Hodgson Academy
Performing Arts
KS4 Curriculum Overview

Performing Arts: Key Stage 4 Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	HT3	HT4	HT5	HT6
Year 10	**Developing Skills in their Chosen Performance Area** Topic description- Students will have chosen their performance area for component 2. They will focus on developing specific techniques for either dance, acting or musical theatre. As a small group in their chosen discipline area, they will learn piece 1 of professional repertoire of at least 2 minutes duration. Key Knowledge/Key skills Practice, repetition, and recall. Learners will develop their personal management skills such as time management, punctuality, being organised with equipment. They will aim to develop self-discipline, confidence, and expression. They will aim to demonstrate good stage presence and confidence in the performance of both skills exercises and their performance of professional repertoire. Key Assessments Performance of both skills' development exercises 1 and professional repertoire performance 1. All practical assessment work will be videoed as evidence. Written work- skills audit, warm up log and evaluation. Key Activities Dancers- Styles including contemporary, jazz, street, and Bollywood. Development of skills including- balance, co-ordination, strength, stamina, posture, alignment, musicality, flexibility, facial expression, spatial awareness, and energy. Acting- Style including naturalism, physical theatre, or epic theatre. Development of skills including- accents, facial expression, posture, status, gestures, tone of voice, characterisation, and projection, remembering lines, spatial awareness, articulation, and stage presence. Musical Theatre- Styles including book musical, jukebox musical, rock musical. Development of skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm, tone, tune, breath control, characterisation, and expression.	**Exploring the Performing Arts Preparation** Topic description-Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create the performance. This half term they will focus on piece 1 and 2 of professional repertoire from either dance, musical theatre or acting. Key Knowledge/Key skills Appreciation during watching recording of live examples of the performances. Note taking during watch the clips. Discussions based on creative intentions, purposes and both performance and non-performance roles. The ability to analyse the repertoire in detail and to make comparisons between stylistic qualities. To consider how the practitioners contribute to the process. Learners must write this up in detailed in a power-point presentation. Commitment to participate in workshops and rehearsal of performance material relating to the professional pieces and their creation. Key Assessments- Students will hand in a written power-point presentation including details on the sections listed below. Participation in workshop based on the piece 1 from their chosen performance discipline, which will be videoed as evidence. Key Activities Learner will undertake written and some practical tasks focusing on 1. Creative intentions- theme, issues, response to stimulus, style/genre, contextual influences, collaboration with other practitioners, influences. 2. Purposes- to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate.	**Component 2 Developing Skills and Techniques in Performing Arts Assessment** Topic description- Students will work on their chosen performance area for component 2. They will focus on developing specific techniques for either dance, acting or musical theatre. As a small group in their chosen discipline area, they will learn a piece of professional repertoire that link to the exam brief from Pearson's. Key Knowledge/Key skills Practice, repetition, and recall. Learners will develop their personal management skills such as time management, punctuality, being organised with equipment. They will aim to develop self-discipline, confidence, and expression. They will aim to demonstrate good stage presence and confidence in the performance of both skills exercises and their performance of professional repertoire. Key Assessments Performance of both skills' development exercises 1, 2, and their professional repertoire performance. All practical assessment work will be videoed as evidence for component 2 Task 1. Written evidence- initial skills audit, SMART targets, and skills development logs 1, 2, and evaluation on their professional piece 1. Key Activities Dancers- Development of skills including- balance, co-ordination, strength, stamina, posture, alignment, musicality, flexibility, facial expression, spatial awareness and energy. Acting- Development of skills including- accents, facial expression, posture, status, gestures, tone of voice, characterisation, and projection, remembering lines, spatial awareness, articulation and stage presence. Musical Theatre- Development of skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm,	**Component 2 Developing Skills and Techniques in Performing Arts Assessment** Topic description-Students will work on learning their chosen performances for their Component 2 assessment focusing on musical theatre, dance or acting. The pieces will be a minimum of 2 minutes and must be professional repertoire. Key Knowledge/Key skills Practice, repetition, and recall. Learners will develop their personal management skills such as time management, punctuality, being organised with equipment. They will aim to develop self-discipline, confidence, and expression. They will aim to demonstrate good stage presence and confidence in the performance of both skills exercises and their performance of professional repertoire. Key Assessments-Videos of skills development tasks 3 and then 2 milestone ones of their piece in progress. Written work- reflection on SMART targets and new target setting. Behaviour and attitude- co-operation, punctuality, commitment, being prepared, respectful and reliable. Key Activities 1. Sessions will focus on learning and reproduction of the professional pieces- learning dialogue, songs or movement, learning blocking and stage directions and learning choreography. 2. Responding to direction- health and safety, preparation- warm up and cool down, positive response to instructions and feedback and applying feedback and corrections. 3. Reviewing and recording development of skills and performance pieces.	**Component 2 Assessment** Topic description- Students will apply their skills in both final rehearsals and performance in front of an audience. They will stage their performance in the hall on the proscenium arch stage. Students are to complete their final reviews of their own development and performance. They will complete any gap filling on their Task 1 written evidence to ensure they are complete, and students review their strengths and identify future targets. Key Knowledge/Key skills Application of skills and techniques during rehearsals- physical, vocal, musicality, interpretive, stylistic, interaction with their group and in performance. Application of skills in performance- physical, vocal, and musical skills appropriate to the performance of existing repertoire. Interpretive skills- expression, character, mood, and atmosphere. Application of stylistic characteristics particular to the style of the piece. Communication of meaning. Key Assessments-Video of milestone rehearsals, technical/dress rehearsal. Written work- Evaluation based on the rehearsal and progress made and development of skills. Reflection on their final performance. Key Activities Practical rehearsals- 1.Commitment and enthusiasm in rehearsals- teacher observations. 2. Rehearsals and preparations- off script/ no lyrics. **3.** Reflective log diaries based on workshops. **4.** Video of milestone rehearsals. 5. Self and peer assessment tasks. **6.** Shaping and polishing the performance, video evidence. **7.** All students must be well-rehearsed	**Performing to a Brief Preparation** Topic description Understanding how to respond to a brief- Choreography/devising. Learner will carry out exploration tasks in response to different given stimuli. Students will be creating/ devising pieces in groups. They will be developing understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material. Key Knowledge/Key skills- Vocal, physical, and interpretative skills. Students will aim to demonstrate and sustain in their performance, energy, focus, commitment, and concentration. Team working skills will be essential and reflective skills all in preparation for comp 3. Key Assessments Assessment of student's contributions of ideas during rehearsals. Informal performances in front of their peers of their pieces created during lesson time. Written reflection on the process and outcomes. Key Activities 1. Developing ideas through planning and discussions- target audience, resources, style, theme, props, structure, intentions, and teamwork. 2. Selecting and developing skills for performance- individual and group's skills, style and genre, influence from practitioners, suitable skills for target audience. 3. Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance. 4. Evaluation the process and outcome- how well the performance matched the brief, individual and group contributions, reflection on individual and group skills,

		3. Develop their appreciation and understanding of performance roles in relation to the profession piece-actor, dancers, and singer. 4. Develop their appreciation of non-performance roles in relation to the professional piece-choreographer, director, producer, writer, costume designer, set and lighting designer or technician etc. 5. Skills required by all the different production roles.	tone, tune, breath control, characterisation, and expression.		and confident, performance complete. Rehearsal on the stage in the running order. 8. Final performance in the hall in from of a live audience. Learners must write logs and complete skills audits to track and reflect on progress, including: 1. Review their physical, vocal, musical, and interpretive skills. 2. Respond to feedback from teachers and peers. 3. Identify Strengths and areas for developments. 4. Create actions and SMART targets for improvement. 5. Reference to professional working practices. 6. Use subject specific vocabulary appropriate to the discipline/style of performance.	strengths, areas for improvements and overall impact.

Year 11

Component 1 Exploring the Performing Arts

Exam release and start controlled assessment work

Topic description-Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create the performance. This half term they will focus on a piece of professional repertoire that is suitable to match the theme given by the exam board.

Key Knowledge/Key skills

Appreciation during watching recording of live examples of the performances. Note taking during watch the clips. Discussions based on creative intentions, purposes and both performance and non-performance roles. The ability to analyse the repertoire in detail and to make comparisons between stylistic qualities. To consider how the practitioners contribute to the process. Learners must write this up in detailed in a presentation.

Commitment to participate in workshops and rehearsal of performance material relating to the professional pieces and their creation.

Key Assessments- Students will hand in a written presentation including details on the sections listed below. Participation in workshop based on the piece from their chosen performance discipline, which will be videoed as evidence.

Key Activities

Learner will undertake written and some practical tasks-

1. Creative intentions- theme, issues, response to stimulus, style/genre, contextual influences, collaboration with other practitioners, influences.

2. Purposes- to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate.

3. Develop their appreciation and understanding of performance roles in relation to the profession piece-actor, dancers, and singer.

Component 1 Exploring the Performing Arts-Controlled exam (Interrelationships between constituent features)

Topic description -Students will explore the interrelationships between constituent features of existing performance material.

Key Knowledge/Key Skills-Learners should explore the creative methods of the piece theoretically, taking notes during the process. Learners must draw written conclusion about the processes, techniques, approaches, and interrelationships.

Key Assessment- Students will be assessed on a written report as well as their PowerPoint slides. All work must be in their own words and any sources used must be listed in a bibliography.

Key Activities

Learner will explore both: -

Processes- stimulus, developing material, discussion, teaching material, organising, and running of rehearsals, refining and improving material.

Techniques- rehearsals, production, technical/dress rehearsals, performances, and post-performance review.

Component 3 Performing to a Brief

Exam release and start controlled assessment preparation

Topic description Understanding how to respond to their set exam brief 2025 by Pearson's- Choreography/devising.
Learner will carry out exploration tasks in response to different stimuli. Students will be creating/ devising pieces in groups. They will be developing an understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material. Students will undertake an ideas log, skills log, performance, and evaluation log.

Key Knowledge/Key skills- Vocal, physical, and interpretative skills. Students will aim to demonstrate and sustain in their performance, energy, focus, commitment, and concentration. Team working skills will be essential and written reflective skills in preparation for the log activities 1, 2 and 4.

Key Assessments Assessment of student's contributions of ideas during rehearsals. Informal performances in front of their peers of their pieces created during lesson time. Written reflection on the process and outcomes.

Key Activities-

Students will undertake the following tasks:
1. Developing ideas through planning and discussions- target audience, resources, style, theme, props, structure, intentions, and teamwork.
2. Selecting and developing skills for performance- individual and group's skills, style and genre, influence from practitioners, suitable skills for target audience.

Students will prepare for their controlled activity logs and their workshop performance.

3. Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance.

4. Evaluation the process and outcome-how well the performance matched the brief,

Component 3 Performing to a Brief

Practical Exam and written controlled exams.

Topic description-Students will carry out their performing to a brief assessment evidence

Activity 1- Ideas Log

Activity 2- Skills Log

Activity 3- Group workshop performance

Activity 4- Evaluation Report

Key Knowledge/Key skills- Vocal, physical, and interpretative skills. Students will aim to demonstrate and sustain in their performance, energy, focus, commitment, and concentration. Team working skills will be essential and written reflective skills in preparation for the log activities 1, 2 and 4.

Key Assessment

Activity 1- Ideas Log

Activity 2- Skills Log

Activity 3- Group workshop performance

Activity 4- Evaluation Report

All activities will be under supervised/controlled conditions. The written elements each take place under supervised conditions in a computer room and the group workshop performance is in front of a live audience.

Key Activities

1. Reflection on both ideas and skills that have been developed throughout the rehearsal period. Focusing on both individual and group contributions.

2. Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance.

3. Evaluation the process and outcome-how well the performance matched the brief, individual and group contributions, reflection on individual and group skills, strengths, areas for improvements and overall impact.

	4. Develop their appreciation of non-performance roles in relation to the professional piece-choreographer, director, producer, writer, costume designer, set and lighting designer or technician etc. 5. Skills required by all the different production roles.		individual and group contributions, reflection on individual and group skills, strengths, areas for improvements and overall impact.			