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Curriculum overview

Subject	Performing Arts Technical Award		Year group	KS4 – Year 10 and 11
Vision statement:	<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>			
Curriculum intent:	<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"> • ambitious for all pupils; • coherently planned and sequenced; • successfully adapted, designed and developed for pupils with special educational needs and/or disabilities 			



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- 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

TC2 – Dancers develop their technique using a range of dance styles and forms



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TC3 – Dancers develop their mental skills and attributes, developing their movement memory, commitment, concentration and confidence.

TC4 – Dancers will develop their process attributes, systematic repetition, rehearsal discipline, planning of rehearsal, response to feedback and capacity to move.

TC5 – Dancers will have knowledge and understanding of action, dynamic, spatial, rhythmic, timing and relationship content.

TC6 – Dancers will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best







KS2 National Curriculum summary:

KS3 National Curriculum summary:

DANCE
Students develop the flexibility, strength, technique, control and balance
Students perform dances using a range of movement patterns

DANCE
Students will perform dances using advanced dance techniques within a range of dance styles and forms

Learner skills:

Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
					
CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPT.	ORACY	SELF QUIZZING



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KS4 Y10	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 and 4 Jan-Mar	Term 5 Apr-May	Term 6 Jun-Jul
Year 10 The Big Question	Explore, Create, Develop, Produce – How can these Skills Aid Me in my Development Within the Performing Arts Industry?				
Big Picture Questions	<ol style="list-style-type: none"> 1. What is technique? 2. Workshops – how can we use them to develop ideas? 3. How do I work to a brief? 	<ol style="list-style-type: none"> 1. Why do we self-assess? 2. How do we develop a performance idea? 3. Why do we need a rehearsal schedule? 	<ol style="list-style-type: none"> 1. Performance or Production? 2. Why is feedback important to the development of piece? 3. What are the skills needed for a successful performance? 	<ol style="list-style-type: none"> 1. How do you work successfully as an ensemble member? 2. Communication of artistic intention – what does this mean? 	<ol style="list-style-type: none"> 1. Marketing and publicity, is this important for a show? 2. What are the skills needed to work collaboratively? 3. Target audience, important or not?
Content (Linked to TCs):	<p>Term 1 (Unit 1 and Unit 2) - Introductory skills workshops. Students will participate in practical workshops to develop their performance skills. This links to TC's – TC1, TC2, TC3 and TC6. This links to TC's – TC1, TC2, TC3 and TC6. This content will include:</p> <ul style="list-style-type: none"> • research and select appropriate skills/styles • select and develop performance skills and techniques appropriate to their chosen discipline • rehearse and refine techniques and processes 	<p>Unit 2 – Creating Students will begin to develop their ideas in relation to the brief and their chosen discipline. be able to explore the following in developing their original piece:</p> <p>Performance Category</p> <ul style="list-style-type: none"> • Devised drama: voice, movement, interaction; scripting, blocking, development through improvisation, narrative structure • Choreography: actions, space, dynamics, relationships, 	<p>Unit 2 – Creating Students will use the knowledge developed and ideas created to be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety <p>Students will create a development log where they will record the process of the ideas being produced along with a teacher and peer feedback. Students will use self-evaluation of their chosen skills and how these have been used and exemplified. Students will be able to respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not be acted on. Link to TS1, TS2, TS3, TS4, TS5 and TS6. Link to TS1, TS2, TS3, TS4 and TS5.</p>	<p>Unit 2 – Creating Students will demonstrate their skills through a final performance of their original work to an audience. Students will evaluate their work:</p> <ul style="list-style-type: none"> • respond to feedback from professionals (e.g., the teacher, specialist designers) • respond to feedback from peers • respond to audience feedback • evaluate the success of the original piece(s) in terms of 	<p>Unit 1 - Performing Students will create a reflective journal establishing the process of recreating a professional work. Within the journal students will:</p> <p>Review –</p> <ul style="list-style-type: none"> • respond to feedback (e.g., from audience, peers, teacher, other professionals) • review whether the performance fulfilled its intention. <p>Link to TS1, TS2, TS4, TS5 and TS6.</p>



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- ability to apply skills and techniques to enhance the performance
- function as a member of an ensemble, and show awareness of how their chosen skills contribute to the performance
- show understanding of the relationship 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.

Unit 2 – Creating
Students will develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts

- motif, narrative, unison, canon, question and answer, binary/ternary, phrasing
- Production category
- Costume design: consideration of character, use of materials, period and style, shape, texture, colour, measuring performers, sourcing and hiring, sewing/assembling
 - Make-up and hair design: character analysis, use of materials, use of tools, use of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics), special effects, facial analysis, wig/hair design
 - Set Design: choice of stage configuration and their implications on the design, creation of location(s), furniture, main

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the brief created in 2.1

- review their own skills and how these have been used and exemplified.
- [Link to TS3, TS4 and TS6.](#)
[Link to TS3, TS5 and TS6.](#)

Unit 1 – Performing
Students will explore and reproduce work in a range of different disciplines such as revivals of a play or musical. Students will work with an existing piece of music, text or choreography and undertake a research and rehearsal process in order to reproduce the work to a professional standard.

Students will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.

Research – Students will be aware of a range of research required to understand the background to an existing piece such as:

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



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based on prior workshops. Students will choose their chosen discipline – drama/musical theatre (drama/dance). Students will begin to complete task 1 – Explore when responding to a creative brief and begin research on the following areas:

- the intended purpose
- the intended effect
- the intended performance space/occasion
- the intended audience
- themes and ideas (e.g., consideration of social or historical factors)
- the scale of the piece(s) (e.g., number of performers)
- their own interests and previous experience

resources available (e.g., software, physical resources)

properties (props), use of materials, construction methods, style, shape, colour, scale, texture, levels, sightlines.

[Link to TS1, TS2, TS3, TS4 and TS5.](#)

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

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- The original author /choreographer and their intentions for the piece
- intended mood and style/genre
- themes and ideas
- performance space
- purpose
- the relationship between audience and the performer
- original target audience
- new target audience.

For each of the above students will be able to:

- review their findings
- consider how this will impact on their performance.

This research should lead to a clear intention/plan for the performance.

Rehearsal/Preparation – Students will understand the methods used to plan and learn from rehearsals.



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	<ul style="list-style-type: none"> different styles and their demands the work of at least two named practitioners. <p>Link to TS1, TS2 and TS3. Link to TS1, TS4, TS5 and TS6.</p>			<p>Link to TS4, TS5 and TS6. Link to TS1, TS4, TS5 and TS6.</p>	
Vocabulary Instruction:	<p>Unit 2: Brief, Explore, Develop, Devising, Workshop, Practitioner,</p> <p>Unit 1: Research, Purpose, Theme, Target Audience, Relationship, Style, Form</p>	<p>Unit 1: Research, Purpose, Theme, Relationship, Style, Form</p> <p>Unit 2: Brief, Explore, Develop, Devising, Workshop, Practitioner,</p>	<p>Unit 1: Research, Purpose, Theme, Relationship, Style, Form</p> <p>Unit 2: Brief, Explore, Develop, Devising, Choreograph, Practitioner, Roles, Reflect</p>	<p>Unit 2: Brief, Performance, Feedback, Reflect, Evaluate</p>	<p>Unit 1: Research, Purpose, Theme, Relationship, Style, Form</p>
Assessment:	<p><u>Baseline and Summative Assessments</u> – September</p> <p>Unit 2 – Task 1 – Outline Components (Oct)</p>	<p><u>Summative Assessments:</u></p> <p>Unit 2 – Task 2 Development Log Part 1 (Dec)</p>	<p><u>Summative Assessments:</u></p> <p>Unit 2 – Task 2 Development Log Part 2 (Feb)</p> <p>Unit 2 – Task 2 Development Log Part 3 (Mar)</p> <p>Unit 2 – Task 2 Health and Safety Plan (Mar)</p>	<p><u>Summative Assessments:</u></p> <p>Unit 2 – Task 3 – Presentation of Piece</p> <p>Task 4 – Evaluation (May)</p> <p>Submission of Coursework Unit 2 (May)</p> <p>Unit 1 – Task 1a – Research Outline (May)</p> <p>Task 1b – Research Discussion (May)</p>	<p><u>Summative Assessments:</u></p> <p>Unit 1 – Task 2 – Rehearsal Plan (Jun)</p> <p>Unit 1 – Task 3 – Reflective Journal Part 1 (Mar)</p>



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Year 11	Term 1 and 2 Aug-December	Term 3 and 4 Jan-March	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Unlocking Your Creativity in Performance and Production – Where Can it Lead Me in the Arts?			
Big picture questions:	<ol style="list-style-type: none"> 1. Commission – what does this mean? 2. What is my role within a performance? 3. How do I create a successful performance company? 4. How do I work to a brief? 	<ol style="list-style-type: none"> 1. What are the skills needed for my role? 2. Health and safety – is this important? 3. How do I compromise? 	<ol style="list-style-type: none"> 1. How do I prepare for a performance? 2. Why do we self-assess? 	N/A
Content (Linked to TCs):	<p>Unit 1 – Performing</p> <p>Students will be able to present the following skills across all performances:</p> <ul style="list-style-type: none"> • accuracy • coordination • communication • control • dealing with mistakes; coping under pressure • interpretation <p>Link to TS1, TS2, TS3, TS4 and TS5. Link to TS3 and TS5.</p> <p>Students will be able to evaluate their performance by reviewing whether the performance fulfilled its intention and be able to reflect by identifying personal strengths and areas for future development and create action plans and targets for future performances.</p> <p>Link to TS3, TS4 and TS6. Link to TS3, TS5 and TS6.</p>	<p>Unit 3 – Performing Arts in Practice</p> <p>Brief is released for students</p> <p>Students will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p> <p>Students will complete a ‘mock ‘of Unit 3, ready for the start of September when the exam board release the given brief.</p> <p>Students will develop knowledge of what it takes to create your own theatre company and performance and create a portfolio of evidence.</p> <p>Link to TS1, TS2 and TS6. Link to TS1, TS4, TS5 and TS6.</p> <p>Students will explore and then demonstrate core knowledge and understanding of the following:</p> <p>1) Planning Performance Work</p> <p>Factors influencing the creation of performance work</p> <ul style="list-style-type: none"> • social, cultural, political and historical contexts • mood and style/genre • performance space/venue • themes and ideas • purpose • target audience 	<p>Unit 3 – Performing Arts in Practice</p> <p>3) Evaluating and Reflecting</p> <p>Evaluating the success of planning, promoting and pitching</p> <ul style="list-style-type: none"> • respond to feedback from a commissioning panel • evaluate the planning of the event • evaluate the promoting of the event • evaluate the pitching of the event • review their own skills and how these have been used and exemplified. <p>Reflecting</p> <ul style="list-style-type: none"> • identify strengths and 	



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- the work of practitioners who have created performance work
- different types of organisations that create performance work.

Creating performance work

- selecting appropriate performance disciplines
- selecting appropriate production disciplines
- the production process (planning, rehearsal and presentation)
- resources and materials
- budgeting
- production schedules
- job roles and responsibilities within organisations that create performance work.

2) Promoting and Pitching

Promoting

- how events are advertised and marketed
- the use of social media
- a range of advertising tools (e.g., advertisements, billboards, flyers, posters and multi-media platforms)
- a range of promotional activities (e.g., teaser campaigns, tv and radio interviews, flash mob events).

Pitching

- presentation skills
- clarity
- communication
- use of practical examples of performance/production disciplines (e.g., extracts of performance, production designs)
- use of tone.
- Performance of extracts

[Link to TS1, TS2 and TS6.](#)

areas for future personal development

- identify actions and targets for future creative proposals.

[Link to TS1, TS2 and TS6.](#)

[Link to TS1, TS4, TS5 and TS6.](#)



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		Link to TS1, TS4, TS5 and TS6.		
Vocabulary Instruction:	Unit 1: Purpose, Theme, Relationship, Feedback, Reflect, Evaluation. Unit 3: Stimulus/Brief, Commission, ensemble, role, marketing, extract, pitch, review, evaluate	Unit 3: Stimulus/Brief, Commission, ensemble, role, marketing, extract, pitch, review, evaluate	Unit 3: Stimulus/Brief, Commission, ensemble, role, marketing, extract, pitch, review, evaluate	
Assessment:	<u>Summative assessment</u> Unit 1 - Task 4 – Performance (Oct) Unit1 - Task 5 – Evaluation (Nov) Submission of Unit 1 coursework (Dec)	<u>Summative assessment</u> Unit 3 - Task 1 – Outline Factors (Jan) Unit 3 - Task 2 – Produce plans/ideas (Feb) Unit 3 - Task 3/4 – Outline resources/timeline/marketing/PR (Mar) Unit 3 - Task 5 – Practical examples (Mar)	<u>Summative assessment</u> Unit 3 – Task 6 – Pitch Presentation (Apr) Unit 3 – Task 7 – Evaluation (Apr) Submission of Unit 3 for External Examination (May)	
Key/Historical misconceptions in this unit:	Performing Arts Links: 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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Sequencing:	<p>We have chosen to sequence the year X curriculum like this because...</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 2 must be completed within the first year due to release of examiner briefs – this must be completed in one year. By completing in Year 10 this allows students to complete a third of the course. Also, it allows for any students that require a retake to complete this again within Year 11.</p> <p>Unit 1 is completed within the summer term of Year 11 as the skills and techniques developed within Unit 2 continue over into this unit. By starting Unit 1 within year 10 and continuing on into the Autumn term of Year 11 this allows the students to complete a large section of their coursework ahead of their final year of exams.</p> <p>Unit 3 is completed in the Spring and Summer Term of year 11 as students will need to consolidate their knowledge and skills developed through Unit 1 and 2.</p>
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion: 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>Curiosity 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>Courage 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>
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p> <p>Careers: Understanding the theatre, job's in the industry, live theatre, practitioner and exploring and visits.</p> <p>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.)</p> <p>ENGLISH: Text shared as a stimulus, songs lyrics, poems, monologues.</p> <p>UNIT 2: Mental Health, Inform, Education and Entertain. British Value - all briefs set by the exam board.</p> <p>Dance:</p> <ul style="list-style-type: none"> - Landau Dance Company. Rehearsals are after school twice a week, Dance show once a year in March - Workshops with dance professionals in the industry - Dance festivals - Dance trips abroad to dance. (Disneyland Paris) - Theatre trips to watch professional work we are studying in class. - The school musical show once a year. <p>Drama:</p> <ul style="list-style-type: none"> - Drama club once a week – development of skills - Theatre trips to watch professional work we are studying in class. - The school musical show once a year. - Workshops with drama professionals in the industry



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