



Subject: Performing Arts

CURRICULUM INTENT

Performing Arts is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

The purpose of the Performing Arts curriculum at King Arthur's School is to enable students to become effective communicators, allow them to experience a range of performance and gain knowledge on genre and style whilst developing skills within creativity, appraising and communication. We aim to inspire in all learners an enjoyment of the subject and embed into our curriculum the essential skills required to succeed in the subject. Through developing these foundational skills, we aim to foster a positive, vibrant, creative and expressive learning environment where the development of confidence and effective collaboration is also felt and seen. Learning is delivered through topics which are stimulating, challenging and culturally reflective.

For disadvantaged pupils we aim to offer a curriculum that enriches experiences, which should broaden cultural experience, British values and beliefs. We aim to encourage collaboration with a range of peers, giving young people the chance to explore and learn from each other and learn about themselves.

Above all else, the aim of the department is to provide a safe, creative and engaging learning environment where the student's work is openly shared and valued and their contribution is valid and respected.



CURRICULUM IMPLEMENTATION

Our curriculum is designed to develop creative, expressive, and reflective learners who possess the knowledge, skills and understanding to communicate in a variety of ways. Pupils will express thoughts and communicate feelings through a range of activities, with practical exploration built into each lesson as well as regular opportunities to provide both verbal and written peer performance feedback. Our curriculum is organised in line with the specification requirements for the Eduqas Drama GCSE, focusing on developing knowledge, understanding and the skills in the fundamental elements of the subject – creating, performing and evaluating. Furthermore at KS3, we also focus on developing skills in group work, devising and performance from script which maps the structure of the KS4 GCSE course where skills in devising, script work, performance, written research and live theatre evaluation are assessed.

Throughout the KS3 Learning Journey, pupils follow a topic curriculum that develops their skills as a deviser, performer, and audience member. Pupils are supported in developing their confidence as they learn a number of key drama skills which they will then use to structure effective performance pieces. Transferable skills such as teamwork, time management, focus and control are integral to each lesson. Depending on the task, pupils work individually, in pairs, small groups and even as a whole class. The Learning Journey is designed and sequenced in a way that ensures all skills learnt are then repeated and further developed across the 3 years at KS3, thus reinforcing and embedding essential skills in order to achieve in the KS4 GCSE course.

The topics such as 'Intro to Drama – Charlie & The Chocolate Factory' and 'Performance from script – Sparkleshark' help to develop vocal and physical skills through performance and being able to relate to specific characters and create empathy towards them. The topics such as 'Thrills & Chills' and 'Types of Scripts' help to develop skills in giving and taking direction from their peers and becoming more resilient when taking constructive criticism. Topics such as 'Theatre Genres' and 'Use of Dramatic Techniques' help to develop understanding in how meaning is communicated through different styles of drama



and topics such as 'Intro to Shakespeare' and 'Devising Theatre – Dulce et Decorum est' focus particular attention to historical context as well as developing cross-curricular links.

We teach lessons at KS3 in tutor groups which helps create a familiar and therefore more collaborative learning environment. Within this setting, we offer differentiation for lower ability and challenge for higher ability. For example, we provide high quality teacher and student modelling to assist the lower able and encourage the more able to take on leadership roles within group work. We believe this approach drives outcomes and enjoyment for all.

We link our lessons to the faculties of English and Languages, with whom we share the same values and we also have strong topic links with History and the school's PSHEE curriculum. Our main method of implementation is quality first teaching. In practise this means developing dynamic and open-minded teaching, a constant strive to improve practice and seeking on-going opportunities for pupils to see visual examples of professional performance material within their lessons. Like the other subjects within our department, we foster an 'open-door policy' and a developmental ethos.

We lead several enrichment initiatives including a drama club, a singing group, instrumental lessons and the opportunity to be involved in an annual all-school production, both on stage and off stage. we appreciate the role that performing arts enrichment opportunities plays in 5cultivating young people with pride, open-mindedness, self-respect, empathy, curiosity, and a love of learning.



YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
7	Intro to Drama	Thrills & Chills 1	Intro to Shakespeare	Dimensions of Music	Intro to a Script	Keyboard Skills 1
8	Theatre Genres	Thrills & Chills 2	Performance from Script	Keyboard Skills 2	Devising from a Stimulus	12 Bar Blues
9	Use of Dramatic Techniques	Use of Dramatic Techniques	Types of Scripts	Ensemble Singing	Devising Theatre	Devising Theatre

IMPACT

Teaching our curriculum topics that work towards presentation of performance builds important life skills. Pupils understand the importance of mutual respect, listening to others' ideas and beliefs. This is also learnt through how to be a respectful audience or ensemble member. Socially, pupils engage every lesson with each other often in groups, understanding the way in which they should work as a team and receive feedback on how they rehearse and create together. Opinion and debate is encouraged within Performing Arts, often encouraged through constructive criticism.

In summary, we believe our Performing Arts curriculum can help students become tenacious, team-oriented problem-solvers who are confident communicators and able to think creatively.