music Television This unit will be the third unit that the student's study at the academy in dance or the PARTS carousel. The aim of this unit is to get the students excited about creating a performance for a Music Television Video (MTV). Students will learn a set motif from a current video – Can't stop the feeling by Justin Timberlake. This motif will then be developed on in small groups and then each group will start to create a small full performance to the music video using the content. They will use all of the choreographic skills they have learnt over the year and then put this into practice in a final performance. The aim of this unit is to develop the groups skills in working as a team member and creating a professional final product, using all the choreographic development skills they have used over the last two terms.		
Vocabulary instruction								
Year 8	Drama - Ernie's Incredible Illucinations	Dance and musical theatre – The greatest Showman	Drama – Stories and Drama from other cultures Indigenous Australian stories	Dance and musical theatre – Stomp	Drama – Shakespeare	Dance and Musical theatre – Matilda		

Assessment 1

Assessment 2

Review and reteach

	<p>Interpreting script using Flashback.</p> <p>Improvisation and Devising using script as a stimulus.</p> <p>Building and sustaining a character.</p> <p>Performing the script in the style of Melodrama.</p> <p>Marking the Moment in a script.</p> <p>Rehearsal and Assessment.</p>	<p>This unit will be the fourth unit that KS3 take part in in the academy. This is where the aim is to start to branch out to looking into a range of musical theatre works to develop our cultural awareness and understanding of professional works out there we can study. They will learn a set part of rep and then learn how to develop this in groups by looking at how these are developed professionally in a musical theatre setting, Groups will then perform in small groups the work they have learnt and then developed looking at all the different musical theatre slides they have used in the performance.</p>		<p>8000 BC.</p> <p>Greek Theatre.</p> <p>550-220 BC.</p> <p>African rhythmic story telling</p> <p>11th Century.</p> <p>Japanese Kabuki Theatre</p> <p>17th Century.</p> <p>Assessment: performance of Creation stories using learnt techniques.</p>	<p>This unit will be the fifth unit that KS3 take part in in the academy. This is where the aim is to develop our understanding of dance in musical theatre works, to develop our cultural awareness and understanding of professional works out there we can study. Its aim to get students to see the stark contrasts that performers are asked to do in performances, hence looking at three contrasting works over this year, focusing upon different skills to make the students an all round successful performer with a depth of knowledge and understanding of dance in different contexts. Groups will learn rep from the professional work crossing over dance skills with music and percussive skills, showing cross curricular links to rhythm within music.</p>	<p>Action and Reaction in Romeo and Juliet.</p> <p>From page to stage: bringing the script to life in Hamlet.</p> <p>Allowing the audience to investigate behind a scene in Richard III.</p> <p>Looking at interpretations in the final scene of Romeo and Juliet.</p> <p>Making Shakespeare relevant to a 21st century audience with Macbeth's Witches.</p>	<p>This will be the 6th unit of dance that KS3 take part in in the academy. This is their final musical theatre unit, where the aim is to consolidate all skills learnt over two varying styles, adding in a higher level of focus, creating a performance number to a particular song, from a west end musical number, "Revoltin' Children" This number does not just allow students to learn the dance content, but for students to focus heavily on the performance aspects of the work, facial expressions, character and focus. Students will learn the professional rep and develop this in group work. They will learn the performance piece through watching and observation of online videos so that they are familiar with the backing track. They will perform in small final group ensemble numbers to an audience.</p>	
Vocabulary instruction								
Year 9	<p><u>DRAMA- Physical Visual Story telling/ Frantic/ DV8</u></p> <p>Introduction to Frantic Assembly</p> <p>Using physical visual story telling.</p> <p>Chair Duets</p> <p>Fluff Picking</p> <p>Frantic Assembly Lifts and Round by Through to re-create the 'train station' scene.</p> <p>Using the building blocks of devising to create own piece based on <i>A Curious Incident of a Dog in the Night-time</i>.</p>	<p><u>Dance – Parkour</u></p> <p>This is the 7th unit that students will study in dance over KS3. The focus over this year is to show students how varied skills in dance can be, looking at a range of current and topical themes to engage learners. In this unit of dance the students will learn about a unique style of dance called parkour, which includes free running and is less technically focused to get all levels and abilities engaged. It focuses on using a lot of team work, lifts and student trust to develop these ideas into a small performance.</p>		<p><u>DRAMA- Teechers by John Godber</u></p> <p>Introduction to Godber and political comedy.</p> <p>Blocking and improvising from script.</p> <p>Role play using the characterisation skills stereotypes and melodrama techniques.</p> <p>Staging the difference between pupils and teachers.</p> <p>Multi-rolling: staging the students' play.</p> <p>Rehearsal for performance.</p>	<p><u>Dance – Street Dance</u></p> <p>This is the 8th unit that students will study in dance over KS3. The focus over this year is to show students how varied skills in dance can be, looking at a range of current and topical themes to engage learners. In this unit of dance the students will concentrate on the Stylistics within street dance. After a brief introduction to Street Dance they will learn the different styles practically and know how and where they developed from. Several of the stylistics will be used for a short performance to their peers where they will have to include wacking, crumping, freezes, locking, popping, etc.</p>	<p><u>Drama – Stage make up – Shakespeare</u></p> <p>Staging the prologue as a trailer from Romeo and Juliet.</p> <p>Exploring the themes of Romeo and Juliet and how they relate to a modern audience.</p> <p>Transposition and interpretation.</p> <p>Rehearsal of chosen scene for evaluation and final performance.</p>	<p><u>Dance – The waiting room – using props in performance</u></p> <p>This is the 9th and final unit that students will study in dance over KS3. The focus over this year is to show students how varied skills in dance can be, looking at a range of current and topical themes to engage learners. In this unit of dance the students will be introduced to using a prop in performance and the performance piece can also link into drama physical theatre. They are giving a scenario of being in a waiting room, and this is where their performance is then devised from. They learn set content from the teacher and then develop this in groups. They can use all the skills they have learnt over the year and groups with less dance interest can focus more on physical theatre and others can use a more technical focused route.</p>	
Vocabulary instruction								

Term	1	2	Assessment 1	3	4	5	6	Assessment 2	6
Year 10	<p>Component 1: Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining practitioners'</p>	<p>Component 1: Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining practitioners' work and the processes</p>		<p>Component 1: Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.</p>	<p>Component 1: Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.</p>	<p>Component 2: Developing Skills and Techniques</p> <p>Learners 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>Component 2: Developing Skills and Techniques</p> <p>Learners 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>Review and reteach</p>

	work and the processes used to create performance. To develop as performers and/or designers students will need a broad understanding of performance work and influences. This component will help learners to understand the requirements of being a performer (in acting or dance) and/or designer across a range of performances and performance styles.	used to create performance. To develop as performers and/or designers students will need a broad understanding of performance work and influences. This component will help learners to understand the requirements of being a performer (in acting or dance) and/or designer across a range of performances and performance styles.		To develop as performers and/or designers students will need a broad understanding of performance work and influences. This component will help learners to understand the requirements of being a performer (in acting or dance) and/or designer across a range of performances and performance styles.	To develop as performers and/or designers students will need a broad understanding of performance work and influences. This component will help learners to understand the requirements of being a performer (in acting or dance) and/or designer across a range of performances and performance styles.	Working as a performer or designer requires the application of skills, techniques and practices that will enable students to produce and interpret performance work. Learners will communicate intentions to an audience through a variety of disciplines such as through performing or designing.	Working as a performer or designer requires the application of skills, techniques and practices that will enable students to produce and interpret performance work. Learners will communicate intentions to an audience through a variety of disciplines such as through performing or designing.	
Vocabulary instruction								

Term	1	2	3	4	5
Year 11	Component 2: Developing Skills and Techniques Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Working as a performer or designer requires the application of skills, techniques and practices that will enable students to produce and interpret performance work. Learners will communicate intentions to an audience through a variety of disciplines such as through performing or designing.	Component 2: Developing Skills and Techniques Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Working as a performer or designer requires the application of skills, techniques and practices that will enable students to produce and interpret performance work. Learners will communicate intentions to an audience through a variety of disciplines such as through performing or designing.	Component 3: Responding to a Brief Learners will have the opportunity to respond to a brief considering a target audience and starting the creative process by responding to the given stimulus included in the brief. Working as part of a group, learners will develop ideas for a workshop performance and apply skills and techniques to communicate creative intentions to an audience. Learners will have the opportunity to inform the performance using existing or newly developed skills and adapting them to suit the performance. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.	Component 3: Responding to a Brief Learners will have the opportunity to respond to a brief considering a target audience and starting the creative process by responding to the given stimulus included in the brief. Working as part of a group, learners will develop ideas for a workshop performance and apply skills and techniques to communicate creative intentions to an audience. Learners will have the opportunity to inform the performance using existing or newly developed skills and adapting them to suit the performance. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.	This needs editing to fit term 5 in.
Vocabulary instruction					

Term	1	2	3	4	5	6
Year 12 SINGLE AWARD	UNIT 1: INVESTIGATING PRACTITIONERS' WORK Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.	UNIT 1: INVESTIGATING PRACTITIONERS' WORK Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.	UNIT 1: INVESTIGATING PRACTITIONERS' WORK Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.	UNIT 1: INVESTIGATING PRACTITIONERS' WORK Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.		

Year 12 SINGLE AWARD	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.
Year 12 DOUBLE AWARD	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.	UNIT 4: PERFORMING ARTS IN THE COMMUNITY In this unit, students will develop skills and techniques that allow you to apply your performance skills, such as dance and drama, to a community project. Students will learn how to respond to and meet the needs of the community by listening and sharing ideas with beneficiaries, and modelling these into a performance. Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.
Year 12 DRAMA SINGLE AWARD Specific Unit					UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.	UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.
Year 12 DRAMA DOUBLE AWARD Specific unit	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts	UNIT 19: ACTING SKILLS This unit will allow learners to understand a variety of acting styles, apply them to texts and review progress. They will also research various practitioners and apply their ideas and teachings to roles in set texts
Year 12 Dance SINGLE AWARD Specific Unit					UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.	UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.

Year 12 DANCE DOUBLE AWARD Specific Unit	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.	UNIT 10: JAZZ DANCE TECHNIQUE Jazz dance is a popular and diverse dance form that is used in a variety of performances. Often associated with cabaret and musical theatre, its influence has broadened out into areas such as flash mobs, music videos and concerts. In this unit, learners will develop skills and techniques that will enable you to understand the key technical and stylistic features of jazz dance through participating in technique classes, rehearsals and performance work. By learning and watching different styles of jazz dance, learners will develop an understanding of the diversity of this dance form and the practitioners who have influenced the development of the style. Students will reflect on progress developing skills and techniques, setting targets and reviewing progress.
	Vocabulary instruction					

Term	1	2	3	4	5
Year 13 SINGLE AWARD	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	UNIT 2: DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE This unit will introduce students to some of the great performers and also allow them to apply skills and technique to workshop and performance within two styles. A written response to the performers investigated individually by the students will be submitted An ongoing review of progress and evaluation of learning will also be submitted.	Revision and past paper practice to embed knowledge and apply skills
Year 13 SINGLE AWARD	Exams to take place in lessons	Mock 1	UNIT 3: GROUP PERFORMANCE WORKSHOP This will be a unit that approaches a performance from stimuli supplies by Pearson/BTEC. There are 3 milestones in controlled conditions based around the student's development of a dramatic piece in response to the stimulus provided. There is a performance then of the work completed up to that point and Q&A with an audience There is then a further milestone in controlled conditions	UNIT 3: GROUP PERFORMANCE WORKSHOP This will be a unit that approaches a performance from stimuli supplies by Pearson/BTEC. There are 3 milestones in controlled conditions based around the student's development of a dramatic piece in response to the stimulus provided. There is a performance then of the work completed up to that point and Q&A with an audience There is then a further milestone in controlled conditions	
Year 13 DOUBLE AWARD			UNIT 6: FINAL LIVE PERFORMANCE TO AN AUDIENCE This unit covers the practical exploration and application of specialist skills and techniques through the development and rehearsal of a final live performance to an audience.	UNIT 6: FINAL LIVE PERFORMANCE TO AN AUDIENCE This unit covers the practical exploration and application of specialist skills and techniques through the development and rehearsal of a final live performance to an audience.	

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Year 13 DRAMA SINGLE AWARD Specific Unit	UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.	UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.	UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.	UNIT 18: INTERPRETING CLASSICAL TEXT FOR PERFORMANCE Students will explore the requirements of a range of heightened texts which will help to develop acting and performance skills. This unit introduces the key structures and stylistic features of acting heightened text. Students will research social, historical, cultural and political context of the text and explore the vocal and physical stylistic conventions involved in interpreting the text for performance.
Year 12 DRAMA SINGLE AWARD Specific Unit	UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.	UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.	UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.	UNIT 12: CONTEMPORARY DANCE TECHNIQUE Contemporary dance is an expressive style that has rejected the more formal aspects of traditional dance genres, challenging previous male and female roles. It has become a technique in its own right with clear stylistic features that can be danced to almost any types of music, sounds or aural settings. In this unit, students will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. Learners will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout learning and development students will be taught how to reflect on progress and practice which will support development as a dancer.
Vocabulary instruction				

Impact – This section should address the following questions:

What evidence do you have that your curriculum has enabled students to know more and remember more as they progress through the academy?

Evidence will be gathered at 4 intervals throughout the year in assessments and data informs actions, interventions and planning. This provides a clear indication as to what students know, compared to others in their year, in comparison to previous years. It also provides a clear basis on which to improve outcomes in future terms.

What proportion of your students continue with your curriculum between key stages (and beyond)?

The Proportion of students choosing either dance or drama between KS3 and KS4 has been steadily increasing over the past few years which in turn has been affecting the proportion of students choosing drama or dance at KS5

What is the impact of the curriculum for all pupils and for different groups of pupils e.g. boys/girls; most able; SEND; Pupil Premium?

The impact can be seen in the data book which is produced 3 times per year. PP and SEND students performing way above the national average for this subject.