

**Quality of Education:** Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.



| <b>SUBJECT: Performing Arts</b>   |   | <b>CURRICULUM PROGRESSION PATHWAYS</b>  |   |  | <b>CL: Mrs H. Curson</b>   |  |
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| KS3 (Level 1)   | KS4 (Level 1/ 2) AQA Tech Award   | KS4 GCSE Dance  | KS5 (Level 3)                               | Further Education and training   | Careers  |  |
| <p>Termly rotations with students studying two disciplines for two terms per academic year.</p> <p><b>Year 7 Drama - Basic Skills</b><br/> <b>Knowledge:</b> Team building, Still Images, Thought-Tracking, Actor as Object.<br/> <b>Skills:</b> Cooperation, collaboration, creativity, facial expression, levels, body language.</p> <p><b>Year 7 Drama - Silent Movies</b><br/> <b>Knowledge:</b> Understand of the 1920's Silent Movie genre. Key Mime silent movie actors - Charlie Chaplin and Buster Keaton.<br/> <b>Skills:</b> Facial expression, gesture, proxemics and spatial awareness, and the conventions of a style of performance: silent film -</p> | <p><b>Year 9</b><br/> <b>Knowledge:</b> Working to a brief, creating a presentation, basic physical skills, key terminology, understanding of practitioners and their methodologies and techniques.<br/> <b>Skills:</b> Applying practitioner methodologies and techniques to own work. IT based skills creating a portfolio to accompany practical work, vocal technique, character development (back story, objectives, motivation)</p> <p><b>Year 10</b><br/> <b>Knowledge:</b> Working to a brief as a member of a company, understanding roles and</p> | <p><b>Year 9</b><br/> <b>Knowledge:</b> Responding to the Dance Anthology and retaining pertinent information about the pieces themselves including choreographers, associates, themes and structure. Developing the ability to respond to a stimulus practically – specifically within a group dynamic<br/>           Looking at how to respond critically to both own work and the work of other choreographers<br/> <b>Skills:</b> Technical skills are developed through regular contemporary class to match the style of dance utilised in the two set studies</p> | <p><b>Year 12</b></p> <p><b>Year 13</b></p> | <p>Degree in Drama<br/>           Degree in Dance<br/>           Degree in Music<br/>           Degree in Acting (Drama School)<br/>           Degree in Musical Theatre<br/>           Degree in Stage craft</p> <p>Drama School (Diploma courses in various disciplines)</p> | <p>Actor<br/>           Dancer<br/>           Vocalist<br/>           Musician<br/>           Teacher<br/>           Education Officer<br/>           Voice over artist<br/>           Technical Theatre Crew<br/>           Lighting Designer<br/>           Sound Engineer<br/>           Producer</p> |  |

Core knowledge and skills mapped across the curriculum

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| <p>"The slow burn" , reaction shots, car chase.</p> <p><b>Year 7 Drama - The Identification</b><br/> <b>Knowledge:</b> Using a poem as a stimulus. Types of staging (end on, promenade), use of tension in the body.<br/> <b>Skills:</b> Devising, hot seating, character development, Slow motion, flash back/ flash forward.</p> <p><b>Year 7 Drama - Matilda - Musical Theatre</b><br/> <b>Knowledge:</b> Plot of 'Matilda' Background of Roald Dahl. Genre of Musical Theatre and its conventions.<br/> <b>Skills:</b> Characterisation, working with a script, using props, using multiple disciplines at once. Voice, diction, articulation, accent, projection, body language, being old/young/opposite gender.</p> | <p>responsibilities within the performing arts industry. Understanding of marketing, venues.<br/> <b>Skills:</b> Gaining a deeper understanding of students chosen performance and production roles. Carrying out responsibilities relating to performance and production roles.</p> <p><b>Year 11</b><br/> <b>Knowledge:</b> Knowing key terminology, writing a theatre review, understanding how to market a production, recognising target audiences, identifying suitable venues, knowledge of types of staging and the pros and cons of each. Refining performance skills in selected roles (i.e.) voice/singing - breathing technique, breath control, rib reserve, diction, articulation, tongue placement, suitable</p> | <p>Writing skills developed in order to answer 9 mark answers quickly and efficiently</p> <p><b>Year 10</b><br/> <b>Knowledge:</b> Responding to the remaining Dance Anthology pieces and retaining pertinent information about the pieces themselves including choreographers, associates, themes and structure. Developing the ability to respond to a stimulus practically – specifically within a solo dynamic Looking at how to respond critically to both own work and the work of other</p> |  |  | <p>DJ<br/>Live Artist</p> <p>Choreographer</p> <p>Entertainment Agent</p> <p>Set Designer</p> <p>Costume Designer</p> <p>Presenter</p> <p>Children's Entertainer</p> <p>Theatre Manager</p> <p>Front of House Staff</p> <p>Cruise ship performer</p> |
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| <p><b>Year 7 Music - Elements of Music Knowledge:</b><br/>Understanding basic key terms and definitions linking to the different elements of music (pitch, tempo, dynamics, timbre, structure, texture, rhythm, beat, silence).<br/><b>Skills:</b> Applying the various elements to create a short composition.</p> <p><b>Year 7 Music - Feel the Beat (Rhythm) Knowledge:</b> Different notes and their values, recognition by name and musical notation.<br/><b>Skills:</b> Creating rhythm patterns using various notes and recognising and following different rhythm patterns.</p> <p><b>Year 7 Dance - Time Capsule Knowledge:</b> Learning different dance styles - Hip Hop, Disco and Charleston. Subject specific terminology ie</p> | <p>warm ups.<br/>Refining production roles (i.e.) Director - blocking scenes, characterisation, organising rehearsal schedule, liaising with technical team members.<br/><b>Skills:</b> Analysing live theatre, proxemics, character relationships, answering exam questions using correct terminology, responding to practitioner workshops, designing set, lighting &amp; sound. Writing cue sheets.</p> | <p>choreographers<br/><b>Skills:</b> Technical skills are developed through regular contemporary class to match the style of dance utilised in the two set studies<br/>Writing skills developed in order to answer 9 mark answers quickly and efficiently</p> <p><b>Year 11 Knowledge:</b><br/>Constantly recapping the Dance Anthology pieces to ensure retention of pertinent information about the pieces themselves including choreographers, associates, themes and structure. Responding to a stimulus practically – within a solo and group dynamic<br/>Looking at how to respond critically to</p> |  |  |  |
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| <p>Syncopation<br/> <b>Skills:</b> Keeping time, correct steps and movements, picking up a routine, correct posture.</p> <p><b>Yr 7 -Dance - Buggy Malone</b><br/> <b>Knowledge:</b> Learning a piece of choreography.<br/> <b>Skills:</b> Relationships with other dancers, and characterisation, adding own movements.</p> <p><b>Yr 7 - Dance - Tutting</b><br/> <b>Knowledge:</b> Background and origins of 'Tutting' - a subgenre of Hip Hop<br/> <b>Skills:</b> Intricate hand and arm movements, time keeping, adapting and extending a routine, adding full body/leg movements.</p> <p><b>Yr 7 - Dance - Choreography</b><br/> <b>Knowledge:</b> Understanding sequences of movement in a contemporary style.<br/> Understanding of</p> |  | <p>both own work and the work of other choreographers<br/> Written exam sat including commentary on Dance Anthologies, reflection of own work and response to choreographic stimuli<br/> <b>Skills:</b> Technical skills are developed through regular contemporary class to match the style of dance utilised in the two set studies. Both set studies are now performed<br/> Responding to a stimulus practically – within a solo and group dynamic</p> |  |  |  |
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| 'fragmentation' in dance<br><b>Skills:</b> Manipulation of a sequence to personalise it. Learning an initial routine and fragmenting it to create something new. |  |  |  |  |  |
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