Performing Arts Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	KS3 spiral thematic topic	**Unit 1: Foundations of Performance** **Unit 2: Exploring Performance styles**		**Unit 3: Devising and Collaboration** **Unit 4: Responding to Text**		**Unit 5: Musical Performance** **Unit 6: Movement and Dance**	
	Topic	**Subject Overview:** This curriculum map combines the National Curriculum for Drama, Music, and Dance, delivered once a week, to equip students with the foundational skills required for the NCFE Technical Award in Performance Skills. **Unit 1: The Foundations of Performance** **Topic:** Building core performance skills through exploring space, voice, and body.	**Unit 2: Exploring Performance Styles** **Topic:** Investigating different performance styles (e.g., physical theatre, mime, musical theatre).	**Unit 3: Devising and Collaboration** Developing collaborative devising skills and exploring the process of creating original performance.	**Unit 4: Responding to Text** Applying performance skills to interpret and communicate dramatic text.	**Unit 5: Musical Performance** Developing vocal and instrumental skills for performance.	**Unit 6: Movement and Dance** Exploring the fundamentals of movement and dance techniques.
	Topic vocabulary	Performance, Space, Voice,	Genre, Physical Theatre, Mime,	Devise, Collaboration,	Characterisation, Script, Monologue,	Rhythm, Pitch, Harmony, Timbre	Locomotion, Levels, Choreography,

Performing Arts Curriculum Map

		Body	Musical Theatre	Improvisation, Stimulus	Dialogue		Expression
	Disciplinary literacy link	Analyzing performance scripts and reviews, writing performance notes, creating movement descriptions.	Analyzing performance scripts and reviews focusing on style, writing critical reviews of different styles.	Scriptwriting basics, brainstorming ideas, developing performance notes, peer evaluation.	Script analysis, character interpretation, script adaptation, performance notes.	Musical notation reading, simple melody composition, performance critique writing.	Movement notation basics, dance terminology research, performance critique writing.
	SMSC/International dimension link to build cultural capital	Develops teamwork, communication, confidence, and cultural appreciation through performance practices.	Develops an understanding of diverse performance traditions, fostering cultural appreciation.	Develops teamwork, communication, problem-solving skills, and empathy through collaborative creation.	Develops empathy, communication skills, and critical thinking through textual analysis and performance.	Enhances self-expression, teamwork, and cultural appreciation through music creation and performance.	Develops coordination, body awareness, spatial awareness, and cultural appreciation for different dance forms.
	Horizon Skills (Link to careers)	Performing Arts (actor, dancer, musician), Event management, Teaching, Arts administration.	Performing Arts (actor, dancer, musician), Directing, Stage management, Theatre criticism.	Performing Arts (actor, dancer, musician), Directing, Playwriting, Dramaturgy.	Performing Arts (actor, director), Teaching, Literature, Scriptwriting.	Performing Arts (musician, singer), Music production, Music education, Music therapy.	Performing Arts (dancer, choreographer), Dance education, Dance therapy, Fitness instruction.
	Knowledge and skills	**D:** Define key performance terms (space, voice, body). (D) **I:** Identify different uses of space on stage. (I) **E:** Explain the importance of vocal projection and clarity. (E)	**D:** Define different performance genres (physical theatre, mime, musical theatre). (D) **I:** Identify key features of each performance style. (I) **E:** Explain the historical context of	**D:** Define the concept of "devising" and its role in performance creation. (D) **I:** Identify different collaborative working methods. (I) **E:** Explain the	**D:** Define key dramatic terms (character, script, monologue, dialogue). (D) **I:** Identify different dramatic elements within a script (e.g., stage directions, character relationships, plot	**D:** Define key musical elements (rhythm, pitch, harmony, timbre). (D) **I:** Identify different musical styles and genres. (I) **E:** Explain the basic principles of musical notation.	**D:** Define key movement terms (locomotion, levels, choreography, expression). (D) **I:** Identify different elements of dance technique (e.g., jumps, turns). (I) **E:** Explain the role of choreography in

Performing Arts Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		An: Analyze how body language affects character portrayal. (An) **Cr:** Create a short performance using movement, voice, and space. (Cr)	a chosen performance style. (E) **An:** Analyze the use of movement, voice, and space in different styles. (An) **Cr:** Create a short performance inspired by a chosen style. (Cr)	importance of improvisation in devising. (E) **An:** Analyze how a stimulus can be used to generate performance ideas. (An) **Cr:** Collaboratively devise a short performance based on a stimulus. (Cr)	points). (I) **E:** Explain the process of character development and analysis. (E) **An:** Analyze the use of language and dramatic techniques to convey meaning and emotion. (An) **Cr:** Deliver a prepared monologue or dialogue excerpt with clear vocal expression, character embodiment, and stage presence. (Cr)	(E) **An:** Analyze the use of rhythm, pitch, and harmony in music. (An) **Cr:** Learn a short musical piece (vocally or instrumentally) to perform individually or in a group. (Cr)	dance performance. (E) **An:** Analyze how movement can be used to express emotions and ideas. (An) **Cr:** Learn a short dance sequence and perform it individually or in a group. (Cr)
	Assessment	**Knowledge Exit Tickets or Writing Bursts:** Short, formative assessments to gauge understanding of specific concepts within a unit. **Cumulative Assessments:** Projects or performances that assess overall learning in a unit.	**Exit Ticket:** Explain the difference between physical theatre and mime. (E) **Cumulative Assessment:** Group performance showcasing a chosen style. (Cr)	**Exit Ticket:** Explain the difference between devising and scripted performance. (E) **Cumulative Assessment:** Devised performance created collaboratively. (Cr)	**Exit Ticket:** Define the difference between monologue and dialogue. (D) **Cumulative Assessment:** Performance of a prepared monologue or dialogue excerpt. (Cr)	**Exit Ticket:** Explain the difference between rhythm and pitch. (E) **Cumulative Assessment:** Individual or group musical performance. (Cr)	**Exit Ticket:** Explain the difference between locomotion and expression in movement. (E) **Cumulative Assessment:** Individual or group dance performance. (Cr)
Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Performing Arts Curriculum Map

Group								
Y8	KS3 spiral thematic topic	**Unit 7: Performance and Technical Aspects** **Unit 8: Performance Analysis and Evaluation**		**Unit 9: Performance History and Context** **Unit 10: Preparing for the NCFE Technical Award****		**Unit 11: Collaborative Devising for a Summer Performance** **Unit 12: Rehearsal, Performance, and Reflection**		
	Topic	**Unit 7: Performance and Technical Aspects** Understanding the technical aspects of performance production.	**Unit 8: Performance Analysis and Evaluation** Developing critical thinking skills through performance analysis and evaluation.	**Unit 9: Performance History and Context** Exploring the history and cultural context of performance traditions.	**Unit 10: Preparing for the NCFE Technical Award**** Developing skills and knowledge to prepare for the NCFE Technical Award in Performance Skills.	**Unit 11: Collaborative Devising for a Summer Performance** Building on Unit 3's devising skills to collaboratively create a performance for the summer term.	**Unit 12: Rehearsal, Performance, and Reflection** Refining the summer performance through rehearsal, technical aspects, and self-evaluation.	
	Topic vocabulary	Lighting, Sound, Set Design, Costume Design	Critique, Audience, Interpretation, Feedback	Theatre History, Performance Genre, Cultural Context, Social Commentary	NCFE Award, Performance Skills, Portfolio, Exam Preparation	Collaboration, Theme, Rehearsal Process, Performance Development	Rehearsal Techniques, Staging, Technical Elements, Performance Evaluation	
	Disciplinary literacy link	Researching different technical roles in theatre, analyzing the impact of technical elements on performance.	Analyzing performance scripts and reviews, writing critical reviews of live performances	Researching historical performance styles and practitioners, analyzing the role of performance in society.	Refining performance skills across drama, music, and dance, creating performance portfolios.	Scriptwriting, improvisation, directing techniques, stage management basics.	Script analysis (if applicable), technical theatre considerations (lighting, sound, set), performance review writing.	
	SMSC/International dimension link to build cultural capital	Develops teamwork, collaboration, and appreciation for the diverse roles within theatre	Enhances critical thinking, communication skills, and appreciation for diverse performance	Develops cultural awareness, historical understanding, and appreciation for the evolution of	Builds confidence, self-discipline, and resilience through focused preparation for the award**.**	Develops teamwork, communication, problem-solving skills, and creative expression	Develops teamwork, discipline, self-reflection, and resilience through focused rehearsal	

		production.	styles.	performance practices.		through collaborative creation.	and performance.
	Horizon Skills (Link to careers)	Performing Arts (technical crew - lighting, sound, set, costume), Stage management, Event production, Theatre administration.	Performing Arts (critic, reviewer), Theatre administration, Arts journalism, Education.	Performing Arts (actor, director, historian), Theatre administration, Arts education, Museum curation.	Performing Arts (all disciplines), Further education in performance arts, Teaching, Arts administration.	Performing Arts (actor, director, playwright, stage manager), Arts administration, Event production, Creative industries.	Performing Arts (all disciplines), Stage management, Arts administration, Event production.
	Knowledge and skills	**D:** Define key technical theatre terms (lighting, sound, set design, costume design). (D) **I:** Identify the functions of different technical roles in theatre. (I) **E:** Explain how sound and lighting design can create atmosphere. (E) **An:** Analyze the impact of set and costume design on character portrayal and storytelling. (An) **Cr:** Collaboratively design a basic set or costume for a	**D:** Define key terms related to performance analysis (critique, audience, interpretation, feedback). (D) **I:** Identify different elements to consider when analyzing a performance (acting, directing, design). (I) **E:** Explain the purpose and structure of a performance review. (E) **An:** Analyze the effectiveness of different performance choices made by actors, directors, and designers. (An) **Cr:** Write a short, constructive review	**D:** Define key terms related to performance history and context (theatre history, performance genre, cultural context, social commentary). (D) **I:** Identify different historical periods and performance styles (e.g., Greek Theatre, Elizabethan Theatre). (I) **E:** Explain how historical and cultural contexts influence performance styles. (E) **An:** Analyze how performance can reflect and comment on social	**D:** Define the NCFE Technical Award in Performance Skills and its requirements. (D) **I:** Identify the key performance skills assessed in the NCFE award. (I) **E:** Explain strategies for effective practice and self-evaluation. (E) **An:** Analyze individual strengths and weaknesses in performance skills. (An) **Cr:** Develop a performance portfolio showcasing different performance skills mastered throughout the course. (Cr)	**D:** Define the key stages of a collaborative performance development process. (D) **I:** Identify different collaborative roles within a performance creation (writer, director, actor, stage manager). (I) **E:** Explain the importance of clear communication and feedback within a creative team. (E) **An:** Analyze the effectiveness of different devising techniques in generating	**D:** Define key rehearsal techniques and their purpose. (D) **I:** Identify the roles and responsibilities involved in staging a performance (actors, director, stage manager, technicians). (I) **E:** Explain the importance of technical elements in creating a polished performance. (E) **An:** Analyze strengths and weaknesses of the devised performance after rehearsals. (An) **Cr:** Participate effectively in the rehearsal process, incorporating technical elements, and deliver a polished

		chosen performance. (Cr	of a live performance or a recorded performance clip. (Cr)	issues. (An) **Cr:** Create a presentation exploring a chosen historical performance style and its cultural context. (Cr)		performance ideas. (An) **Cr:** Collaboratively devise and develop a performance piece for the summer term, taking on specific roles within the team. (Cr)	performance in the summer term. (Cr)
	Assessment	**Exit Ticket:** Explain the difference between the roles of a lighting designer and a sound designer. (E) **Cumulative Assessment:** Presentation on a chosen technical theatre role, showcasing research and understanding. (Cr)	**Exit Ticket:** Explain the difference between critique and feedback. (E) **Cumulative Assessment:** Written review of a live or recorded performance. (Cr)	**Exit Ticket:** Explain the difference between cultural context and social commentary in performance. (E) **Cumulative Assessment:** Presentation on a chosen historical performance style and its context. (Cr)	**Exit Ticket:** Explain the purpose of a performance portfolio. (E) **Cumulative Assessment:** Partial performance portfolio in practice for the NCFE Technical Award. (Cr)	**Exit Ticket:** Explain the difference between the roles of a director and a stage manager. (E) **Cumulative Assessment:** Progress reports and presentations documenting the collaborative development process. (Cr)	**Exit Ticket:** Explain the difference between a blocking rehearsal and a run-through. (E) **Cumulative Assessment:** Final summer performance and self-reflection writing task, evaluating the learning experience. (Cr)