

End Game		The main skills the students leave us with, and what we base our entire curriculum on, are: <ul style="list-style-type: none"> • Communication: The ability to perform a complex character with voice, gesture & physicality • Trust: To take direction without personality getting in the way, and take risks. • Teamwork: to work with a number of different cast members, to lead and be led. • Maturity: to work independently on a given project while understanding self. • Expression (Creativity) : to create a piece of complex drama from any starting point • Evaluation: to be critically self and peer evaluative and be able to take professional criticism • Context: The history and context of theatre, including writers and practitioners 					
		1	2	3	4	5	6
Year 9	Fertile Question	What makes a good leader in the Arts? Unit 1 - Exploring the Performing Arts	Who are the important practitioners in the performing Arts? Unit 1- Exploring the Performing Arts	What are the types of performance you can do? Unit 1- Exploring the Performing Arts Unit 2 - Developing Skills and Techniques in the Performing Arts	How can you develop your performance skills? Unit 1- Exploring the Performing Arts Unit 2 - Developing Skills and Techniques in the Performing Arts	Can you perform for a specific audience? Unit 2 - Developing Skills and Techniques in the Performing Arts Unit 3 - Performing to a Brief	How good are you now? Unit 3 - Performing to a Brief
	Content	The students will learn the basics of what are the various roles in the performing arts from Choreographer to Musical Director.	The students will investigate the different practitioners in the performing arts and their impact on performance.	The students will investigate the different styles of performance across drama, dance and music	The students will take part in a number of workshops to develop their performance skills in Dance Drama and Music	The students will start to put together a performance based on the given stimulus from the exam board	The students will continue to rehearse and then perform for an external examiner
	Concepts	What is a <ul style="list-style-type: none"> • Choreographer • Director • Musical Director 	<ul style="list-style-type: none"> • Brecht • Artaud • Boal • Rodgers and Hammerstein • Sondheim • Kurt Weil • Ann de Keersmaker • Laban • Bob Fosse 	<ul style="list-style-type: none"> • Naturalism • Melodrama • Absurd • Troubadour • Musicals • World and historical music • Jazz • Contemporary • World Dance 	<ul style="list-style-type: none"> • Voice • Movement • Character development • Devising • Scripts • Scores (graphic, notation and choreographic) • Evaluation • Reflection 	Effective rehearsal and use of roles The brief will be sent by the exam board The students will use all the techniques and concepts from the rest of the year	This “part” is externally assessed and will use all of the concepts so far
	Knowledge/Skills	The students will through a series of lesson and workshops become aware of the importance of the “leader” in the performing arts. They will investigate the roles	The students will through a series of lessons and workshops become aware of the different practitioners in the performing arts	The students will through a series of lessons and workshops become aware of the different styles of performing arts	The students will learn about the importance of effective rehearsals and independence in rehearsing- they will also start to fill in a log book diariesing their progress	The students will continue to rehearse and develop their ideas- they will also continue to fill in their log books.	The students will finish their rehearsal process and then perform to an external examiner.