

Performing Arts Curriculum Map

Year 1

	Term 1: Foundation of Theatre	Term 2: Thinking about Performance	Term 3: Shakespeare Schools Festival / Preparation for Performance	Term 4: The Art of Rehearsal	Term 5: Telling a Story	Therm 6: How to Move
Focus	Introduction to Theatre Exploring Genre of Theatre History, origin and creation of timeline	Stage Discipline and student inquiry into performance techniques	Performance Preparation for Shakespeare festival Stimulus: <i>A Midsummer Night's Dream</i>	Festival rehearsals Voice, body, movement and use of space Stimulus: <i>A Midsummer Night's Dream</i>	Role play and storytelling through inclusive ensemble drama practice Stimulus: Classic fairy tales	Movement - choreography and gait Stimulus: <i>Matilda</i>
Learning Objectives	Understand the historical development of theatre across cultures. Analyse how theatrical forms have evolved over time. Develop research and critical thinking skills through timeline creation.	Explore the various disciplines involved in theatre production. Practice core acting techniques: vocal projection, articulation, body language, and use of stage space. Develop foundational performance skills through exercises and activities.	Analyse dramatic text, including character development, plot structure, and themes. Collaborate effectively within an ensemble cast during rehearsals. Apply and refine performance skills learned in Term 1 for Shakespeare performance. Develop stage presence and audience engagement techniques.	Embed performance skills, including on-stage and off-stage, in preparation for final production.	Utilise role-playing exercises to explore character development and improvisation. Develop collaborative storytelling skills through ensemble drama practices. Integrate movement training (choreography and gait) into theatrical storytelling. Enhance communication and teamwork skills through group performance activities.	Analyse the elements of a musical (music, characters, themes) in preparation for performance. Apply performance skills for singing, acting, and movement specific to a chosen scene or song from "Matilda." Develop rehearsal and performance techniques for a showcase or school production. Foster self-confidence and stage presence for a live audience.

Year 2

	Term 1: Theatre and Genre	Term 2: Being on Stage	Term 3: Performing Arts Skills Workshops	Term 4: Thinking about Performing Arts	Term 5: Let's Improvise	Term 6: The Power of Movement
	Exploring Genre of Theatre through ensemble performance Attendance at professional production & Stage Discipline Appreciation	Stage discipline and appreciation Development of techniques Stimulus: <i>Blood Brothers</i>	Performance skill workshops Radio Play creation Stimulus: <i>Inspirational Learners</i>	Student Inquiry Exploration of Pantomime stock characters	Sense memory and improvisation Using the five senses to develop mastery of improvisation and characterisation	Creative movement and inclusive choreography Stimulus: <i>This is Me</i>

Learning Objectives	<p>Analyse a professional theatre production through critical observation.</p> <p>Identify and appreciate different theatrical elements (acting, directing, design, etc.)</p> <p>Reflect on the creative process and collaboration within professional theatre.</p> <p>Further develop stage discipline and professional conduct.</p>	<p>Participate in workshops to refine and expand existing performance skills.</p> <p>Explore new acting techniques specific to chosen genre (e.g., physical theatre for ensemble performance).</p> <p>Enhance collaboration and communication skills within an ensemble cast.</p>	<p>Analyse the structure and elements of a radio play. * Develop scriptwriting and storytelling skills for audio performance.</p> <p>Practise vocal techniques and sound effects for radio play production.</p> <p>Collaborate effectively in a recording environment.</p>	<p>Choose an area of performance arts for independent student inquiry (e.g., directing, costume design).</p> <p>Research and present findings on the chosen topic.</p> <p>Explore the history, characters, and conventions of pantomime.</p> <p>Develop performance skills relevant to pantomime (e.g., slapstick, comic timing).</p>	<p>Use sense memory techniques to build character development and improvisation skills.</p> <p>Explore how the five senses can inform character choices and physical expression.</p> <p>Develop spontaneity and adaptability within improvisational exercises.</p> <p>Deepen emotional connection and character portrayal through sense memory.</p>	<p>Explore creative movement techniques to enhance storytelling and character expression.</p> <p>Develop choreography that is inclusive and accessible to diverse abilities.</p> <p>Analyse the use of movement in the song "This is Me" from the musical "The Greatest Showman" (or similar).</p> <p>Incorporate movement into performance for a chosen scene or song.</p>

Year 3

	Term 1: Performing Arts skills workshops	Term 2: Mastery of performance skills	Term 3: Audition Techniques and script writing	Term 4: Phase 3 student devising and direction	Term 5: Rehearsal and Performance	Term 6: Peer-Directed Choreography and Critique
	<p>Physical theatre Verbatim Theatre Musical Theatre Mime Radio plays</p>	<p>Assessments and reflection</p> <p>Stimulus; <i>The 3 Witches, Macbeth</i></p>	<p>Planning for an audition</p> <p>Features of a script</p>	<p>Phase 3 student devising and direction</p> <p>Pantomime</p> <p>Stimulus: <i>Cinderella</i></p>	<p>Rehearsal of devised piece and whole phase performance</p> <p>Stimulus: <i>Cinderella</i></p>	<p>Peer directed choreography module</p> <p>Peer reflection and critique</p>
Learning Objectives	<p>Explore advanced performance techniques specific to different genres (physical theatre, verbatim theatre, musical theatre, mime, radio plays).</p> <p>Develop skills in movement, characterization, vocal delivery, and scriptwriting relevant to each genre.</p> <p>Gain a broader understanding of the artistic possibilities within</p>	<p>Refine and master existing performance skills through focused practice.</p> <p>Integrate learnings from previous years to achieve a high level of performance proficiency.</p> <p>Develop a strong performance portfolio showcasing mastered skills.</p>	<p>Learn and practise effective audition techniques for various performance contexts (theatre, film, etc.).</p> <p>Develop script writing skills for creating original performance pieces.</p> <p>Analyse and adapt existing scripts for performance purposes.</p>	<p>Collaborate in a student-led devising process to create an original pantomime piece.</p> <p>Explore the roles of director and deviser within a theatrical production.</p> <p>Apply scriptwriting and directing skills in a collaborative environment.</p>	<p>Rehearse and refine the student-devised pantomime piece.</p> <p>Develop teamwork and communication skills within a performance ensemble.</p> <p>Experience the full production process from concept to performance.</p>	<p>Learn basic choreography principles to create movement for a performance piece.</p> <p>Engage in peer-directed choreography, collaborating with classmates.</p> <p>Provide constructive feedback and critique on peers' performances.</p> <p>Reflect on the importance of collaboration, feedback, and</p>

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