



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Performing Arts	Year group	KS4 – Year 10 and 11
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<b>Curriculum intent:</b>	<p>Our curriculum is designed to give all students opportunities to enjoy, develop and explore the arts, allowing students to experience a purposeful and enjoyable experience which is accessible for all.</p> <p>The core values for our curriculum within our directorate is to provide the students with a broad experience in a wide range of topics, ensuring the students build upon prior knowledge but experience new themes in which broaden their understanding of the wider world, whilst exploring the school values, curiosity, compassion and courage.</p> <p>In Performing Arts; dance, music and drama, our students work on themed topics which are linked across all three subjects. The topics cover a broad range of genres which are essential to performing arts yet also provide cross-curricular links to other subjects across this school. We expose the students to a wider range of practitioners and consider the wider world of work within this. The students also have access to a broad range of enrichment activities that support their learning and provide opportunities such as travelling abroad playing in concert band or performing with dance company or attending county concerts with choir.</p> <p>The students in this school are particularly successful in the creative, practical subjects. We have a lot of excellent musicians and are known to be a centre of excellence with a Platinum award from ENTRUST for Music. We are well known within the community for the quality of productions and ensembles we have on offer.</p> <p>Our curriculum throughout the directorate is:</p> <ul style="list-style-type: none"> <li>• ambitious for all pupils;</li> <li>• coherently planned and sequenced;</li> </ul>		



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- successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- broad and balanced for all pupils and builds upon prior knowledge learnt

The national curriculum, in Music and Dance (PE), has been embedded within our topics. The language for learning used in our assessments and in lessons reflects this. All three areas prepare the students in readiness for GCSEs and further education and for a future within the industry, providing the students the knowledge needed in order to be successful learners. Our curriculum builds upon embedding knowledge, reinforcing and testing their understanding through written and practical based activities.

Performing Arts is particularly successful in engaging disadvantaged students, who thrive and are successful in this environment.

We encourage our students to be resourceful and strive for them to become independent learners. We encourage them to show curiosity in order to think and process new ideas, both independently and as part of a team, exploring different themes across the key stages. We give them experience beyond the classroom through trips, visiting practitioners and competitions. We provide our student with a nurturing environment in order for them to thrive and succeed, showing courage through performance to others. We teach them to show compassion towards others performing, discuss what it is to be an audience member and theatre etiquette. We support their aspirations both in the classroom and in their extra-curricular activities. Our directorate is particularly successful with providing them transferable skills, to support them in developing positive behaviours and attitudes across their academic career and beyond.

**Threshold Concepts (TCs):**

**Threshold concepts DRAMA:**

**Pupils should build on their previous knowledge and skills through devising, performing and responding.**

Threshold Concept 1: Pupils will embed the importance of teamwork and cooperation when devising a performance

Threshold Concept 2: Pupils should be able to recognise a successful performance with the focus on audience engagement.

Threshold Concept 3: Pupils will enquire the knowledge and skills for performing and presenting the skills to an audience. These are; Use of facial expression, voice, gestures, movement and show relationships on stage.

Threshold Concept 4: Pupils will know how to respond to different stimuli for developing drama such as scripts, poems, images, stories etc.

Threshold Concept 5: Pupils are expected to respond in various ways; being able to talk about own and others' performances, being able to understand style, period and context of the drama, and develop the knowledge required to improve making and performing.

Threshold Concept 6: Pupils will observe and develop knowledge of professional practice and practitioners and be able to implement this to their own work.

**Threshold Concepts DANCE:**

**TC1 - Dancers will study and perform dances using advanced choreographic devices using a range of dance styles**









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	<p><b>TC2</b> – Dancers develop their technique using a range of dance styles and forms</p> <p><b>TC3</b> – Dancers develop their mental skills and attributes, developing their movement memory, commitment, concentration and confidence.</p> <p><b>TC4</b> – Dancers will develop their process attributes, systematic repetition, rehearsal discipline, planning of rehearsal, response to feedback and capacity to move.</p> <p><b>TC5</b> – Dancers will have knowledge and understanding of action, dynamic, spatial, rhythmic, timing and relationship content.</p> <p><b>TC6</b> – Dancers will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>					
<p><b>KS2 National Curriculum summary:</b></p> <p><b>KS3 National Curriculum summary:</b></p>	<p><b>DANCE</b> Students develop the flexibility, strength, technique, control and balance Students perform dances using a range of movement patterns</p> <p><b>DANCE</b> Students will perform dances using advanced dance techniques within a range of dance styles and forms</p>					
<p><b>Learner skills:</b></p>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
<p><b>KS4</b> <b>Y10</b></p>	<p>Term 1 Aug-Oct</p>	<p>Term 2 Nov-Dec</p>	<p>Term 3 and 4 Jan-Mar</p>	<p>Term 5 Apr-May</p>	<p>Term 6 Jun-Jul</p>	
<p><b>Year 10</b> <b>The Big Question</b></p>	<p>Unlocking Your Creativity in Performance and Production – Where Can it Lead Me in the Arts?</p>					
<p><b>Big Picture Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is technique?</li> <li>2. What skills make for a</li> </ol>	<ol style="list-style-type: none"> <li>1. How can your production roles impact a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. Marketing and publicity, is this important for a show?</li> <li>2. How do we budget for a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you work successfully as</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance or Production?</li> <li>2. What are the skills needed to</li> </ol>	



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	<p>successful performance?</p> <p>3. How can you function as a successful ensemble member?</p>	<p>2. How do we develop a performance idea?</p> <p>3. What makes for a successful performance?</p>	<p>3. What are the skills needed for a successful presentation?</p>	<p>an ensemble member?</p> <p>2. Communication of artistic intention – what does this mean?</p>	<p>work collaboratively?</p> <p>3. Target audience, important or not?</p>
<p><b>Content (Linked to TCs):</b></p>	<p><b>Term 1 - Introductory skills workshops</b> Students will participate in practical workshops to develop their performance skills. <b>This links to TC's – TC1, TC2, TC3 and TC6. This links to TC's – TC1, TC2, TC3 and TC6.</b> This content will include:</p> <ul style="list-style-type: none"> <li>• research and select appropriate skills/styles</li> <li>• select and develop performance skills and techniques appropriate to their chosen discipline</li> <li>• rehearse and refine techniques and processes</li> <li>• ability to apply skills and techniques to enhance the performance</li> <li>• function as a member of an ensemble, and show awareness of how their chosen skills contribute to the performance</li> <li>• show understanding of the relationship</li> </ul>	<p><b>Unit 1 – Unlocking Creativity</b> Students will explore and then demonstrate core knowledge and understanding of the following:</p> <p>1) Research</p> <ul style="list-style-type: none"> <li>• productions performances operational/technical constraints</li> <li>• resources required</li> <li>• roles and responsibilities.</li> <li>• Links between the five key areas</li> <li>• rehearsal techniques and practice methods</li> <li>• risk assessment individual disciplines including skills and techniques</li> <li>• appropriate historical research.</li> </ul> <p>2) Idea development</p> <ul style="list-style-type: none"> <li>• information on the development of the pitch style and genre of the proposed production</li> <li>• target audiences</li> </ul>	<p><b>Unit 1 – Unlocking Creativity</b> Students will understand and develop the knowledge and understanding of the creative skills necessary to devise an idea for a production. Students will explore and demonstrate core knowledge in these areas:</p> <p>1) Planning and budgeting</p> <ul style="list-style-type: none"> <li>• the pitch (including action planning and meeting deadlines, choice of job roles, timings)</li> <li>• copyright and performing rights</li> <li>• marketing and publicity, including social media</li> <li>• budgeting (including forecasts, costs, ticket sales and venue hire: advertising).</li> </ul> <p>2) Presentation (skills and content)</p> <ul style="list-style-type: none"> <li>• Transferable skill of communication.</li> <li>• presentation skills</li> <li>• application of performance skills</li> <li>• application of production skills</li> <li>• communication of artistic/creative intent for their production idea, including: mood(s) • meaning(s) idea(s) theme(s) style/style fusion(s) design and technical skills to illustrate the production idea, including: extracts, vignettes</li> </ul>	<p><b>Unit 1 – Unlocking Creativity Assessment</b> Students will showcase their knowledge gained over the first year in their unit 1 unlocking creativity assessment. Students will observe and analyse their performances and demonstrate improvement for the following year for unit 2. <b>Links to TC6. Links to TC2.</b> Students will present their idea to the camera for assessment demonstrating knowledge of:</p> <ul style="list-style-type: none"> <li>• Transferable skill of communication.</li> <li>• presentation skills</li> <li>• application of performance skills</li> <li>• application of production skills</li> </ul>	<p><b>Unit 2 – The performance/production</b> Students will build on knowledge and understanding and explore production/performance in a creative yet structured form as both an individual and as a member of a group. Students will build on the knowledge, disciplines and specific skills areas developed in Unit 1 and to work as a member of an ensemble creating a performance suitable for an audience. Students will be expected to make informed choices about the disciplines and skills to be employed and should work collaboratively with others</p>



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between the performer and the audience

- comply with relevant health and safety practices for rehearsal and performance
- understand the importance of warm-up and warm-down exercises
- ability to work both as a solo performer and as a member of an ensemble
- record processes accurately
- evaluate own and others' work.

- links to employer/practitioner brief
- key observations for idea development
- selection of appropriate material
- most effective ways of presenting ideas to others technical aspects of performance, selection of possible performance

### Unit 3 – The performing arts experience

Students will reflect on the learning experiences they have encountered throughout Unit 1 and Unit 2. They will be assessed on their knowledge and understanding of key areas of performing arts and also on how they have applied this knowledge with understanding to their own work. They will also be required to analyse and evaluate approaches to production and simulated briefs.

[Link to TS4 and TS6.](#)

[Link to TS2, TS3, TS4, TS5 and TS6.](#)

#### Core Content Covered:

- Roles and responsibilities within the performing arts industry

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#### Core Content Covered:

- Health and Safety
- Design and Technical Elements
- Reviewing Performance
- Performing Arts Industry
- Work in the performing arts and research aspects

- communication of artistic/creative intent for their production idea
- Design and technical skills to illustrate the production idea, including: extracts, vignettes.

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#### Core Content Covered:

- Roles and responsibilities



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		<ul style="list-style-type: none"> <li>• The role of performing arts in society</li> <li>• Approaches to rehearsal</li> <li>• Working as a deviser, performer, director, practitioner and facilitator</li> <li>• Marketing and public relations</li> <li>• Health and Safety</li> <li>• Design and Technical Elements</li> <li>• Reviewing Performance</li> <li>• Performing Arts Industry</li> <li>• Work in the performing arts and research aspects</li> </ul>		<p>within the performing arts industry</p> <ul style="list-style-type: none"> <li>• The role of performing arts in society</li> <li>• Approaches to rehearsal</li> <li>• Working as a deviser, performer, director, practitioner and facilitator</li> <li>• Marketing and public relations</li> <li>• Health and Safety</li> <li>• Design and Technical Elements</li> <li>• Reviewing Performance</li> <li>• Performing Arts Industry</li> <li>• Work in the performing arts and research aspects</li> </ul>	
<b>Vocabulary Instruction:</b>	<b>Unit 1:</b> Evaluation, Review, Roles, Responsibilities, Devising, Workshop, Rehearsing, Professional	<p><b>Unit 1:</b> Evaluation, Review, Roles, Responsibilities, Devising, Workshop, Rehearsing, Professional</p> <p><b>Unit 3:</b> Roles, Responsibilities, Marketing, Budget, Research,</p>	<p><b>Unit 1:</b> Evaluation, Review, Roles, Responsibilities, Devising, Workshop, Rehearsing, Professional</p> <p><b>Unit 3:</b> Roles, Responsibilities, Marketing, Budget, Research, Review, Contracts, Organisation.</p>	<p><b>Unit 1:</b> Evaluation, Review, Roles, Responsibilities, Devising, Workshop, Rehearsing, Professional</p> <p><b>Unit 3:</b> Roles, Responsibilities,</p>	<b>Unit 2:</b> Stimulus, Devising, ensemble, rehearsing, choreograph, reflection, performance,



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		Review, Contracts, Organisation.		Marketing, Budget, Research, Review, Contracts, Organisation.	
<b>Assessment:</b>	<b>Baseline Summative Assessment – October</b>			<b>Summative Assessment: Unit 3 – The performing Arts experience. External Exam</b>	<b>Summative Assessment: Unit 1 performance - JUNE. Internal Exam</b>
<b>Year 11</b>	Term 1 and 2 Aug-December		Term 3 and 4 Jan-March		Term 5 Apr-May
<b>The Big Question</b>	Explore, Create, Develop, Produce – How can these Skills Aid Me in my Development Within the Performing Arts Industry?				
<b>Big picture questions:</b>	<ol style="list-style-type: none"> <li>Why do we self-assess?</li> <li>What is my role within a performance?</li> <li>How do I create a successful performance company?</li> </ol>	<ol style="list-style-type: none"> <li>What is my responsibility in performance?</li> <li>How do I work to a brief?</li> </ol>	<ol style="list-style-type: none"> <li>What are the skills needed for my role?</li> <li>Health and safety – is this important?</li> <li>How do I compromise?</li> <li>How do I prepare for a performance?</li> </ol>	N/A	N/A
<b>Content (Linked to TCs):</b>	<b>Unit 2 – The performance/production</b> Students will perform as part of an ensemble to an audience. Key content for this term includes: 1) Knowledge and understanding of self- assessment <ul style="list-style-type: none"> <li>Strengths/weaknesses.</li> <li>Target setting using SMART acronym.</li> <li>Areas for development.</li> <li>Course of action.</li> </ul> 2) Knowledge and understanding of the chosen brief <ul style="list-style-type: none"> <li>range of skills available within the group (peer appraisal)</li> <li>resources</li> </ul>		<b>Unit 2 – The performance/production</b> Students will continue to create their performance material in preparation for their assessment at the end of this term. Key content for this term includes: 1) Knowledge and understanding of the work in progress <ul style="list-style-type: none"> <li>skills that have been employed and developed</li> <li>identification of process and outcomes</li> <li>target setting</li> </ul>		<b>Students that need to resist unit 3 in year 11 do this in this term.</b>  (This term is used to complete any coursework that has not yet been complete before the end of year 11)



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- specific features that appeal to the group/ individual and why
- 3) Knowledge and understanding of individual roles and working in a team
  - Learners should understand their reasoning behind choosing a specific role, the advantages and appeal. How to work as a team/ensemble member.
  - Learners should know and understand the principles and methods of team working to facilitate strong ensemble performance.
  - Learners should recognise the importance of leadership, responsibility and teamwork.
  - Learners should know about learner behaviour and how to manage behaviour and maintain discipline
- 4) Knowledge and understanding of working as a Performance Company
  - How to create a Performance Company.
  - Assessing strengths and weakness and areas for development.
  - Responsibilities.
  - Marketing/publicity
- 5) Knowledge and understanding of skill development
  - Learners should know that skill acquisition and practice is an integral part of preparation for performance.
  - Learners should know the type of skills pertinent to the discipline to be undertaken.
  - Learners should know and understand the basic ways that skill can be acquired and developed, and be able to select to meet the performer's needs: correct techniques, effective practice routines, correct use of technical language.
  - Learners should understand the need for guidance and feedback in order to consolidate learning and performance improvement.
- 6) Knowledge and understanding of how to select materials

- Meeting the demands of the brief. Performance/production values eg technical enhancements or performance techniques.
- 2) Knowledge and understanding of how to review the work
  - participation in meetings
  - rehearsals
  - recording of key issues/problems and how to resolve them
  - how to compromise – the selection and editing of material
  - time management and how to work to a specific time schedule
  - performance running times
  - contribution of self and others
- 3) Knowledge and understanding of preparing for the final performance
  - technical demands, eg LX, FX, special effects
  - Health and Safety of performance area and venue and knowledge of relevant local regulations eg fire
  - audience management
  - marketing and publicity
  - Health and Safety
  - Costume
  - stage management
  - contribution of self and others
- 4) Knowledge and understanding of how to effectively evaluate a performance and feedback
  - Learners should be able to evaluate their own performance and that of others.
  - Learners should be able to evaluate themselves based on: contribution to performance, effectiveness of individual contribution.





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	<ul style="list-style-type: none"> <li>- Learners should know how to select and justify the most appropriate materials for the brief: texts, original material, images and music.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners should understand areas for development, what has been learnt and how to apply it in the future.</li> <li>- Learners should provide feedback to performers, and know the following types of (verbal and non-verbal) feedback,</li> <li>- Learners should be able to give, as appropriate to performer need, the following types of guidance: visual (seeing), verbal (hearing), manual (assist movement – physical), technical (use of equipment/objects/aids).</li> <li>- Learners should be able to suggest additional or alternative methods to improve performance.</li> </ul>		
<b>Vocabulary Instruction:</b>	<b>Unit 2:</b> Stimulus, Devising, ensemble, rehearsing, choreograph, reflection, performance	<b>Unit 2:</b> Feedback, verbal, non-verbal, marketing, publicity, evaluate, stage management, technical skills, Stimulus, Devising, ensemble, rehearsing, choreograph, reflection, performance		
<b>Assessment:</b>	<b>Formative assessment- track of progress in a formative assessment before next term.</b>	<b>Summative assessment – Unit 2 the performance/production</b> <b>External Examiner</b>		
<b>Key/Historical misconceptions in this unit:</b>	<b>Performing Arts Links:</b> The difference between the roles and responsibilities and they influence a performance. Understanding the development of a ‘pitch’ and a ‘performance’ and how they work together. Development of a theatre company and all the aspects that are required.			



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<b>Sequencing:</b>	<p><b>We have chosen to sequence the year X curriculum like this because...</b></p> <p>Development of Skills workshops must be first to complete a baseline assessment of students and to check understanding of key skills learnt in key stage 3.  Unit 1 must be complete first as students have the option to use ideas developed in unit 1 for their unit 2 exam in year 11.  Unit 3 is completed in year 10 as students then have the opportunity to retake this exam in year 11 if they need to.</p>
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion:</b>  Students show compassion by watching other students work in their performance for assessment and give feedback. Students learn audience etiquette and compassion for their peers who are performing.</p> <p><b>Curiosity</b>  Students show curiosity by making curriculum links between dance and PE and exploring how performing arts opens up a number of different job opportunities in the future on stage such as performing and TV presenting as well as backstage such as make-up artists, costume designers, script writing and directing.</p> <p><b>Courage</b>  Students show courage weekly by sharing ideas in front of the class, modelling practical work in front of the class and performing their assessment 1 group as a time to the rest of the class as an audience.</p>
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b></p> <p>Careers: Understanding the theatre, job's in the industry, live theatre, practitioner and exploring and visits.  PSHE: Working as a team, problem solving, theme related workshops and topics which link to musicals and live theatre. Cultural experiences, Hamilton (History), Trestle Masks (Expression), Brecht (Breaking down the fourth wall), Hairspray (Cultures, societies, acceptance).  ENGLISH: Text shared as a stimulus, songs lyrics, poems, monologues.  UNIT 2: Mental Health, Inform, Education and Entertain. British Value - all briefs set by the exam board.</p> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>- Landau Dance Company. Rehearsals are after school twice a week, Dance show once a year in March</li> <li>- Workshops with dance professionals in the industry</li> <li>- Dance festivals</li> <li>- Dance trips abroad to dance. (Disneyland Paris)</li> <li>- Theatre trips to watch professional work we are studying in class.</li> <li>- The school musical show once a year.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- Drama club once a week – development of skills</li> <li>- Theatre trips to watch professional work we are studying in class.</li> <li>- The school musical show once a year.</li> <li>- Workshops with drama professionals in the industry</li> </ul>