Overviews 2020-21

**The overviews below are NOT prescriptive. Freedom to change topics for good reason is advised if topics that are a struggle to present or learners struggle with content. It would be useful however to keep the units in the same order for standardisation purposes –**

Year 7: All groups will be working on confidence and skills of what is needed to access all areas of performing arts. Year 7 need to be able to work effectively and understand the rules and safety measures within the performing arts setting. Student will be focusing on team building games and working as a collaboration. This leads onto creating simple pieces of work so learning can be assessed as the students settle into the topics within the subject. Term 1-learn skills about team work and working collaboratively. These skills are essential to be able to produce work effectively within this subject. Singing – year 7s will still have done some singing in primary school and should still have the confidence to do this, this is a skill that will be explored in the BTEC in musical theatre skills.

Year 8

In year 8 the students are working on developing skills learnt in year 7. Students get the opportunity to work on many types or performing art forms and explore other avenues in the performing art sector. They have to continue working on team work and they have to recall games using the prior knowledge they have been taught. They are often left to organise and run the starter game as a group and one student is left to lead an actor warm up to encourage leaderships skills. Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration, co-operation.)

Work in mixed groups of varying sizes developing the ability to make decisions as part of a group.

Understand how use of space, movement and voice communicate meaning and evaluate that use.

Show a developing ability to devise, improvise and create credible characters.

Structure a presentation with a clear beginning and end.

Understand that the process of drama has its own worth and that performance is not always part of the activity.

Reflect and respond to their own work and that of others, with an awareness of their own strengths and weaknesses.

The different topics that are taught reflect other subject within the school:

**English**- students need to understand how scripts work and punctuation and grammar is important when developing and reading scripts. Students will also need to use PEE (point evidence explanation) in their work when filling in logbooks and writing about different job types with in the performing arts industry.

**P4A –**Students can be quite exposed in performing arts with emotions. It is important that they are aware of the world around them and how we and others can perceive it. In performing arts we look at bullying, Soap Operas, family augments, gangs, giving bad news. These topics have scope for discussions and there is a lot of open conversations about home life and emotions towards certain topics.

**B&E-** in year8/9 students are expected to understand about different cultures and religions for part of the curriculum that I teach. I have ran the *Cultures* topic for the past 3 years during my time at Maplewell Hall Schoolwell and it has been a successful topic to teach. Students have to develop their own

**Maths-** in performing arts mathematical language is use quite frequently.During dance lessons I will often talk about parallel lines and crossing on the diagonal. Also I use in in terms of counting for example I may say you need to choreograph a pieces for 3 lots of 8 which is then translated into 24 counts.

**PE**- students need to learn about keeping their bodies healthy and understanding that it is important to warm up before physical activity.

Year 9:

In year 8 the students are working on developing skills learnt in year 7. Students get the opportunity to work on many types or performing art forms and explore other avenues in the performing art sector. They have to continue working on team work and they have to recall games using the prior knowledge they have been taught. They are often left to organise and run the starter game as a group and one student is left to lead an actor warm up to encourage leaderships skills. Understand and demonstrate the basic social and group skills necessary for meaningful drama to take place (listening, observation, concentration, co-operation.)

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Year 10 and 11: Level 1 BTEC Certificate in Performing Arts is what is delivered at Maplewell Hall School. Over the years this course has been running students have had the opportunity to partake in many different types of performance art and have performed shows to a respectful standard. The 13-credit Pearson BTEC Level 1 Certificate (QCF) extends the work-related focus from the Pearson BTEC Level 1 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector. The Pearson BTEC Level 1 Certificate (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content. For adult learners the Pearson BTEC Level 1 Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

### K5: n/a

The Eaves/Nurture group: A personalised curriculum has been designed to bridge the gaps these students may have from early years education and equip them with basic literacy skills, particularly reading and speaking and listening. The flexible approach takes into account the additional complex needs of students in this group.

# MAP:

MAP 1: This group will follow a curriculum broadly similar to the 7 curriculum, with an additional level of challenge and flexibility.

MAP 2 MAP 3: The MAP 2/3 curriculum will again broadly match the 8/9 curriculum, with additional flexibility. The lesson will focusing on higher-level skills and technical language.

MAP 4: N/A

P4A Objectives: Each unit of work has a linked ongoing P4A objective to ensure students can link their learning to the skills required for the world of work.

Numeracy Opportunities: All MTPs/SOL include explicit opportunities for numeracy.



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| **7** | **Games and getting to know the students** |
| **Topic** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| Introduction to performing arts -  | Singing skills– ( taiko drumming)  | Fairy tales – ‘ | Silent movies – ould be linked to poetry – knowledge focus on non fiction texts and techniques  | Improvisation –  | Dance using gesture  |
| **Assessment** | Group workCoping with wining and losing in games | Chorus workTimingProjection RhythmPace   | Characterisation Topic knowledge  | ExaggerationComedic timingGroup work  | Creativity  | Rhythm Special awareness  |
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Year 8

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| **Year 8** |
|  | Soap Opera Giving bad news | Wacky Soap | Greek Theatre  | Dance skills Jazz/Contemporary  | Panto rehearsal | Panto Performance  |
| **Assessment**  | Physical emotionCharacterisationDirector skills | CollaborationPostureRhythm | Group workTopic knowledge Clarity | CuesStage points | Recalling linesStage presents  | Facial expression Vocal expressionRule of 3  |
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Year 9

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| **Year 9** | Script writing  | Bullying Dance improvisation skills | Cultures | Masks | Advert project | Seven deadly sins |
| **Assessment**  | Characterisation Social realism  | Group workEffective naturalistic performance  | Chorus work | Technical skillRhythm Stage presents | Character development Comedic timing | Stage presentsLine delivery  |

10 BTEC Level 1 Certificate in Performing Arts Frist Year

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| **10A** |
| **Topic** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| Introduction to BTEC UNITSWorking on selected characters for performance  | UNITS:Acting skillsPerform to an audience  | UNITS:Acting skillsPerform to an audience | UNITS:Acting skillsPerform to an audience | UNITS:Acting skillsPerform to an audience | PERFORMANCE  |
| **Assessment** | Please see BTEC BREIF | Please see BTEC BREIF  | Please see BTEC BREIF |  Please see BTEC BREIF | Please see BTEC BREIF | Please see BTEC BREIF |

11 BTEC Level 1 Certificate in Performing Arts Second Year

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| **11A** |
| **Topic** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| Introduction to BTEC UNITS Working on selected characters for performance  |  UNITS:Introduction to performing ArtsMusical theatre skills | UNITS:Introduction to performing ArtsMusical theatre skills | UNITS:Introduction to performing ArtsMusical theatre skillsPlease see BTEC BREIF | Assessed performance UNITS:Introduction to performing ArtsMusical theatre skillsPlease see BTEC BREIF | School performance  |
| **Assessment** | Please see BTEC BREIF | Please see BTEC BREIF | Please see BTEC BREIF |