



PERFORMING ARTS

Curriculum Intent Statement

**Department of Drama and Performing Arts
Ballakermeen High School**

Curriculum vision: Drama is a subject that allows children to explore the broader human context of the world they live in by providing interesting and engaging lessons that push them to reflect upon big questions to do with who they are and their agency in the world. The curriculum is written to appeal to the imagination of students and to help shape and inform a colourful, creative mindset that is positive, highly resourceful, solution focused, and quick to empathise with others. This curriculum demands that students work together effectively and develop the interpersonal skills to form friendly purposeful relationships based upon kindness, honesty, and respect. The curriculum helps support and steer students to learn how to overcome the challenges of achieving tasks as a team. As well as this, our curriculum offers all students the opportunity to develop practical skills and knowledge that underpin success in the exams at GCSE/A Level, further education, and the real world of work.

Our Drama and Performing Arts curriculum will provide students with the opportunity to:

- Access an enriching learning experience despite personal limitations or behaviours of others.
- Engage with a safe, fun, and respectful learning experience that is based upon the values of the Ballakermeen Learner.
- Draw helpful cross-curricular connections between what they learn in drama and the range of other subjects on taught at Ballakermeen.
- Engage with exciting and rigorously planned lessons which have clear and achievable aims, outcomes, and assessment opportunities that stretch and challenge.
- Create, perform, watch, and analyse the work of others, and have the platform to publicly articulate thoughts and opinions without fear of ridicule.
- Experience a clear plan of lessons with built in progression opportunities that has be carefully considered to ensure that the highest standard of learning is achieved.
- Learn about a wide range of playwrights, performing artists, directors and designers which reflect the diversity of the world in which they live.

- Learn about different styles and genres of dramatic performance in order to support subject development and success.
- Develop all literacy skills with a particular focus upon reading, and verbal communication.
- Learn in the happiest and most stimulating classroom environment scaffolded by well-informed fully embedded BFL routines, techniques, and expectations.

Curriculum Overview – Drama & Performing Arts

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN 1	<p>Two weeks: Introduction to Drama – establishing expectations and behaviours</p> <ol style="list-style-type: none"> 1. Contract setting 2. Stage directions 3. Stage craft 4. Still images <p>Title: An Earthquake in Japan: The Journey Home <i>Style: Process/skills drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Improvisation 2. Roleplay 3. Still image 4. Transitions 5. Slow motion 	<p>Two weeks: Introduction to Drama – establishing expectations and behaviours</p> <ol style="list-style-type: none"> 1. Contract setting 2. Stage directions 3. Stage craft 4. Still images <p>Title: Half Dead Fred <i>Style: Process/skills drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Script work 2. Working as an ensemble 3. Roleplay 4. Shared narration 5. Physical theatre 6. Multi rolling 7. Speaking in unison 8. Farce 9. Use of music to communicate meaning 10. Speaking in unison 11. Mime 	<p>Two weeks: Introduction to Drama – establishing expectations and behaviours</p> <ol style="list-style-type: none"> 1. Contract setting 2. Stage directions 3. Stage craft 4. Still images <p>Title: The Girl From The Rubble <i>Style: Process/skills drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Adapting techniques 2. Analysing/editing/refining 3. Script work 4. Working as an ensemble 5. Roleplay 6. Shared narration 7. Physical theatre 8. Multi rolling 9. Speaking in unison 	<p>Two weeks: Introduction to Drama – establishing expectations and behaviours</p> <p>Term 1 (Sep-Dec): Introduction to Performing Arts/ Component 1 Prep.</p> <p>Exploring the Performing Arts:</p> <ol style="list-style-type: none"> 1. Studying purpose/intent of professional work 2. Types of musicals 3. Theatre practitioner research 4. Watch and analyse professional repertoire 	<p>Term 1 (Sep-Dec): Component 2: Developing skills and techniques in the Performing Arts.</p> <ol style="list-style-type: none"> 1. Selection of professional repertoire and theme analysis 2. Written logbooks documenting the rehearsal process 3. Recorded rehearsals and workshops – vocal skills, physical skills, and practitioner workshops

		<p>12. Mime in unison 13. Choreographed movement</p>	<p>10. Use of music to communicate meaning 11. Mime 12. Mime in unison 13. Choreographed movement</p>		
<p>AUTUMN 2</p>	<p>Title: The Last Letter <i>Style: Process/Skills Drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Improvisation 2. Script work 3. Roleplay 4. Still image 5. Transitions 6. Slow motion 7. Physical theatre 	<p>Title: The Young Survivors <i>Style: Process/Skills Drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Script work 2. Working as an ensemble 3. Roleplay 4. Shared narration 5. Physical theatre 6. Multi Rolling 7. Speaking in unison 8. Use of music and lighting to communicate meaning 9. Speaking in unison 10. Mime 11. Choreographed movement 	<p>Adapting Movies for the Stage <i>Style: Skills and knowledge-based lessons explaining and covering methods and techniques of Adapting Movies for the Stage (Linked to Unit 1 GCSE).</i></p> <ol style="list-style-type: none"> 1. Adapting techniques 2. Analysing/editing/refining movies scenes/script 3. Working as an ensemble 4. Roleplay 5. Shared narration 6. Physical theatre 7. Multi rolling 8. Speaking in unison 9. Use of music to communicate meaning 10. Choreographed movement 	<ol style="list-style-type: none"> 1. Practical exploration of professional repertoire through workshops 2. Roles and responsibilities involved in professional work 	<ol style="list-style-type: none"> 1. After-school rehearsals to work on professional repertoire 2. Performance of professional repertoire in the Studio Theatre 3. Performance evaluation

			<p>11. Stage fighting 12. Stage design</p>		
<p>SPRING 1</p>	<p>Title: News Flash: Theatre History <i>Style: Skills and knowledge-based lessons explaining and covering significant periods of Theatre History: Prehistoric, Greek, Elizabethan, Melodrama, 19th Century Naturalism.</i></p> <p>Skills: 1. Stage ethics 2. Focus/concentration 3. Stage craft tech 4. Narration 5. Roleplay 6. Stage craft 7. Improvisation 8. Script reading</p>	<p>Title: News Flash 2: Theatre History <i>Style: Skills and knowledge-based lessons explaining and covering significant periods of Theatre History: Prehistoric, Greek, Elizabethan, Melodrama, 19th Century Naturalism, Alienation.</i></p> <p>Skills: 1. Stage ethics Focus/concentration Stage craft tech 2. Roleplay 3. Script reading 4. Chorus work 5. Shared narration 6. Physical theatre 7. Multi rolling 8. Speaking in unison 9. Mime 10. Mime in unison 11. Direct address 12. Stage fighting 13. Choreographed movement</p>	<p>Title: Physical Theatre: Manchester, This is the place <i>Style: Skills and knowledge-based lessons explaining and covering Physical Theatre.</i></p> <p>Skills: 1. Frantic theatre methods and skills as laid out in the sow</p>	<p>Term 2 (Jan-Apr): Sit Component 1 (Written Unit). Submission deadline: May</p> <ol style="list-style-type: none"> 1. Practitioner research 2. Exploration of the rehearsal and production processes involved in creating professional work 3. Research into the casting and audition processes involved in creating professional work 	<p>Term 2 (Jan-Apr): Component 3 Prep: Responding to a brief.</p> <ol style="list-style-type: none"> 1. Response to brief set by exam board. Explorative questioning, mind map, storyboarding 2. Devise a short piece of theatre in response to brief

<p>SPRING 2</p>	<p>Title: Corey and The Incredible Circus <i>Style: Process/skills drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Roleplay 2. Narration 3. Still image 4. Improvisation 5. Script reading 6. Slow motion 7. Marking the moment 8. Mime 9. Mime in unison 10. Physical theatre 11. Non-verbal comm 	<p>Title: Hero Of The Hudson <i>Style: Process/skills drama</i></p> <p>Narrative based series of lesson teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Focus/concentration Stage craft tech 2. Roleplay 3. Script reading 4. Chorus work 5. Shared narration 6. Physical theatre 7. Multi rolling 8. Speaking in unison 9. Mime 10. Mime in unison 11. Stage fighting Choreographed movement 12. Stage design concepts 	<p>Title: Theatre In Education <i>Style: Skills and Knowledge-based lessons explaining and covering Devising Theatre techniques in line with Year 10 structures and skills.</i></p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Types of stimulus 2. Thematic storytelling 3. Explorative questioning 4. Storyboarding 5. Sequencing 6. Script writing 7. Rehearsed improvisation 8. Roleplay 9. Narration 10. Direct address 11. Flash forward 12. Flash back 13. The 'what if' moment 14. Minimalistic set design 15. Using music and lighting to create atmosphere 16. The use of motif and symbolism 	<ol style="list-style-type: none"> 1. Linking professional work to a given theme 2. Controlled assessment (15 hours) – writing up Component 1 assignment 	<ol style="list-style-type: none"> 1. Filmed rehearsals to evidence rehearsal progress 2. After-school rehearsals to solidify progress
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			17. Analogy and metaphor in theatre 18. Applying theatre in education		
SUMMER 1	<p>Title: Mission Impossible <i>Style: Process/skills drama</i></p> <p>Narrative based series of lessons teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Roleplay 2. Shared narration 3. Multi rolling 4. Speaking in unison 5. Mime 6. Mime in unison 7. Physical theatre 8. Working as ensemble 9. Story telling theatre 10. Choreographed movement 	<p>Title: Wacky Soap <i>Style: Process/skills drama</i></p> <p>Narrative based series of lesson teaching wide range of skills, including:</p> <ol style="list-style-type: none"> 1. Focus/concentration 2. Stage craft tech 3. Roleplay 4. Script reading 5. Shared narration 6. Physical theatre 7. Multi rolling 8. Speaking in unison 9. Mime 10. Mime in unison 11. Choreographed movement 12. Stage design concepts 13. Theatre in education 	<p>Title: Stranger Things <i>Style: Skills and knowledge-based lessons using the context of Stranger Things explaining and covering methods and techniques linked to all Units of GCSE.</i></p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Adapting techniques 2. Analysing/editing/refining movies scenes/script 3. Working as an ensemble 4. Roleplay 5. Shared narration 6. Physical theatre 7. Multi rolling 8. Speaking in unison 9. Use of music to communicate meaning 10. Choreographed movement 11. Stage fighting 12. Stage design 	<p>Term 3 (Apr-Jul): Dance, Singing & Acting 'boot-camps'/practise run of Component 2 (showcase).</p> <ol style="list-style-type: none"> 1. Dance bootcamp (2 weeks). Exploring different dance styles and techniques, as well as exploring choreography 2. Singing bootcamp (2 weeks). Learning musical repertoire from professional work. Exploring vocal warmups and singing technique, singing in harmony 3. Acting bootcamp (2 weeks). Looking at a range of acting styles and practitioners, performing scenes from professional repertoire. Exploring 	<p>Term 3 (Apr-Jul): Component 3: Performances and log writeups. Submission deadline: May</p> <ol style="list-style-type: none"> 1. Devised performance in the Studio Theatre 2. Written logs to document rehearsal and production process from start to end 3. Controlled assessment x3

			<p>13. Dramatic scene structure and arc. 14. Storyboarding</p>	<p>physical and vocal warmups</p>	
<p>SUMMER 2</p>	<p>Title: Devising Plays <i>Style: Skills and knowledge-based lessons explaining and covering Devising Theatre Techniques in line with Year 10 Structures and skills.</i></p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Stimulus 2. Explorative questioning 3. Storyboarding 4. Sequencing 5. Script writing 6. Rehearsed improvisation 7. Roleplay 8. Narration 9. Set design 10. Using music and lighting to create atmosphere 	<p>Title: Devising Plays 2 (Year 10 structures and skills) <i>Style: Skills and knowledge-based lessons explaining and covering Devising Theatre techniques in line with Year 10 structures and skills.</i></p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Types of stimulus 2. Explorative questioning 3. Storyboarding 4. Sequencing 5. Script writing 6. Rehearsed improv 7. Roleplay 8. Narration 9. Set design 10. Using music and lighting to create atmosphere 11. Applying theatre in education 	<p>Devising Plays 3 (Year 10 Structures and skills) <i>Style: Skills and knowledge-based lessons explaining and covering Devising Theatre techniques in line with Year 10 structures and skills.</i></p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Types of stimulus 2. Explorative questioning 3. Storyboarding 4. Sequencing 5. Script writing 6. Rehearsed improvisation 7. Roleplay 8. Narration 9. Physical theatre 10. Dramatic scene structure 11. The what if moment 12. Stage fighting 13. Set design 14. Using music and lighting to create atmosphere 	<ol style="list-style-type: none"> 1. Practise run of Component 2 – creating and putting on a showcase performance 2. Performance evaluation 	

			15. Applying theatre in education		
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