

KS4 Curriculum Intent for Performing Arts

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Performing Arts through the below:

By the end of KS4 students at Dixons Cottingley studying Performing Arts will be exposed to the following:

- Job roles and responsibilities within the Performing Arts Industry and the qualifications and skills needed for these roles
- Practical and theoretical exploration into three acting styles and professional works: Peter Pan by JM Barrie: Children's Theatre (The Companies), The Crucible by Arthur Miller Naturalism (Stanislavski) and Macbeth by William Shakespeare (National Theatre)
- Performing in front of live audiences
- Understanding the rehearsal process

By the end of KS4 students at Dixons Cottingley studying Performing Arts will be taught the following skills:

- Peer and self-assessment, learning and understanding personal strengths and areas for development and how to set targets to improve
- Developing use of relevant drama skills and techniques to communicate a character to an audience
- Analysis of professional performing arts works and the influence of drama practitioners
- Devising from a script

In order to truly appreciate the subject and create deep schema, Performing Arts has been sequenced with the following rationale:

The purpose of the Drama curriculum is to ensure students can explore a variety of topics, issues and characters through the use of drama. Students should be able to work cooperatively with their peers across all key stages, develop teamwork skills within rehearsal time allowing them to devise theatre. Students should explore a variety of characters within society and how these characters can be represented within a performance. They should be able to develop opinions on various topics through the use of spoken language skills and develop the confidence and creativity to express these through the use of drama and performance. Drama embeds verbal use of peer and self-assessment where students can demonstrate how to improve a performance to make it further engaging for an audience.

- Key skills & concepts of learning
- Perform
- Explore topics, issues and characters
- Work cooperatively
- Develop teamwork skills
- Evaluate and improve performance
- Devise theatre
- Develop opinions, creativity and confidence

Component 1: Exploring the Performing Arts

To develop as a performer, you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and techniques of acting. This component will help you to understand the requirements of being an actor performer across a range of performances and performance styles. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

Component 2: Professional Repertoire

Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience. In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.



Developing performance skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future.

Component 3: Performing to a Brief

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance skills you will use will vary depending on features such as your performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance.

The Performing Arts curriculum at Cottingley has been influenced by:

- Professional companies such as the National Theatre and Leeds Playhouse, who aim to make theatre inclusive for all ages and audiences, and their use of topics to make theatre a universal language for all. This is embedded throughout in the curriculum.
- A range of key practitioners in the industry, such as Brecht, Joan Littlewood and Stanislavski. These major names give a grounding to the quality of Theatre that is created and is in line with Key stage 4 expectations of knowledge and skillset development and application to practical performance.

Our Performing Arts curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of both practical and theoretical knowledge. They will be supported through quality first teaching and intervention and support as required. Enrichment activities theatre trips and performing arts workshops will also be available to students.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of practical and theoretical knowledge. This is supported through clearly differentiated teaching which will include tailored resources and tasks to suit the needs of students.

Students will receive a variety of homework tasks during key stage 4 that include the following; research tasks of given stimuli, learning lines for performances, analysis of self or others performance, exposure to live theatre etc. Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory. Throughout Year 10, students will be given out of school learning to complete which will be included in the written coursework. Weekly interventions are available to all students should they need any additional support with any theory or practical work, or assistance to meet given deadlines.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

- Throughout the exploration of the three professional works we look at the social, moral and ethical issues explored within each play. Students will be asked to analyse these issues and should be able to discuss how the issues raised in each play are similar or different to issues within today's society.
- Students will learn in depth about a variety of on stage, front of house and backstage job roles across the performing arts and will commit to completing research on the qualifications and skills needed to successfully fulfil these roles. Students also engage in tasks whereby they need to consider when and how each job role is needed within the rehearsal process.
- Tolerance and Respect of opinions and diversity - We learn about a variety of cultures, historical events and have an opportunity to express our opinions constantly. We listen to each other, respect everyone's opinions. We are able to work in groups throughout drama. Our pupils learn in a diverse classroom where cultural norms may not be the same. By this exposure, pupils learn how to cooperate and learn more about other cultures. This unit explores constitutional racism and battling prejudice.
- Individual Liberty - We make choices in all lessons; how we work in groups, how we produce our own drama work, etc. We understand the consequences and awards in Drama. Pupils are aware of their own personal development, giving and receiving contrastive criticism and taking ownership of their own achievements and showing respect to their peers. This unit explores human rights and racial equality.



- The Rule of Law - We understand the rules in drama. The rules help us to work both safely and in unity with the class. Drama requires respect for all in order for us to feel comfortable in the environment we work. This unit looks at segregation and Rosa Parks, her life and prosecution.
- Mutual Respect - It is one of the most important things in drama, respect for all in order for us to feel comfortable in the environment we work. This is developed from the very first lesson and continued weekly with group work, class work and performance.
- Improved social tolerance: Experiencing live theatre over watching similar content via a screen, such as a film, can achieve a much deeper understanding and absorption of the content leading to higher levels of social tolerance and a greater ability to question.
- Improved academic performance: Engagement with performing arts positively impacts academic performance and can boost academic performance of the average child by four per cent when drama is part of the curriculum.
- Positive social change: Theatre holds immense value for children's developing minds. It is a powerful tool for facilitating children and teenagers' self-efficacy to promote positive social change as well as an improved ability to broach complex and difficult issues and subjects.

A true love of Performing Arts is developed by teaching beyond the domain of the BTEC specification. Examples of such content: (Complete for Years 9 – 11 only)

Comp 3 - This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Comp 2 - This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.

Comp 3 - This component will help you with progression to Level 2 or 3 vocational or academic qualifications. This component will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress onto further study.

Out of school learning – videos and documentaries to watch, National Theatre and Bristol Old Vic video links and resources shared for students to aid research, alongside trips to see live theatre.

Further Information can be found in:

- Long term plans
- PowerPoints
- Knowledge Navigators