



Year 10 Performing Arts curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Unit 1 introduction - Performance (controlled assessment). Intent / research / impact and influence / rehearsal / reflective journals / Reflecting on own experience and knowledge / rehearsal techniques and behaviours / refinement of script annotation / reflective journals / final performance		Unit 1 - Performance (controlled assessment). Continuation of rehearsals / reflective journals / final performance / Receiving feedback for performance / completing final evaluations		Unit 2 - Introduction to Creativity in Choreography (subject knowledge)- Analysing existing dance styles / exploring inspirational artists / beginning to block out steps for simple dances / Understanding of how to work safely on stage during dance work / recalling previous experience and applying it to work / attempting more complex choreography	
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Students know and understand how to: <ul style="list-style-type: none"> • carry out independent research into existing practitioners and productions, and review their findings. • prepare rehearsal schedules and use reflection to progress throughout the process. • understand how to receive and record feedback in order to improve their performances. • show interpretation on character through their performances in both dance and drama. • demonstrate health and safety in both their planning and their practical work. • identify strengths and areas for improvement in their own work. 					



Skills	R <i>Develop</i> RESILIENCE	<ul style="list-style-type: none"> ★ <i>Responding to teacher / peer feedback in order to improve future performances</i> ★ <i>Working through physical challenges of choreography and dance</i> ★ <i>Reviewing the work achieved and looking into the next positive steps</i>
	A <i>Possess</i> AMBITION	<ul style="list-style-type: none"> ★ <i>Striving to achieve new acting skills - such as accent work, physical theatre or line memorisation</i> ★ <i>Pushing the body physically to attempt and refine new choreography</i>
	I <i>Demonstrate</i> INTEGRITY	<ul style="list-style-type: none"> ★ <i>Being prepared for all lessons, both with equipment but also mindset</i> ★ <i>Showing respect for both the teacher and those students in 'captain' positions that lesson</i> ★ <i>Having a strong moral compass when watching each others perform, i.e. be honest yet constructive in feedback</i>
	S <i>Embed</i> Self-Discovery	<ul style="list-style-type: none"> ★ <i>Engage in extra curricular opportunities in school, such as the school production, talents shows and Christmas parties</i> ★ <i>Be passionate about your own theatrical interests and introduce them into your work where possible</i> ★ <i>Research and attend local groups for thespians in the community</i>



	<p>E Display EMPATHY</p>	<ul style="list-style-type: none"> ★ <i>Always try to learn from watching others, allow yourself to be pivotal in helping other performers grow in confidence</i> ★ <i>Use drama to help you understand the diverse world in which we live, explore texts and performances from a range of cultural backgrounds</i> ★ <i>Be humble when watching others perform, remember that interpretations are subjective and should be treated with curiosity yet respect.</i> 	
<p>Curriculum Links</p>	<p>Links from KS2 - Whilst there is no discrete National KS3 curriculum area for drama, students should have been taught skills through English lessons (speaking and listening element). The extent of this will vary from one primary school to the next. In KS3, students are exposed to performance skills and confidence building through the music curriculum. This also incorporates using the voice as an instrument which allows them to develop their singing abilities. Students will also complete elements of dance in PE lessons throughout KS3. In English lessons students will have been exposed to Shakespeare which gives them an understanding of texts written for performance. They will also be expected to demonstrate spoken English skills,</p>	<p>Term one will have allowed students to consider their own experience in the performing arts field, and they will have applied this to areas such as research and initial rehearsals. They have also considered a plan for this term which gives them a clear rehearsal structure to follow. Students should be aware of how to use their scripts correctly and should draw upon the annotation made last term. They should also apply their rehearsal techniques and behaviours which they have learned.</p>	<p>Term two will have built the students up to their final performance and evaluation work. By this stage, students should be reflective practitioners who can draw on prior experience in order to produce more refined and professional work. The introduction to dance should not be as daunting as many students will have incorporated a level of choreography into their performance work in Unit 1.</p>



	participating in presentations, debates and improvisation. These opportunities will prepare students for performing arts in the areas of generating and discussing language, intonation, tone, volume, mood, silence, stillness and action to add impact.		
Assessment	Unit 1: Performing - Controlled assessment - 30% of qualification	Unit 1: Performing - Controlled assessment - 30% of qualification	Teacher assessment - Literacy / research skills - Inspirational practitioners
Aspirations & Careers	<ul style="list-style-type: none"> • Careers in the performing arts industry such as actor, dancer, singer, choreographer, producer, scriptwriter, director, costume designer, lighting / sound technician, make-up artist, stage manager. • All PA students are expected to take a role within school productions and events, this can be performance based, mentoring or backstage / technical. • Students are encouraged to practise skills at home, and also to join local drama groups where possible. • Visits are arranged to theatres in order to inspire students. These are both professional shows, and shows performed by local PA colleges. • Ongoing discussions about college and university options for students who want to pursue the subject. • Focus on mental health and the use of PA to promote positive outcomes. 		