

Expressive Arts (Dance/Drama)

KS3 – KS5 Curriculum Plan

Expressive Arts Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	Drama Roald Dahl Extension SOW Matilda	Dance Sport Extension SOW Bhangra	Drama Evacuees Extension SOW Circus	Dance Street Dance Extension SOW Mad Hatter	Drama The Red Tree Extension SOW Silent Movies	Dance and Drama End of year Exam.
Character curriculum	Confidence – Building the confidence to perform in front of others Commitment – Maintaining focus and commitment to rehearsal and performance Courage – Ability to perform in front of peers Curiosity – Exploration of ideas and concepts Courtesy – Being respectful whilst watching performance and peer assessing Compassion – Being inclusive when working in groups and being kind to others					
Overview of Content	Roald Dahl – Studying the work of Roald Dahl. Using his books and poems as a starting point for creating performance. Developing skills in facial expression, gesture and body language. Introduction of	Sport - Learning and varying and developing a dance motif based on the movement in sport. Working on skills in Unison, Canon Formation, Focus and Dynamics.	Evacuees - Creating a performance based on the theme of Evacuees during WW2. Working on skills in Facial Expression, Body Language, Still Image, Thought Tracking, Vocal Projection.	Street Dance – Creating a dance performance in the style of Street using professional works. Developing skills in Unison, Canon Formation, Focus Dynamics, Musicality and Isolation.	Red Tree - Poem based on mental health as a stimulus. Developing skills in Facial Expression, Body Language, Still Image, Thought Tracking, Vocal Projection, Mime and Physical Theatre.	All students receive the same stimulus and access to a PP that put the stimulus into context. All students, in small groups, create a 2-5min performance incorporating a combination of

	Drama terms; Still Image, mime and narration.	Bhangra – Learning the history of Bhangra dance. Developing skills in basic technique, rhythm and musicality.	Circus – Development of physical and vocal skills. Understanding of roles within a circus. Introduction of Direct Audience Address.	Mad Hatter - Exploration of mental health through the story and characters within Alice in Wonderland.	Silent Movies Developing story telling through structure, mime, facial expressive, body language and gesture.	skills that have been developed throughout the academic year.
Assessment (Type and Marks)	Practical (20)	Practical (20)	Practical (20)	Practical (20)	Practical (20)	Practical (20)

Expressive Arts Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	Drama Dark wood Manor Extension SOW Pantomime	Dance War Extension SOW Afro Caribbean	Drama Shakespeare Extension SOW Charlie and the Chocolate Factory	Dance Capoeira Extension SOW Secret Agent	Drama Harry Potter Extension SOW Silent Movies	Dance and Drama End of year Exam.
Character Curriculum	Confidence – Building the confidence to perform in front of others Commitment – Maintaining focus and commitment to rehearsal and performance Courage – Ability to perform in front of peers					

	<p>Curiosity – Exploration of ideas and concepts Courtesy – Being respectful whilst watching performance and peer assessing Compassion – Being inclusive when working in groups and being kind to others</p>					
Overview of Content	<p>Dark wood Manor - Create a drama performance based on the ghost story Dark wood Manor. Developing skills in Facial expression, Body Language Vocal Projection Still Image, Mime Improvisation, Role-Play and Physical Theatre.</p> <p>Pantomime – Study of the stylistic features of Pantomime. Cinderella script is studied.</p>	<p>War - Learning and varying and developing a dance motif based on the movement inspired by the theme of war. Working on skills in Unison, Canon Formation, Focus and Dynamics.</p> <p>Afro Caribbean – Study of the stylistic features of Afro Caribbean dance. Study of dance technique and it's origins.</p>	<p>Shakespeare – Studying the work of Shakespeare. Using his plays as a starting point for creating performance. Development of Drama terms; Still Image, mime and narration. Development of Drama skills: Creating a character and structing a story.</p> <p>Charlie and the Chocolate Factory – Development of physical and vocal techniques through the story and characters of Charlie and the Chocolate factory.</p>	<p>Capoeira– Create a dance performance based on the martial art Capoeira. Using professional works and guided teaching to support the students. Unison, Canon Formation, Focus Dynamics, Musicality, Duet, Coordination.</p> <p>Secret Agent – Developing action and dynamics linked to the theme of secret agents. Development of understanding in how to structure movement and use the space.</p>	<p>Harry Potter – Learning about the story of Harry Potter. Creating characters based on the films thinking about facial expression, body language and gesture. Students will use examples of scripts and study clips from the films to help them create scenes and develop their performance skills.</p> <p>Silent Movies - Developing story telling through structure, mime, facial expressive, body language and gesture.</p>	<p>End of Year Exam - All students receive the same stimulus and access to a PP that put the stimulus into context. All students, in small groups, create a 2-5min performance incorporating a combination of skills that have been developed throughout the academic year.</p>

Assessment (Type and Marks)	Practical (20)	Practical (20)	Practical (20)	Practical (20)	Practical (20)	Practical (20)
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Expressive Arts Year 9 Dance and Drama	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	1. Dance Street Dance 2. Drama John Dillinger	1.Dance Swan Song 2. Drama Titanic	1.Dance Motif Development 2.Drama Radio Show	1.Dance Choreography 2. Drama Frantic Assembly Curious Incident	1.Dance Dance Around the World 2.Drama Devising	1.Dance End of Year Exam 2.Drama End of Year Exam
Character Curriculum	Confidence – Building the confidence to perform in front of others Commitment – Maintaining focus and commitment to rehearsal and performance Courage – Ability to perform in front of peers Curiosity – Exploration of ideas and concepts Courtesy – Being respectful whilst watching performance and peer assessing Compassion – Being inclusive when working in groups and being kind to others					
Overview of Content	1.Dance - Street Dance – Create a performance based on the	1.Dance – Swan Song Using the work of Christopher Bruce’s Swan Song students will learn choreography	1.Dance - Motif Variation Students will be taught a dance motif and they	1.Dance - Independent Choreography – Students decide on stimulus/starting	1.Dance – Dance Around the World – Students study a number of	1.Dance – End of Year Exam – Students decide on stimulus/starting point, and they are

	<p>dance style street dance. Using professions works to guide the students. Unison, Canon Formation, Focus.</p>	<p>and create their own. Developing skills in timing, group work, using set and props, using music to create atmosphere and Contemporary technique.</p>	<p>will be guided as to how to develop and vary the material. Students will develop skills in choreography, how to structure a dance, how to work as a group, how to use a theme as a starting point and performance skills.</p>	<p>point and they are taught how use this to create a motif and develop this in to dance piece.</p>	<p>different dance styles from around the world from Bhangra, Street and African. They then develop their own dance style based on that dance style.</p>	<p>taught how use this to create a motif and develop this in to dance piece.</p>
	<p>2. Drama – John Dillinger - Learn the theories and techniques of one key practitioner through the story of the American bank robber John Dillinger. Develop skills in Appreciation of non-naturalistic and naturalistic techniques, Physical theatre, Skills: Devising,</p>	<p>2. Drama – Titanic - Learn the theories and techniques of Storytelling, building characters and structuring scenes through the story of 9/11. Develop skills in Appreciation of non-naturalistic and naturalistic techniques, Physical theatre, Skills: Devising, developing performance,</p>	<p>2. Drama – Radio Show Creating a Radio show in groups using story telling techniques. Students will focus on developing their vocal skills as well as sound effects. They will gain an understanding of how a story is built using sound alone, relying on</p>	<p>2.Drama - Frantic Assembly – Curious Incident play. Studying the theories and techniques of Frantic Assembly through the play the Curious Incident. Develop skills in; Gesture Movement Unison Canon Still image Group Two:</p>	<p>2. Drama - Devising from a stimulus - Students create a drama performance based on a given stimulus. Developing skills in Improvisation Still Image Thought tracking, Transitions, Devising, Vocal Work, Spot lighting, Stylised, Performance, Movement, Sound Collage and</p>	<p>2. Drama – End of Year Exam - Students create a drama performance based on a given stimulus. Developing skills in Improvisation Still Image Thought tracking, Transitions, Devising, Vocal Work, Spot lighting, Stylised, Performance, Movement, Sound Collage and</p>

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Year	Assessment criteria	Skills	Tasks	Availability
Year 10	<ul style="list-style-type: none"> • Component 1: Exploring the Performing Arts • 30% • 60 marks • Internally Assessed • 12 hours supervised Assessment 	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.	<u>Component 1</u> <u>Exploring the Performing Arts</u> <u>Terms 1 – 3</u> Learning Aim A -Examine professional practitioners' performance work <u>Terms 4 – 5</u> Learning Aim B: Explore the interrelationships between constituent features of existing performance material <u>Term 6</u> Preparation for Component 2 Learn dance repertoire. Evidence <ul style="list-style-type: none"> • Practical exploration & Logbook 	December release of Assessment Brief – Moderation completed May/June. PASS/MERIT/DISTINCTION
Year 11	<ul style="list-style-type: none"> • Component 2: Developing Skills and Techniques in the Performing Arts • 30% • 60 marks • Internally Assessed 	Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers	<u>Component 2</u> <u>Developing Skills and Techniques in the Performing Arts</u> <u>Term 1</u> Learning Aim A: Develop skills and techniques for performance.	September release of Assignment Brief. Moderation completed December/January. PASS/MERIT/DISTINCTION

	<ul style="list-style-type: none"> • 12 hours supervised Assessment 		<p>Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre, and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.</p> <p><u>Term 2</u> Learning Aim B: Apply skills and techniques in rehearsal and performance. Learners will apply performance or design skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre), demonstrating their knowledge and understanding of performance, process and practices. Performances will be reproductions of repertoire rather than learner-devised work.</p>	
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Year 11	<ul style="list-style-type: none"> • Component 3: Responding to a Brief • 40% • 60 marks • Externally Assessed • 8 hours preparation 3 hours supervised 	Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus	<p><u>Component 3</u> <u>Responding to a Brief</u></p> <p><u>Terms 3 & 4</u> A - Developing ideas in response to a brief A1 Understand how to respond to a brief through discussion and practical exploration activities.</p> <p>B - Selecting and developing skills and techniques in response to a brief</p> <p>C - Contributing to a workshop performance</p> <p><u>Term 5</u> <u>D</u> - Evaluating the development process and workshop performance outcome</p> <ul style="list-style-type: none"> • Evidence: Practical exploration & Logbook 	<p>January release of Assignment Brief. Moderation completed May/June.</p> <p>PASS/MERIT/DISTINCTION</p>

OCR GCSE Drama Year 10 and 11 Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Introduction to Drama styles, practitioners and performance skills. Introduction of Text - Blood Brothers Introduction to Live theatre	Introduction to Comp 1 – Devise Exam. Written paper introduction.	Development of Comp 1 - Devised Exam	Development of Comp 1 -Devised Exam Introduction of Comp 1 Portfolio	Comp 1 Practical Exam assessment	Explore texts for Comp 2. Monologue & group performance mock.
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Development for Comp 2 using strategies from previous mock.	Develop & prep for Comp 2. Complete Concept Pro Forma.	Comp 2 Text Exam with Proforma.	Comp 3 Written Exam prep – Section A -Blood Brothers & Section B - Live Theatre	Comp 3 Mock Exam Section - A Blood Brothers & Section B - Live Theatre	Written paper Summer Exam Comp 3 - Section A -Blood Brothers Section B -Live Theatre

Component 1: Devising drama - 30% 60 marks *Internally assessed	Component 2: Presenting and performing texts - 30% 60 marks *Visiting OCR examiner
Students will create a devised performance in groups from a stimulus provided by the exam board	Students will study a text chosen by the centre and will take a part in two performances of two extracts from the text

<p>They can choose to work as a performer or designer All performances will be supported by a portfolio which is evidence of the students' devising process.</p> <p>40 marks: For the evidence in the portfolio including analysis and evaluation of their own work.</p> <p>20 marks: For the communication of concepts and ideas in the final performance.</p>	<p>They can work as a performer or designer. In this unit students can work individually, or in a group of up to 6 Students must present at least one performance as part of a group.</p> <p>40 marks: For the demonstration of the chosen theatrical skill in the final performances.</p> <p>20 marks: For the concept pro forma describing their intention and preparation.</p>
<p>Component 3: Drama: Performance and response - Exam assessment (40% of course)</p>	
<p>Section A 50 marks</p>	<p>Section B 30 marks</p>
<p>Students will be asked about the practical preparation work on their chosen set text.</p> <p>They will draw on the experience of studying a whole text during the course.</p> <p>The questions will focus on the process of preparing a performance, as well as the performance itself.</p>	<p>This section asks the students to analyse and evaluate a performance they have seen as part of their course.</p> <p>They will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.</p>
<p>Students will develop knowledge and understanding of;</p>	<p>Students will development skills in;</p>
<p>Style Genre Structure Staging terms Performance terminology Light/sound/costume/set terminology Rehearsal or preparation strategies for building character</p>	<p>Use of vocal and physical skills Use of a range of theatrical conventions Designing for lights/sound/costume/set Performance analysis Evaluation of performance (performers and design elements) Research and application Reflection</p>

