

Year 10 Curriculum Overview Plan: Performing Arts (Drama & Musical Theatre)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
An introduction to	Component 1	Component 1	Component 1	Component 2:	Component 2:
the Performing Arts.	Exploring the	Exploring the	Exploring the	Developing Skills and	Developing Skills and
Performance Skill	Performing Arts.	Performing Arts.	Performing Arts.	Techniques in the	Techniques in the
and techniques.	Learning outcome A:	Learning outcome B:	Final Assessment	Performing Arts	Performing Arts
Key Styles	Investigate how	Demonstrate			Learning outcome A:
Key Practitioners	professional	understanding of the	Prior Learning:	Prior Learning:	Use rehearsal or
	performance or	skills, techniques and			production/design
Prior Learning:	production work is	approaches used by	Students will use the	Students will draw on	processes
	created	professionals to	knowledge and skills	their performance	A1 Rehearsal/design
Students will recap	A1 Professional	create	gained in the	skills from their	process
and recall their	performance	performance/produc	previous two half	entire learning	
Drama/Musical	material, influences,	tion work	terms to create,	journey within	Prior Learning:
Theatre exploration	creative outcomes	B1 Processes used in	rehearse and refine	Performing Arts.	_
skills learned during	and purpose	development,	their final		Students will draw on
KS3.	A2 Roles,	rehearsal and	performance	Current Learning:	their performance
	responsibilities and	performance			skills and techniques
Students have prior	skills	B2 Production	Current Learning:	Key Concepts,	developed during the
learning of basic skills		process		Knowledge & Skills	workshops.
and techniques. They	Prior Learning:		Key Concepts,	to be Embedded:	•
should have secured		Prior Learning:	Knowledge & Skills		Current Learning:
knowledge in some	Students will recap		to be Embedded:	Workshop based	
variety of styles.	and recall the	Students will recap		lessons to develop	Key Concepts,
	processes of the	and recall knowledge	Students will create	key performance	Knowledge & Skills
	practitioners studied	gained in Learning	performance	skills and techniques	to be Embedded:
	in HT1.	Outcome A to		in the students	



Current Learning:

Key Concepts, **Knowledge & Skills** to be Embedded:

Students will explore a range of practitioners suitable to their chosen discipline (drama, dance or musical theatre) and will gain an understanding of the specific skills and techniques required for a variety of performance styles.

Future Learning:

assist students in all three components of the course. C1 - Exploring the

This preparation will

Performing Arts

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

Learners will study three contrasting performances in their chosen discipline. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.

demonstrate approached to the creative process.

Current Learning:

Key Concepts, **Knowledge & Skills** to be Embedded:

Learners may participate as a performer and/or designer in at least three styles in one or more of the following performance disciplines: acting, dance and musical theatre. Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to

material in specific styles. They will create, rehearse, refine and perform.

Future Learning:

This Component will allow students to understand the process of creating performance in preparation for Component 2 and 3, where students will recreate existing repertoire and devise new material from a given brief.

Assessment Methods:

Coursework Workshops Rehearsals Performance chosen discipline, acting, dance or musical theatre.

Future Learning:

The skills and techniques gained will ensure that learners can successfully recreate existing professional repertoire.

Assessment Methods:

Mini practical performance assessments running throughout.

Tier 3 Vocabulary Vault:

Skill and techniquebased vocabulary is specific to chosen discipline acting, dance or musical

Learners will participate in rehearsal or production/design practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire. They will complete all the content appropriate for their chosen role.

Future Learning:

The rehearsal period will ensure their final performances are fined and polished ready for realization. This rehearsal process also prepares them for Component 3 where they create new performance material from a given brief.



C2 - Developing skills	Future Learning:	performance	Tier 3 Vocabulary	theatre. See	Assessment
and techniques in the	Ü	repertoire.	Vault:	knowledge	Methods:
Performing Arts	The knowledge			organisers.	
C3 – Responding to a	gained will underpin	Future Learning:	Style		Practical Mid-point
brief	and guide the		Genre	Reading Exposure:	checks on
Assessment	practical work	The knowledge and	Practitioner		development of
Methods:	required in all three	skills gained will	Creative	A range of reading	performance and
	components.	underpin and guide	Stylistic Qualities	materials such as,	response to
Knowledge and	•	the practical work	Theme	extracts of text,	feedback.
understanding -	Assessment	required in all three	Form	reviews, and articles.	
Quizzes on specific	Methods:	components.	Structure	Skill audits	Coursework that
Practitioners and	TVICCIIO GO		Narrative	Vocabulary Vault	outlines the
styles.	Coursework	Assessment	Contextual Influences		development
	Practical workshops	Methods:	Collaboration		process.
Demonstrate – Short				Strategies to	
performances using	Tier 3 Vocabulary	Coursework	Tier 3 Vocabulary	enable new	Tier 3 Vocabulary
skills and techniques	Vault:	Practical workshops	(skills and	concepts,	Vault:
specific to the	• • • • • • • • • • • • • • • • • • • •		techniques) is	knowledge & skills	
practitioner and style	Style	Tier 3 Vocabulary	specific to the	to embed in long-	Skill and technique-
	Genre	Vault:	students chosen	term memory:	based vocabulary is
Tier 3 Vocabulary	Practitioner		discipline.	term memory.	specific to chosen
Vault:	Creative	Style		Repeated skills	discipline acting,
	Stylistic Qualities	Genre	Reading Exposure:	practice in practical	dance or musical
Practitioner	Theme	Practitioner		performance through	theatre. See
Style	Form	Creative	A range of reading	activities, group work	knowledge
Creative Intention	Structure	Stylistic Qualities	materials such as,	and exploration	organisers.
Atmosphere	Narrative	Theme	extracts of text,	tasks. All 'Do It Now'	
	Contextual Influences	Form	poems, reviews, and	tasks allow for recap	
Tier 3 Vocabulary is	Collaboration	Structure	articles.	and retrieval and	
specific to the		Narrative	Vocabulary Vault	promote deeper	



	T' - 2 1/2	Contract alternation			
students chosen	Tier 3 Vocabulary	Contextual Influences		understanding	Reading Exposure:
discipline.	(skills and	Collaboration	Strategies to	through 'Think	
	techniques) is	T. 0.1	enable new	Ahead' questioning.	A range of reading
Reading Exposure:	specific to the	Tier 3 Vocabulary	concepts,		materials such as,
	students chosen	(skills and	knowledge & skills		extracts of text,
A range of stimuli	discipline.	techniques) is	to embed in long-		reviews, and articles.
such as, extracts of		specific to the	term memory:		Skill audits
text, poems, and	Reading Exposure:	students chosen			Vocabulary Vault
articles.		discipline.	Repeated skills		
Vocabulary Vault.	A range of reading		practice in practical		Strategies to
	materials such as,	Reading Exposure:	performance through		enable new
	extracts of text,		activities, group work		concepts,
Strategies to	poems, reviews, and	A range of reading	and exploration		knowledge & skills
enable new	articles.	materials such as,	tasks. All 'Do It Now'		to embed in long-
concepts,	Vocabulary Vault	extracts of text,	tasks allow for recap		term memory:
knowledge & skills		poems, reviews, and	and retrieval and		
to embed in long-		articles.	promote deeper		Repeated skills
term memory:	Strategies to	Vocabulary Vault	understanding		practice in practical
,	enable new		through 'Think		performance through
Repeated skills	concepts,	Strategies to	Ahead' questioning		activities, group work
practice in practical	knowledge & skills	enable new	, ,		and exploration
performance through	to embed in long-	concepts,			tasks. All 'Do It Now'
activities, group work	term memory:	knowledge & skills			tasks allow for recap
and exploration	term memory.	to embed in long-			and retrieval and
tasks.	Repeated skills	term memory:			promote deeper
All 'Do It Now' tasks	practice in practical	12			understanding
allow for recap and	performance through	Repeated skills			through 'Think
retrieval and	activities, group work	practice in practical			Ahead' questioning
promote deeper	and exploration	performance through			1
understanding	tasks. All 'Do It Now'	activities, group work			
	COSKS. AND DO IT NOW	activities, group work			



through 'Think	tasks allow for recap	and exploration		
Ahead' questioning.	and retrieval and	tasks. All 'Do It Now'		
	promote deeper	tasks allow for recap		
	understanding	and retrieval and		
	through 'Think	promote deeper		
	Ahead' questioning.	understanding		
		through 'Think		
		Ahead' questioning		