

KS3 Curriculum: Performing Arts

The Curriculum

Department Vision

Develop an understanding and appreciation of live performance; inspire and nurture the imagination and support students in the development of skills that will support them throughout life.

Intent

In Key Stage three we firstly aim to ascertain the experiences of the individual students arriving from primary schools and build on this baseline knowledge/understanding. We acknowledge as a department that different students will have a wide range of experiences of the performing arts (dependent on facilities in their primary setting and the amount of focus given to the Performing Arts as well as students attending private tuition outside of the Academy) . We aim to ensure we develop all learners. There is development in knowledge through the three years of KS3:

Year Group	Intention
7	An introduction to a range of the fundamental skills and techniques involved in stage craft – characterisation (vocal and physical), spatial awareness and audience awareness. Developing original drama (improvising and rehearsing) from a stimulus and creating characters different from themselves. The development of creating skills; group work, performance skills; confidence and responding skills; evaluation runs throughout the year. Opportunities to stretch and challenge and teach to the top occurs in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges as well as simplifications can be made to ensure that all abilities and levels of talent are catered for.
8	A theatre history and genre focus as students develop performance skills in a range of performance backgrounds acknowledging similarities and differences. Students will look at both scripted extracts and devise original drama developing these two aspects of performance. The development of creating skills; group work, performance skills; confidence and responding skills; evaluation runs throughout the year. Opportunities to stretch and challenge and teach to the top occurs in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges as well as simplifications can be made to ensure that all abilities and levels of talent are catered for.
9	Students to develop their knowledge and understanding of Theatre through time and how genres and styles have developed. They will explore more abstract techniques of performance and look at how artistic intentions impact performance work with both scripted and devised work. The development of creating skills; group work, performance skills; confidence and responding skills; evaluation runs throughout the year. Opportunities to stretch and challenge and teach to the top occurs in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges as well as simplifications can be made to ensure that all abilities and levels of talent are catered for.

Sequence of Learning	Building Citizens of the World
<p>Our sequence of learning has been structured to acknowledge the range of experiences that students have from Primary School within our subject area. For those with limited experience skills are built through practice and modelling and terminology introduced and explained. For students with greater experience opportunities to direct and incorporate more complex performance skills are given as tasks are extended and extra challenge added. In year 7 students need to know the fundamental 'building blocks' of Drama and stage craft (characterisation, spatial awareness and audience awareness) before they can progress. In year 8 build on this basic knowledge by exploring a range of genres and aspects of theatrical history. Students enjoy the melodramatic acting style required in many of these genres and the creation of stock characters and comedic acting. In year 9 students continue to develop knowledge and understanding of genre, style and theatre history with an emphasis on more abstract performance styles and looking and the creation of meaning through performance. All schemes for learning offer opportunities to create, perform and respond and throughout the three years these skills are developed as they feature in every lesson. We incorporate many opportunities of modelling, 'I do, we do, you do' into lessons as well as frequently highlighting best practice, challenging students to expand and fully justify responses. Students self and/or peer evaluate in each lesson so are able to acknowledge strengths and weaknesses in their own work and the work of their peers – exploring how they can develop for future performances. The development of student success criteria is crucial for performance tasks so that students fully understand how to successfully complete the practical task.</p>	<ul style="list-style-type: none"> • Exploring roles of employment in the performing arts sector – notably actors, playwrights, directors, choreographers and designers (set, costume, sound, lighting) • Exploring themes through e.g. 'Mr Fox' (year 7) – deceit, murder, revenge, relationships, marriage. 'Young Runaways' (year 8) – abuse, bullying, mental health, • Exploring themes through <i>Our Day Out (Year 9)</i> – Social class and poverty, prejudice – social and historical context of the play (how this impacts meaning). • Year 9 – introduction SfL includes reflections into the themes of life and death, respect and treatment of the elderly. • Literacy – student's record learning in folders and on google classroom, key terms highlighted in these and on lesson PowerPoints/Big Picture sheets/ Knowledge Organisers (always visible). Exploring a script in years 8 and 9 that include colloquial language use. Disciplinary reading to occur at least twice per scheme and articles incorporated into SfL. • Throughout KS3 key skills such as communication, teamwork, leadership and confidence are developed. • Drama vocabulary is expanded throughout Key Stage 3. • Year 8 and 9 focus a lot on theatre history and how this important aspect of culture has developed over time.

Implementation:

Each lesson has a clear structure linking to the Academy Quality of Education Protocols all lessons start with a 'Do Now' activity and include frequent opportunities for modelling and explanation, deliberate practice, checking understanding and review.

All students at Q3 Academy Great Barr experience drama as part of their curriculum in years 7, 8 and 9. The coverage at KS3 in drama considers the requirements of the English National Curriculum – Spoken English section as follows:

Year Group:	Link to National Curriculum:
7	<ul style="list-style-type: none"> • <i>Improvising</i> original scenes based on the stimulus 'Mr fox' and creating meaning through the creation of <i>role, intonation, tone, volume, mood, silence, stillness and action to add impact</i> • <i>Discussions</i> focused on peer and self-evaluation.
8	<ul style="list-style-type: none"> • <i>Rehearsing and performing play scripts</i> – focused on William Shakespeare's <i>Hamlet</i> and creating meaning through the creation of <i>role, intonation, tone, volume, mood, silence, stillness and action to add impact</i>. • <i>Discussions</i> focused on peer and self-evaluation.
9	<ul style="list-style-type: none"> • Opportunities for <i>classroom discussions</i> based on abstract meaning in performance. • <i>Giving short speeches and presentations, expressing their own ideas and keeping to the point</i> – Demonstrating knowledge of theatre history. • <i>improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</i> • <i>Rehearsing and performing play scripts</i> – focused on Willy Russell's <i>Our Day Out</i> and creating meaning through <i>the creation of role, intonation, tone, volume, mood, silence, stillness and action to add impact</i>. • <i>Discussions</i> focused on peer and self-evaluation.

Subject specific content from national curriculum	Inclusion
<p>Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> • The subject develops the key skills of teamwork and leadership. • We aim to differentiate through the groupings in lessons. • Promote independence: independent thought and creative problem solving. • Offer a range of opportunities embracing the Performing Arts. • Exposing students to theatrical materials of new cultures/historical contexts and a wide range of experiences. • Building confidence and self-esteem through developing skills and performing to their peers. • Reading ages of texts used checked to ascertain suitability for students. • Breakdown of texts and vocabulary that may pose issues for comprehension – key terms on constant display to support literacy. • In the case of mobility / physical disabilities task adaptation to cater for the needs of the students. • Careful planning of groups to ensure peer support. • Differentiation of time given for tasks – flexible dependant of ability and needs of the students. • Clear success criteria (often developed by the students)/ • Teacher support – feedback during the task to stretch, challenge and support. • Some students prefer to embrace other roles in Performing Arts e.g. costume designer, sound designer/engineer.