

CLAYTON HALL ACADEMY

Faculty and Department Curriculum and Assessment Handbook

Name of Faculty/Department: **Performing Arts**

Our Curriculum Intent

Our curriculum is designed to offer exciting and stimulating opportunities, differentiated to meet the needs of all our learners. At the heart of this is the teaching of core skills, knowledge, concepts and values which are a spiralled and recurring across all Years. Equally important is the development of inter-personal skills that will contribute to the development of happy, well-rounded students who can thrive. We aim to build on prior learning with the aim of developing responsible, independent and confident performers (RIC) who can adapt and apply their skills within a range of situations and disciplines. This gives students the best opportunity to develop a genuine love of the subject as well as being able to showcase their talent and develop their skills. As well as a stimulating class-based learning environment, we aim to offer our students a rich and diverse extra-curricular programme including lunch and after school clubs, Theatre trips and our own productions set in local theatres with live audiences.

Gold Standard Teaching and Learning in Performing Arts Goal Orientated (Planning for Progress)

- Starter Task in every lesson.
- Blooms, learning objectives displayed clearly.
- Students understand the Big Picture, what they are learning and why.
- Links to RIC (Resilience, Independence and Confidence).
- Highly effective and varied questioning.

Open dialogue (Feedback for improvement).

- Regular assessment and feedback.
- Literacy marking in line with literacy stickers.
- Student response to feedback (DIRT) using green pen.
- Self and peer-assessment used to develop independence.
- Progress tracked on student's assessment maps

Learning Environment

- Positive Learning Environment created by mutually respectful relationships.
- Adults consistently model the values of the school and support curriculum intent.
- Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.
- Pride is shown in their learning through the presentation of work.

Differentiation for Challenge and support

- Data and student information is used to plan for individual needs.
- Stretch and challenge is provided for High Ability students.
- Oracy in the classroom is a priority; students respond to questions or contributions in full sentences (talk for writing).
- Additional intervention provided for those who need it.

Long Term Curriculum and Assessment Plan – Key Stage 3

Year 7

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Introductory Unit: (a) Saving the Universe – students are launched into a fully immersive experience where being able to work as a team and problem-solve will enable them to ‘save the universe’ (or not!) (b) Vocal Explosions – students learn about the 5P’s of vocal expression as well as other aspects of expressive vocal performance work. (c) Every Picture Tells a Story – having learnt about the power of the voice, this is then juxtaposed with the beginnings of physical performance work.</p>	<p>(a) Visual assessment of key A2L skills of: team-work, time-management, listening, 5R’s. Documented in staff nudge-book. (b) on-going formative assessment via staff nudge-book/ student evaluations (verbal). Final assessment is a performance with a teacher assessment. (c) as (b) above.</p>	<p>The only experience that students may have had in Primary school is via school plays or clubs (if held in school or attended externally).</p> <p>Once (b) and (c) are taught they are constantly used and built upon in future units of work. This allows skills to be embedded, leading to higher levels being achieved in Performance / Rehearsal and Evaluation assessments.</p>
Autumn 2	<p>Other technical aspects of performance work: (a) Levels and proxemics (b) Sound-scaping! (c) Use of props (d) Improvisation – Rehearsal - Performance</p>	<p>(a) - (c) are formatively assessed (d) is a summative assessment with a video recording as evidence. Concept of Assessment Maps is introduced.</p>	<p>Links to (a) effective rehearsal etiquette skills and application of vocal and physical skills experienced and rehearsed in (b) and (c). At this stage, students will be ready to tackle their first solo performance work (Monologues).</p>
Spring 1 & 2	<p>Monologues – Introduction to scripts: Students will be able to demonstrate :</p> <ul style="list-style-type: none"> • progress made in vocal and physical performance techniques • Be further introduced to gesture and blocking for a Proscenium Arch Stage (with stage-directions) • Rehearsal etiquette skills and • begin to understand how to learn lines (memorisation techniques). 	<ul style="list-style-type: none"> • Ass. Obj. 1 – Rehearsal etiquette skills (introducing the use of Acting Coach, Directors, Story-Tellers, Time-Keepers, Gate-Keepers as a means of building up 5R’s and independent learning & Leadership skills). Use of staff nudge-book for formative assessment as well as 1st summative assessment for rehearsal skills. • Ass. Obj. 2 – Performance Skills (evidence via video recording/ formal assessment by teacher). 	<ul style="list-style-type: none"> • Previous performance (and rehearsal) skills encountered/ applied in Autumn 1 & 2 are further developed. • Acting skills are then combined with singing and dance skills in the Musical Theatre project, done in the Summer Term.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
		<ul style="list-style-type: none"> Ass. Obj. 3 – Use of AfL student digital note-books for evaluation and mapping their own progress. Assessment Maps will be completed by students for Ass. Obj. 1 (rehearsing) and Ass. Obj. 2 (performance)	
Summer 1 & 2	<p>Introduction to Musical Theatre: Technical workshops in</p> <ul style="list-style-type: none"> Dance Singing Acting Combining all 3 <p>Students will study the above using a published Musical Theatre piece.</p>	<ul style="list-style-type: none"> Students overall progress within the 3 disciplines of Musical Theatre will be mapped using formative assessment processes (including the teacher nudge-book). Summative Assessment will involve the students choosing 2 of the 3 musical theatre disciplines to be assessed in for Performance and Evaluation (assessment obj. 2 and 3). <p>Students will be able to see their overall progress within the assessment map for all 3 assessment objectives by the end of this unit.</p>	<ul style="list-style-type: none"> By the end of Y7, students have been introduced to two different aspects/ disciplines of KS4 BTEC Tech in Performing Arts (Performance)/ Component 2 - Acting and Musical Theatre. Thus, preparing them for eventual KS4 work.

Year 8

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Surrealistic Drama:</p> <ul style="list-style-type: none"> Students will explore the basics of non-naturalistic drama using Dreams as the Stimulus. The resulting performance work will be devised drama/ theatre. 	<ul style="list-style-type: none"> Ass. Obj. 1 – Rehearsal etiquette skills (re-introducing the use of Acting Coach, Directors, Story-Tellers, Time-Keepers, Gate-Keepers as a means of building up 5R’s and independent learning & Leadership skills). Use of staff nudge-book for formative assessment as well as 1st summative assessment for rehearsal skills. Ass. Obj. 3 – Use of AfL student digital note-books for evaluation and mapping their own progress. <p>Assessment Maps will be completed by students for Ass. Obj. 1 (rehearsing) and Ass. Obj. 2 (performance)</p>	<ul style="list-style-type: none"> Y7 skills / techniques plus: physical theatre and montage introduced as well as improvisation skills further embedded via a devised theatre concept. Skills/ techniques introduced and re-introduced from Y7 will support the next unit of work where these principals will be explored through scripted performance work.
Autumn 2	As above.	<ul style="list-style-type: none"> Ass. Obj. 2 – Performance Recording of Dream Pieces Performance Skills (evidence via video recording/ formal assessment by teacher). 	As above.
Spring 1	<p>Stage 2 of Musical Theatre – SWEENY TODD.</p> <ul style="list-style-type: none"> Exploration of acting and movement as used in Greek Choral work. This then leads into students being introduced to a BTEC style assignment brief where students are presented with a choice of all topics studied to carry forward into a formal performance assessment. Production workshops are interweaved as applicable to individual group and student needs. 	<ul style="list-style-type: none"> Ass. Obj. 1 – Rehearsal etiquette skills (re-introducing the use of Acting Coach, Directors, Story-Tellers, Time-Keepers, Gate-Keepers as a means of building up 5R’s and independent learning & Leadership skills). Use of staff nudge-book for formative assessment as well as 2nd summative assessment for rehearsal skills. Ass. Obj. 2 – Performance of either a pure acting, dance or combination of singing, dance and acting extract (from Act 1/ Scene 1). Evidence via video 	<ul style="list-style-type: none"> Revisit of Musical Theatre from Yr7 but with a focus on the Greek Theatre concept of Greek Chorus style of ensemble performance work. This reinforces how surreal aspects can be incorporated into naturalistic story-lines (revisit of Term 1 work). Introduction to Greek Theatre will then support more in-depth work at KS4 (Year 9/ Unit 1).

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
		<p>recording/ formal assessment by teacher.</p> <ul style="list-style-type: none"> For those students who approach the assessment work from a Production angle, Ass. Obj. 3 will apply – evaluation (with a 5mins. Presentation) of how they have approached costume/ set or sound. <p>Assessment Maps will be completed by students according to the assessment objective that their focus is centred around.</p>	
Spring 2	<p>Continuation of the above topic but with final stage of the Assignment Brief: Curtains Up! –</p> <ul style="list-style-type: none"> Final rehearsals and performance/ presentations which are video recorded/ watched back and used as a reflection of targets set and achieved over the academic year so far. 	As above.	<ul style="list-style-type: none"> This work supports Component 2 of the BTEC Tech in Performing Arts course at KS4.
Summer 1- Summer 2	<p>Extended Devised Project: The Mysterious Case of Jo(e) :</p> <ul style="list-style-type: none"> Students are presented with a psychological / thriller style detective concept : what happened to Jo(e)? A young person who hasn't spoken since being discovered on a waste-land. Students are also introduced to Bertolt Brecht and Antonin Artaud (Theatre of Cruelty) techniques. This is their first extended piece of Devised Theatre. 	<ul style="list-style-type: none"> Ass. Obj. 1 – Rehearsal etiquette skills (using the roles of Acting Coach, Directors, Story-Tellers, Time-Keepers, Gate-Keepers as a means of embedding the 5R's and independent learning & Leadership skills). Use of staff nudge-book for formative assessment as well as 1st summative assessment for rehearsal skills. Ass. Obj. 3 – Use of AfL student digital note-books for evaluation and mapping their own progress. Ass. Obj. 2 – Performance Skills (evidence via video recording/ formal assessment by teacher). 	<ul style="list-style-type: none"> Skills/ techniques encountered in Term 1 are revised and taken forward into a GCSE style devised piece of theatre. This work supports Component 3 of the BTEC Tech in Performing Arts course at KS4.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
		<ul style="list-style-type: none"> Assessment Maps will be completed by students for Ass. Obj. 1 (rehearsing) and Ass. Obj. 2 (performance) 	

Long Term Assessment Plan – Key Stage 4

Year 9

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>It's all Greek to Me!</p> <ul style="list-style-type: none"> a study of basic Greek Theatre and Greek Chorus techniques concluding in the use of an extract from the Greek Play Oedipus Rex. The use of Masks will also be experienced as part of this unit. 	<ul style="list-style-type: none"> Practical: Rehearsal etiquette and techniques (formatively assessed via teacher nudge book). H/W Research task on Greek theatre and Greek chorus (written). Performance recordings of: (a) nursery rhyme in Greek Chorus style (b) extract from Oedipus Rex. <p>Both pieces are formatively assessed enabling students to complete AfL notes as well as their first PLC.</p>	<ul style="list-style-type: none"> Work learnt in the Spring Term of Y8 on Greek Chorus Techniques is re-capped and further developed. This is then a key requisite of the scripted elements of Autumn 2 work. This work will also re-cap and embed ensemble rehearsal and performance techniques with the group being 'new' to each other, preparing them for their 1st vocational performance appearance at The Rep in January/ Spring 1.
Autumn 2	<p>Baseline Musical Theatre piece (different one chosen each year according to progress seen in Autumn 1 and better understanding of individual student skills and interests).</p>	<ul style="list-style-type: none"> Practical: rehearsal etiquette and techniques (formatively assessed via teacher nudge book). Performance recordings of piece at The Rep (summative assessment leading to 2nd PLC being completed). Final evaluation (written task) of how the performance went (summative assessment/ GC from syllabus / Component 2 is used). 	<ul style="list-style-type: none"> Accumulation of all skills taught so far in KS3 and Autumn 1 giving students an overview of how they would be assessed in Musical Theatre for Component 2.
Spring 1	<p>Actors' Toolkit: using Scene 3 from The Tempest, students explore the duologue between Caliban and Prospero as a performance piece.</p>	<ul style="list-style-type: none"> As above box plus 2nd official public performance as part of the UET Showcase. This is recorded with the associated PLC completed. - 3rd one for the year 	<ul style="list-style-type: none"> Having done Musical Theatre, Acting is then taken forward into Master classes in preparation for Component 2/ Acting (should this be chosen as an exam pathway in Y10).
Spring 2	<p>Dancers' Toolkit: using the stimulus of Forever Autumn from The War of the Worlds, students explore a mix of physical theatre and contemporary dance techniques.</p>	<ul style="list-style-type: none"> As above box (including the UET Showcase). 4th PLC completed. 	<ul style="list-style-type: none"> Having done Musical Theatre and Acting, Dance is then taken forward into Master classes in preparation for Component 2/ Dance (should this be chosen as an exam pathway in Y10).

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
			<ul style="list-style-type: none"> By the end of Spring, students have experienced all choices of pathways available to them within performance/Component 2 (in preparation for Exam Work in Y10).
Summer 1	Mini version of Component 1 Exam Work (using one of the Set pieces studied in Y10 i.e. Wicked.)	<ul style="list-style-type: none"> Done entirely in a practical way. Written work is in the form of regular verbal feedback that students make a record of at the back of their exercise books (entitled: AfL from.....; they then include WWW/ EBI). 	<ul style="list-style-type: none"> General overview of actual Component 1 unit completed in Y10 & 11. This prepares them for the written work linked to Component 1 Exam Work.
Summer 2	Mini version of Component 3 Exam Work (external exam that students do in Y11). <ul style="list-style-type: none"> A Mock Exam Brief is issued and students explore resulting in a performance piece. 	GC for objective 1, 3 & 4 are looked at. <ul style="list-style-type: none"> Objective 1 is exploration of ideas (done formatively via teacher nudge book and student notes on AfL); Objective 3 is the actual performance. (Completed formatively but with a recording). Students complete Objective 4 - the evaluation. (Summative assessment using GC from Board) 	<ul style="list-style-type: none"> First introduction to the external examination element of the course (done between January – April of Y11). Revisits Devised Theatre Techniques explored at the end of Y8.

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Component 2. This is divided into 2 distinct sections: The Performers (or Production Designers’) Toolkit and Curtains Up!</p> <p>In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines:</p> <p>acting, dance, musical theatre. 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 performance or design elements of the work.</p>	<p>You are assessed in 3 key areas:</p> <p>A) your rehearsal workshops</p> <p>B) an on-going written portfolio evidencing what you have learnt, tracking your own progress and setting yourself SMART targets.</p> <p>C) through performances (2 key interim/ formative performances and 1 summative performance).</p> <p>A and B begin from the outset of the Component and carry on through until the end of the Component.</p> <p>C occurs at the end of the Component.</p>	<p>Progression to 6th Form/ College?</p> <p>Developing performance or design 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. This component will help you to progress to Level 3 qualifications in performing arts (A-Levels of BTECs), 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 in other areas such as media studies/ film/ production work/ theatre studies etc.</p> <p>Flashback to previous knowledge/ skills?</p> <ul style="list-style-type: none"> • Links to mock work done on Component 2 in Ks3 and Y9. • Will support Component 1 and 3 work.
Autumn 2	<p>Component 2 – Curtains Up! (Latter part of unit outlined above).</p>	<p>As above.</p>	<p>As above.</p>
Spring 1 – Summer 2	<p>January - Component 2 (The summative performance – part C of the evidence) @ The Rep Performance and deadline for Portfolio Work)</p> <p>February - Component 1 – All the World’s a Stage!</p> <p>To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles. By studying 3 Study Pieces, you will look at elements such as roles,</p>	<p>Component 1 – the emphasis for assessment is the written work. No practical exploration or performance is assessed in this unit. This is to allow you the opportunity to develop practical skills in areas not yet explored without the pressure of it impacting upon your overall grade.</p> <p>Examples of Study Pieces :</p> <ul style="list-style-type: none"> • Les Miserables (Musical Theatre) • Matthew Bourne’s Nutcracker (Dance) • The Crucible (Acting) • FAME, the Musical (Musical Theatre) • Young Men (Dance) • Blue Remembered Hills (Acting) 	<p>Progression to 6th Form/ College?</p> <p>You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 A- Level or BTEC qualifications. For example, there are many L3 qualifications that require you to study a practitioner in depth and to explore specific pieces of performance/ design work that they have created. This Component is a solid foundation for being able to access these courses with a greater understanding or what is expected.</p> <p>Flashback to previous Knowledge/ Skills?</p> <ul style="list-style-type: none"> • Y7-9 Musical Theatre Work

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<p>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.</p> <p>This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles.</p>	<ul style="list-style-type: none"> • Chicago (Musical Theatre and Dance) • The Tempest (Acting) 	<ul style="list-style-type: none"> • Y7-9 Acting Work • Y8-9 Production based work

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Mock Component 3 – external paper/ exam. In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design 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</p>	<p>As this is a mock of the actual ‘paper’ assessments done are formative. You are expected to make notes of AfL Feedback provided and the mock performance and written responses you will complete will be fed back by your teacher. You can then use this to spring-board you in January of Y11 when the actual paper is released.</p>	<p>Support for Progression?</p> <ul style="list-style-type: none"> By completing a mock it will ensure that you are in the best place to both access and complete the external paper that is released by Edexcel in the January of Y11. <p>Flashback to previous knowledge/ skills? Skills acquired through the 5 years are now brought together for this vocational style brief (just as Theatre Companies may be given when commissioned to do a performance).</p>
Autumn 2	<p>Mock Component 3 (continued)</p>	<p>As above.</p>	
Spring 1	<p>January – Official Component 3 Exam Paper released. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p>	<p>There are 4 key assessment areas: A) Responding to the Brief B) Developing Ideas and Skills C) The performance D) Evaluation of the Performance and it’s successes in relationship to the original brief set.</p> <p>A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours and be arranged in the period timetabled by the Exam Board (between January – April of Y11). For assessment, learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers. Learners will respond to the stimulus and create a workshop performance that communicates ideas and</p>	<ul style="list-style-type: none"> This component helps students to progress to Level 3 vocational or academic qualifications as well as enabling them to get a career view of how artists’ can be commissioned to create and present work.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
		creative intentions to a target audience as indicated by the exam brief.	
Spring 2	Week before Easter Holiday, Component 3 is concluded.	As above.	
Summer 1	Revision of any written work for Component 1 or 2 (as applicable) otherwise Course is complete.	N/A	
Summer 2	Course Completed.	N/A	

Key Stage 4 Examination Overview

Examination Board: Pearson/ Edexcel

Component 1 – 30% of the qualification: Learners will develop their understanding of the performing arts by examining practitioners’ work, and the processes used to create performance.

Component 2 30% of the qualification: Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: 40% of the qualification Learners will be given the opportunity to work as part of a theatrical group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus

What resources could I buy or borrow that will help my child?

[Revise BTEC Tech Award Performing Arts Revision Guide \(pearsonschoolsandfecolleges.co.uk\)](http://pearsonschoolsandfecolleges.co.uk)

Get a Revision Guide for the schools’ price (includes 25% discount) for the module titles listed above.

This book can also be purchased from Amazon but for a higher price.

What are the key websites or Apps that my child could use?

www.bbc.co.uk/bitesize - BBC Bitesize has an Edexcel section where pupils can select a variety of units for learning.

What can I do to encourage my child to take further interest in Performing Arts?

Join in with the Academy’s Drama Club; offer to participate or help out with the annual show at The Rep Theatre; partake in the whole school musical or musical theatre show (normally occurs once a year; do music, dance or drama classes outside of school; join the New Vic Youth Theatre.

What after school or other extracurricular activities are available in Performing Arts and when are they?

Annual show at The Rep Theatre – January of every year.

Lower School Drama Club – normally run at lunch times.

The Treble Makers – whole school vocal group.

Singing Lessons – various times offered during the school day.

@ KS3 there is a Drama Club that operates x1 lunchtime each week.

@ KS4, Monday and Wednesday lunchtimes, the Drama Studio is set aside for students to rehearse examination work.