Curriculum Intent Statement
Department of Performing Arts
De Warenne Academy

Transition Statement 2020

As a Performing Arts team we have taken the decision to move towards a three year Key Stage 3 and a two year Key Stage 4 curriculum model. The intent of this is to expose pupils to a broad and varied Performing Arts Curriculum, which is rich in skills and knowledge. This document details the transition from our current model to our new one.

Current Y8 pupils will no longer choose their options in Year 8 but rather in Year 9, allowing us to give pupils more opportunity to study different genres, and apply their dramatic performance skills to various scenarios.
We will also endeavor to continue to enrich the curriculum, with opportunities including visits to local and national theatres, being involved in national theatre competitions and having theatre companies perform in school. We will also give students the opportunity to take part in school productions and perform on the stage.

Lessons for all year groups are outlined below in the curriculum statement below

Intent
We believe that pupils deserve a broad and varied Performing Arts curriculum, we want students to work collaboratively with other, become independent thinkers and creators and confident to demonstrate their oracy and performance skills.
Our Performing Arts curriculum will give pupils the opportunity to:
- study variety of theatrical styles including, pantomime, improvisation, script work, storytelling and musical theatre
- understand a variety of current issues through the practical exploration of relevant case studies
- study a range of theatrical practitioners and how to apply them into their own work including, Stanislavski, Brecht and Frantic Assemblies interpretation of physical theatre
- evaluate and analyse their own performance work and others
- be able to set clear targets for themselves and others to improve
- learn how to develop stimulus ideas into a finished performance
- be exposed to a wide variety of professional performances at various venues
- develop an understanding of how to complete the full process of a production from process to production
- develop an understanding of a varied range of job roles and responsibilities within the theatre world
- show resilience by experimenting with different characterisation and performance roles

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
Our pedagogy is underpinned by: • unit based learning each one based on a different genre or skill/technique • a focus on developing pupils' oracy skills by encouraging public speaking and performance • the regular use of live modelling and exemplar answers to demonstrate processes, standards and expectations • a range of strategies to deepen knowledge so that it is committed to long term memory • the importance of giving pupils regular opportunities to improve work • pupils understanding what they are doing well and how they need to improve • pupils will develop new skills through a variety of interesting contexts to foster enjoyment • pupils will develop a rich and deep subject knowledge	We will enrich our curriculum by: • establishing cross-curricular links, for example using key texts from the English KS4 curriculum • providing on and off-site subject or topic related experiences • offering experiences for pupils to perform both in school and offsite • develop relationship with local theatre Cast • improve their spiritual, social, moral and cultural understanding	Pupils learn within unit based topics that interlink key skills • it allows the development of key dramatic skills • it means that pupils are able to make relevant links between different genres and themes • there is progression between key stages 3 and 4, with pupils being exposed to themes and content that will allow all pupils to access KS4 • there is an increasing level of challenge and complexity to performance work	In Performing Arts, pupils will develop key dramatic techniques including: • Physical Theatre • Narration (first and third person) • Characterisation • Performance poetry • Using stimuli • Persuasive language • Reportage • Sound Circle • Pantomime • Spontaneous improvisation • Drama to music • Hot seating • Realism • Epic theatre

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Year 7	7.1	7.2	7.3
	Skills and techniques	**Darkwood Manor**	**Crystal's story**
Knowledge	How to work collaboratively What is physical theatre? Story telling using 1st and 3rd person narration	How to split scenes What is physical theatre? How to create suspense	What is a conscience corridor ? Reading a script and identifying the format Stage directions What is realism ?
Skills/*Concepts*	Creating a performance using stimulus; pictures and props as starting points Creating a performance using music and lyrics	Narration Facial expressions Body language Tone of voice Cliff hanger Thought track Freeze Frame Hotseating	Learning lines Character creation Conscience corridor Slow motion Stage directions Realistic character development
SMSC – British values	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people
Literacy focus	1st and 3rd person narration	Oracy skills Understanding different types of narration and story telling devices	Oracy and evaluation skills Learning lines/quotations
Links to prior learning	This will depend on KS2 experiences.	7.1	7.1, 7.2
Preparation for future learning	7.2,7.3, 8.1, 8.3, 9.2, 10.1, 10.5, 10.6, 11.1, 11.3, 11.4, 11.5	8.2, 9.1, 9.3, 10.5, 10.6, 11.1, 11.3, 11.4, 11.5	8.2, 9.1, 9.3 10.5, 10.6, 11.1, 11.3, 11.4, 11.5
Assessment	Performance and evaluation	Performance and evaluation	Performance and evaluation

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Year 8	8.1	8.2	8.3
	Persuasive Language	Pantomime	Story telling
Knowledge	Key persuasive language terms Understanding empathy What is realism?	Creating and understanding stereotypes History of pantomime Main roles within a pantomime Conventions of pantomime	1st and 3rd person narration Elements of physical theatre Script Writing Creating performance
Skills/Concepts	Freeze frames, gestures, tone of voice, hot seating	Reading a script, Over exaggerating , facial expressions Tone of voice Comedy timing	Using movement to communicate meaning Using props as an unusual stimulus Using photographs as a stimulus Using stage directions
SMSC – British Values	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people
Literacy focus	Evaluation of performance	Reading a script Evaluation of own skills	Creating and writing the 2nd half of a story
Links to prior learning	7.1, 7.2, 7.3	7.3	7.1, 7.5, 7.6
Preparation for future learning	8.3, 10.3, 11.3	9.1, 9.3, 10.5, 10.6	10.4, 11.3, 11.4, 11.5
Assessment	Peer/self and teacher assessment of 3 scenes	Analysing own and others work	Peer/self and teacher assessment of final performance

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Year 9	9.1	9.2	9.3
	Blood Brothers	War	Macbeth
Knowledge	Musical Theatre style Breaking the 4th Wall Multi-role status	Recognising features of slam poetry Performing drama to music	Understanding classical texts Themes of the play Tension and atmosphere Character motive
Skills/Concepts	Nature vs Nurture Class system Playing different characters from different backgrounds and of different ages	Emotional performances Persuasive language Tone of voice Facial expressions	Understanding classical text dialogue Character Analysis Weather and it's influence on the tone of the play Subtext
SMSC – British Values	• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	• encourage respect for other people	• encourage respect for other people
Literacy focus	Reading a script Reading dialect	Reading and writing slam poetry	Reading and understanding script Examination preparation
Links to prior learning	7.1, 7.3	8.1, 8.3	8.3
Preparation for future learning	10.4, 10.5, 11.1, 11.2	11.3, 11.4, 11.5	10.4, 10.5
Assessment	Peer/self and teacher assessment of final performance. Written Evaluation.	Peer/self and teacher assessment of final performance. Written Evaluation	Peer/self and teacher assessment of final performance. Written Evaluation

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Year 10	10.1	10.2	10.3	10.4	10.5	10.6
	Team building and intro to physical theatre	Frantic assembly	Stanislavski	Brecht	Introduction to learning how to perform plays	Rehearsal and Development
Knowledge	Different types of physical theatre Chair duets "Curious incident" characterisation	How to lift safety Job roles within a theatre including backstage Compare job roles and responsibilities across different styles of performance Key elements of evaluation skills in performing arts Autism Awarenss (Asperger's Syndrome)	Techniques and history of Stanislavski Realism – what is it and how does it impact a performance? Understanding creating a realistic character Sub-text Context of a play Compare job roles and responsibilities across different styles of performance Childhood poverty	Techniques and history of Brecht Epic Theatre – what is it and how does it impact a performance? Removal of the 4th Wall Stereotypes Context of a play Compare job roles and responsibilities across different styles of performance Key elements of evaluation skills in performing arts Disadvantaged young people	Understanding a play that is to be performed Understanding themes and contexts of the play and how these can be communicated effectively to an audience Recognising character traits based on clues from the text Importance of stage directions	How to apply skills to a script Learning lines in order to recite them from memory Taking on board feedback to improve work Working as a team to put together a series of scenes for performance
Skills/Concepts	Use of voice Soundscapes Working as an ensemble	Lifts Theatre review Ensemble work Physical Theatre Rehearsal logs and evaluation of own contribution to lesson	Emotional memory Realism Emotion Memory Magic If Circles of attention Realism 5 W's	Multirole Direct Address Gestus Random outburst of song Placards Montage Thought track in 3rd Person Narration	Characterisation Physicality Vocal Awareness Stage directions	Performance style Epic Theatre Realism Physical Theatre Learning lines Rehearsal logs and milestone evaluations
SMSC	• encourage respect for other people • an understanding of the importance of identifying and combatting discrimination	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people
Literacy focus	Rehearsal logs	Understanding plays and character motive Rehearsal logs Evaluation of live theatre	Understanding plays and character motive Rehearsal logs Evaluation of live theatre	Understanding plays and character motive Rehearsal logs Evaluation of live theatre	Identifying key quotations Rehearsal logs Understanding play structure	Memorising lines for performance (speaking and listening)
Links to prior learning	7.1, 8.3	7.1, 7.2, 9.1	8.1, 10.1	8.2, 8.3 10.1, 10.2	7.3, 8.2, 9.1, 9.3, 10.1, 10.2, 10.3	7.1 7.3, 8.2, 9.1, 9.3, 10.1, 10.2, 10.3
Preparation for future learning	10.2	10.4, 10.4, 10.6	11.2, 11.3, 11.4	11.2	11.2, 11.3, 11.4, 11.5	11.2, 11.3, 11.4, 11.5
Assessment	Powerpoint on frantic assembly Powerpoint on Curious incident Filmed performance	Powerpoint on job roles	Performance and evaluation Internal assessment of component 1	Performance and evaluation Internal assessment of component 1	Performance and evaluation Internal assessment of component 2	Performance and evaluation Internal assessment of component 2

Year 11	11.1	11.2	11.3	11.4	11.5
	Blood brothers	Blood brothers	Responding to a brief	Responding to a brief	Responding to a brief
Knowledge	Exploring and understanding themes in a play Characterisation Applying style	Exploring and understanding themes in a play Characterisation Applying style Technical Requirements in performance Blocking/Spatial Awareness How to perform to an audience	How to apply different styles to a theme How to respond to a brief How to plan for a target audience	How to apply different styles to a theme How to respond to a brief How to plan for a target audience	How to apply different styles to a theme How to respond to a brief How to plan for a target audience Being able to write about the process and production of a performance idea
Skills/Concepts	Learning lines and blocking Target setting Use of voice Use of movement	Learning lines and blocking Adding in lighting Adding in sound Costume Set/ Props Target setting Use of voice Use of movement	Initial ideas Working with a stimulus Collaborative working Improvisation Lifts Theatre review Ensemble work Physical Theatre Emotional memory Realism Emotion Memory Magic If Circles of attention Realism 5 W's Multirole Direct Address Gestus Random outburst of song Placards Montage Thought track in 3rd Person Narration Working to a time limit	Initial ideas Working with a stimulus Collaborative working Improvisation Developing ideas Critical thinking Sound Circle Narration Angel and Devil Split Scene Hot-Seating Thought Track Drama to Music Flash back Flash Forward Dream Sequence Nightmare sequence Choral movement/speaking Freeze Frame/ Tableaux Slow Motion Learning lines and running order	Performing to an audience Analysing original ideas of a performance Evaluating the success of performance skills in performance Evaluating a final performance piece
SMSC	• encourage respect for other people • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	• encourage respect for other people • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	• encourage respect for other people	• encourage respect for other people	• encourage respect for other people
Literacy focus	Setting targets, completing rehearsal logs	Notation on blocking	Ideas log - Ideas	Ideas log – Skills	Oracy in performance Ideas log - Evaluation
Links to prior learning	7.3, 7.4, 10.1, 10.2, 10.3, 10.4	7.3, 7.4, 10.1, 10.2, 10.3, 10.4	All skills learnt will be drawn upon for final performance piece	All skills learnt will be drawn upon for final performance piece	All skills learnt will be drawn upon for final performance piece
Preparation for future learning	11.5	11.5	11.4, 11.5, 11.6	11.5	Pupils can progress to an A level or BTEC in Performing Arts
Assessment	Assessed mock performance and written self evaluation Rehearsal logs	Assessed performance in front of a invited audience Evaluation of final performance and target setting	Rehearsal logs Self/peer evaluation External assessment of component 3	Rehearsal logs Self/peer evaluation External assessment of component 3	Rehearsal logs Self/peer evaluation External assessment of component 3

	Internal assessment of component 2					