INTENT **PERFORMING ARTS** This curriculum intents to prepare students to Component 3 Exam become independent and creative individuals. It encourages students to expand their imagination, develop their communication skills What skills do I need to use to be successful Component 3 Component 3 and develop their knowledge and understanding Component 2 within my exam? of a range of disciplines within the performing SEMESTER S SEMESTE arts industry. SEMESTER How can you devise from a given stimulus? Using performance, interpretive and devising skills What is the devising process? Why is it important to review your to create a piece of choreography. Drama - Using erformance, interpretive and devising skills to create a The impact on students from this curriculum YEAR 11 ensures students develop transferable skills How to use a range of stimuli to create choreograp such as communication and leadership. A Using RADS to show your intention of the piece. Drama - How to use a range of skills and conventions to create Z Drama - How to develop a performance using a range of skills and conventions to create a character and performance piece. knowledge and understanding of a range of ယ Progression onto level 3. Links to Drama – same unit character and performance piece transferable skills. disciplines within the performing arts will be explored and developed. It will impact their development as individuals whilst allowing self-reflection and building relationships whilst Component 2 Component 1 Component 1 working with a range of people. 2 Lifelong opportunities ESTER ER \simeq How can you apply skills to produce and How have 3 performance styles been What are the requirements of being a The Performing Arts curriculum teaches a range interpret work? influenced? performer? Ш of transferable skills. The curriculum leads to EST ES a range of jobs including, performer, director, choreographer, actor, teacher, business owner, SEMI SEM YEAR 10 trate understanding of the skills, techniques and Investigate how professional performance or EΝ Choreography, performance skills, technical skills. production work is created. Development on year 9 lawyer, stage manager, playwright, author, stunt pproaches used by professionals to create performance Progresion on to level 3. Links to Drama – same unit. oduction work. Development on year 9 modules. Links to Drama – same unit, transferable skills. modules. Links to Drama – same unit, transferable performer, arts administrator, set designer, \overline{S} therapist, costume designer, entertainer, events manager, sound engineer, stage hand. The Lion King **Blood Brothers** Hamilton **Too Much Punch for Judy** SEMES⁻ S S EME EME Ĭ S How do the different roles and responsibilities low can you use dance and drama techniques What is musical theatre? within the Performing Arts impact the What is verbatim theatre? to communicate an issue? development of works? TER П F П Learning repertoire and applying skills to this. Specific skills to Analysis of roles and responsibilities through the YEAR 9 ritical analysis of professional work. The different roles D focus on are broken into physical and vocal like in KS4 – body nguage, gestures, characterisation and proxemics (P), projectio ment of repertoire. Focus on facial express pplication of physical and vocal skills to a devised piece D and responsibilities within the Performing Arts. How vnamics, (P), pace and characterisation through gesture ယ different roles impact the development of work. tone, pitch (V). How to use verbatim theatre to create owr and body language (I). performances. The Lion, The Witch and The Dance in the media War Horse The Greatest Showman Wardrobe 4 ER How can you use context to develop a What devices can you use to develop ER Why is it important to apply a range of How is dance used within the media? character/plot of a production? choreography? skills to a script? ш EST EST YEAR 8 ES SEMI How to add movement to scripts to develop them. How to adapt and develop scripts from different Musical theatre specific physical skills – extension, dynamics, posture, alignment and basic drama skills – How dance is used within the media and how different stimuli. Memory of script work and application What gesture, communication, body language, posture balance, stamina and alignment are and how they are used. camera angles can help with showing skills of vocal, interpretive and physical skills and SEI ne, projection, facial expressions and body language \overline{S} Haka **Introduction to Drama** Inside out Spies SEMES: SEME SEMESTE How does the use of skills and convention How can you apply skills to a script to represen Why is it important to be in time with How can you use spacing to show your Ш allow for characterisation? your character and their emotions? YEAR 7 STE

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Basic RADS (relationships, actions, space and

Skills (body language, gesture, facial expressions, vels, tone, projection, pace) and conventions (freeze

frames, motif, unison, canon, slow-motion).

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4

Musicality/ rhythm, formations, pathways, levels.

Skills such as tone, projection, pitch, facial expressions

body language, and mirroring