

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.

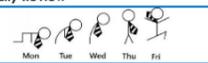
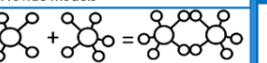
Lessons are planned sequentially to embed subject knowledge and the curriculum is current and in line with modern trends within the performing arts industry. Students of all ability levels are catered for in engaging units of work which are considerate to all cultural backgrounds. Teachers devise personalised 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

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>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.</p>
<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

Term	1	2	3	4	5	6	6		
Year 7	<p>Introduction to Basic Skills</p> <p>Basic skills and techniques used throughout Dance and drama. Students learn what the 5 elements of drama are and how they relate to the lessons of drama that they will have for the next three years.</p> <p>They will also learn the 6 basic dance actions and how to put them into a routine and to use transitions to link them together.</p> <p>Students will develop good communication skills, trust, teamwork and maturity. They will explore how to express emotions and feelings and will learn to evaluate their peers and themselves in peer and self-assessment tasks. Students will gain an understanding of the basic concepts and put them into practice.</p>	<p>Exploring Performing Arts Skills</p> <p>Students will learn about the 'mood' of a theatrical play, musical or dance. They learn how to express this in sound, silence and with movement. Students look at the different ways that mood can be created on stage in respect of plays and dance routines and how different concepts can change a performance. They will study the difference between tragic and sad and learn a short narrative or routine and aim to show emotion through their piece. Workshops will encourage students to discover who they are and how they individually may show emotion. This will help the students learn about how they react to situations and how to share experiences and to be able to express them in a mature way.</p>	<p>Creative Ideas</p> <p>The students work in small groups, independently on a short scene or routine with no stage direction or basic moves given by the teacher. It will be up to the students to improvise and decide the context of the piece. They will have to take time, place, relationships, etc. into consideration and think about characterisation, adaptation, interpretation and blocking skills when rehearsing.</p> <p>This piece will be performed in front of their peers who will write a short peer assessment on the performance and will have chance to give constructive feedback.</p>	<p>Performance for Stage</p> <p>Students will learn about Physical theatre, what it is, how it is created and see some different examples of the different styles. They will work closely on how to interpret emotional ideas through movement. Throughout this they will concentrate on synchronisation, movement control and emotional control.</p> <p>We will recap on the basic ways of linking moves through transitions and work on formations and dynamics. Students will devise a repeatable movement piece using as many of the concepts as possible, showing real emotion and the understanding of the story or feelings they are trying to portray.</p>	<p>Page to Stage</p> <p>Students concentrate on how a play or routine is constructed. They will learn a short text to practice. They will work on such skills as interpretation, adaptation, independence, blocking and rehearsing, students may work in small groups, or on a duologue independently. They will be expected to allocate roles, adapt text or movement if necessary and rehearse whilst giving feedback to each other. Students will have different genres to work on from a selection of plays and possible music that fits with the text.</p>	<p>The Performance</p> <p>Students will be able to conduct the correct professional behaviour during rehearsing and performing a piece of theatre.</p> <p>They will combine movement from the dance aspects with the drama skills they have learnt to create a piece of physical theatre on stage. They will have a piece of script to add movement, transitions and formations too to tell the story remembering to show emotion and adapt or improvise if needed. We will encourage peer and self-evaluation so that the students all have an input on how the final piece will come together.</p> <p>Students will then recap and discuss the skills they have learnt for the year within the performing arts.</p>	Assessment 1	Assessment 2	Review and reteach

Term	1	2	3	4	5	6	6		
Year 8	<p>Developing Skills</p> <p>Students will begin to start to develop their skills and techniques in the Performing arts whilst recapping the basic skills at the same time. Workshop style classes will enable them to develop these through all aspects of dance, drama and touch on music. They will concentrate on Voice, character development, movement, devising, script and choreographic score work. The students will be encouraged to think about evaluating and reflecting on pieces of work. Whilst learning about the importance of effective rehearsals and independence in rehearsing which will aid them in performance, they will</p>	<p>Stylistic Focus</p> <p>In drama students will learn about and be introduced to Stanislavski's 7 questions. Stanislavski used techniques and styles for modern Street drama and is a good foundation for young actors to help develop their skills. It will also be a good introduction to naturalism which will help with the 'Parts in media' classes</p> <ul style="list-style-type: none"> . Who am i? . Where am I? . What time is it? . What do I want? . Why do I want it? . How will I get what I want? . What will I have to overcome to get what I want? <p>These questions will be studied by the students and they will use short texts from modern plays to find the answer to the questions to help them understand their character and their characters purpose. In Dance the students will concentrate on the Stylistics within street dance. After a</p>	<p>Creating to a Stimulus</p> <p>The students will be given different types of stimulus to devise a piece around. One will be done as a whole class so that students can understand how a piece of theatre can be created from numerous different types of stimulus. Then in smaller groups they will mind map different ideas as a collective group and come up with an overall idea. They will learn about tableaux, essence machines, improvisation, and movement (from a chorographic score).</p> <p>Each group will be able to create a mini performance to include all concepts past and present to be used.</p>	<p>The Power of Advertising</p> <p>Here students will study about the different styles of performed adverts. This will include focus on persuasive language, persuasive body language and movement, Advertisement, PIFs and trails.</p> <p>Students will follow and discuss the nature of adverts, how they work and what is done to persuade consumers or customers. The students will discuss in small groups and come up with a devise at least 3 short adverts over the term. They must use the skills they have learnt. The product they are advertising can be made up or one that is currently on the market. This enable students to be freely creative with ideas and take it in turns to lead and be led on the different adverts which are created.</p>	<p>Page to Screen</p> <p>Students concentrate on how to write a scene for an advert and/or a soap opera constructed specifically for TV or Film. They will learn about the difference between producing something for stage and something for screen. A short text or dance will be created by the students to practice. They will work on such skills as interpretation, adaptation, independence, blocking and rehearsing, students may work in small groups, or on a duologue/duet independently. They will be expected to allocate and create roles, adapt text as they go or movement if necessary and rehearse whilst giving feedback to each other.</p>	<p>The Performance</p> <p>Students will be able to conduct the correct professional behaviour during rehearsing and performing a piece for screen.</p> <p>They will Create movement from the dance aspects along with the drama skills they have learnt to create a larger production for screen</p> <p>They will have a piece of script to adapt and change as they wish. The need to remember to show emotion or humour and adapt and improvise.</p> <p>We will encourage peer and self-evaluation so that the students all have an input on how the final piece will come together.</p>	Assessment 1	Assessment 2	Review and reteach

	also start to fill in a logbook diarising their progress.	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.					
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Term	1	2	3	4	5	6
Year 9	The PArts Industry Roles & Responsibilities The students will explore the roles and responsibilities of different people within the Performing Arts. They will start by writing about what they think makes a good leader within the profession and why before discussing with their peers and looking into depth about certain roles. They will concentrate on looking at what a Choreographer, director, musical director and a play writer does. They will learn about the various roles and cover all of their responsibilities by doing research and listening to some interviews. The students will work through a series of lessons becoming aware of the 'leader' in the performing arts in certain roles. They will create a small presentation on one of the roles and talk about why they chose that role, what their responsibilities are and evaluate on their research and findings.	The PArts Industry Practitioners in Performing Arts The students will discover some of the important practitioners in both dance and drama. The students will investigate the different practitioners and the impact they have had on performance from the past to the present day. The practitioners they can choose to study will be either Brecht, Artaud, Boal, Rodgers & Hammerstein, Sondheim, Kurt Well, Ann de Keersmaker, Laban and Bob Fosse. Through a series of lessons and workshops the students will become aware of the different practitioners in the Performing Arts whilst learning about the history of the performing arts practitioners alongside.	The PArts Industry Creative Adaptations Whilst still developing the students' skills they will look at the different style of performance across drama and dance. They will look at Naturalism, melodrama, absurd and troubadour. And from more of a dance perspective, Musicals, world and historical music and dance, Jazz and Contemporary. The students will become aware of the different ways and styles of performing touching on both dance and drama. They will have a chance to devise a small improvisation piece based on one of the styles chosen at random and will have to work in small groups to try and get to grips with the style of dance or drama that they have been given. They will peer asses and evaluate each other's work and share what they liked and disliked about the different styles of performing.	The PArts Artiste The Developing Artiste The students will be able to use all the skills and techniques they have learnt over the past years. They will create solos and monologues in dance and drama. This will enable each student to pick which topic they prefer and create something that they may be able to relate to. After creating their piece, they will be teamed up with a peer to give each other advice on how to improve their piece and receive some constructive feedback. The solos and monologues will be learnt off by heart and performed to the rest of the class. The class will write down the techniques and skills they see during each performance.	The PArts Artiste The Rehearsal Process Students will learn the professional rehearsal process and understand the behaviour and etiquette expected when rehearsing for stage and screen. The students will learn about everything that needs to be considered in a rehearsal from learning lines to deciding on costumes, lighting and scenery. Over KS3 the students will be used to rehearsing in small groups and by themselves, this term they will study the techniques used in more depth to create a successful rehearsal and how teamwork is necessary to create a good end performance.	The PArts Artiste The Performance to a Brief The last topic in KS3 is a final performance to a brief. The students will be given a brief which can be used to create a dance or drama performance. The students will have to create their own piece based on the brief and take into consideration whether the performance is for screen or stage, what type of routine or drama methods they want to use. This will be free for the students to have their own Ideas put into a performance on any genre they wish. They will have to study the brief to help them decide the 'story' around their work and will use their time to rehearse ready to perform to a good quality at the end of term. They will need to show that they have understood the language specifics and will evaluate their performance at the end.

Term	1	2	3	4	5	6
Year 10	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.	Component 1: Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining practitioners' 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.
			Assessment 1			
						Assessment 2
						Review and reteach

Term	1	2	3	4	5	
Year 11	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	Mock 1	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Revision and past paper practice to embed knowledge and apply skills</p>

Term	1	2	3	4	5	6	6
Year 12 SINGLE AWARD	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>			
Year 12 SINGLE AWARD	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	
Year 12 DOUBLE AWARD	<p>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.</p> <p>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.</p> <p>Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.</p>	<p>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.</p> <p>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.</p> <p>Learners will reflect on your progress as you develop and apply skills and techniques, setting targets and reviewing progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
	Assessment 1		Assessment 2		Assessment 3		Review and reteach

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	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	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	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	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	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

	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.	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.		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.		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.	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.	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.	
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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			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 5: INDIVIDUAL PERFORMANCE COMMISSION Learners understand the nature and purpose of commission work, responding individually to a specific commission brief by applying their performance skills.		
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.	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.	

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.

Impact
 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.

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

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.