

**Curriculum Progression (Intent)**

**Long Term Intent Performing Arts**

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in different styles of theatre, practitioners, key plays and texts.
- Increase confidence with performance work, group work and verbal skills.
- Evaluate and analyse creative works using the language of rehearsing and performing.
- To inspire and empower pupils to take next steps in Drama education beyond Unsworth Academy.

	Knowledge and Understanding	Skills
Year 11	<p>Knowledge of 8 performance styles – musical, physical, epic, total, forum, natural, stylised and verbatim.</p> <p>Gaining an insight into influences such as Evan Placey and Mark Wheeler.</p> <p>Good knowledge and understanding of devising and reflection on performances with peer and self assessment and evaluation of skill levels using audits.</p> <p>Exploring one text and creating a full performance centred around the characters, organising rehearsal time, creating schedules, researching roles and knowing their strengths.</p> <p>Consolidation of knowledge and understanding of rehearsal and performance skills by rehearsal logs and technical and dress run throughs replicating a professional theatre company.</p> <p>Secure and confident in their ability to show full character development over a full term working as the same character with traits, mannerisms and vocal skills to show progression for assessment ready for their first audience led performance.</p>	<ul style="list-style-type: none"> <li>· Absurdism</li> <li>· Classical</li> <li>· Comedy</li> <li>· Forum Theatre</li> <li>· Melodrama</li> <li>· Naturalism</li> <li>· Symbolism</li> <li>· Theatre of Cruelty</li> <li>· Verbatim</li> <li>· Breath Control</li> <li>· Projection</li> <li>· Articulation</li> <li>· Tone</li> <li>· Volume</li> <li>· Pitch</li> <li>· Posture</li> <li>· Movement Memory</li> <li>· Gestures</li> <li>· Facial Expressions</li> <li>· Body Language</li> <li>· Spatial Awareness</li> <li>· Proxemics</li> <li>· Focus</li> <li>· Lighting</li> <li>· Sound</li> <li>· Staging</li> <li>· Props</li> <li>· Costume</li> </ul>
Year 10	<p>Knowledge of 3 main performance styles – musical theatre, physical theatre and epic theatre.</p> <p>Gaining an insight into influences such as Frantic Assembly, Berkoff and off balance.</p> <p>Good knowledge and understanding of roles, responsibilities of actors, directors, technical members (sound, lighting, designer etc), singers and dancers.</p> <p>Exploring different styles of texts, scripts and articles to devise a performance from. Using</p>	<ul style="list-style-type: none"> <li>· Rehearsing</li> <li>· Performing</li> <li>· Creating performance material</li> <li>· Devising</li> <li>· Choreographing</li> <li>· Directing</li> <li>· Writing</li> <li>· Refining Performance Material</li> <li>· Managing self and others</li> <li>· Choreographer</li> <li>· Director</li> <li>· Writer</li> <li>· Designer</li> </ul>

	<p>page to stage techniques for Curious Incident, rehearsal techniques for Blood Brothers and devising techniques for Teechers.</p> <p>Consolidation of knowledge and understanding of rehearsal and performance skills expanding their repertoire by reproducing classic examples.</p> <p>Secure and confident in their ability to show full character development over a half term working as the same character with traits, mannerisms and vocal skills to show progression for assessment.</p>	
Year 9	<p>Knowledge of various acting styles – including physical theatre, verbatim, naturalism, stylised theatre, epic theatre and musical theatre.</p> <p>Consolidation of knowledge and understanding of rehearsal and performance skills.</p> <p>Growing knowledge and confidence with devising work, practitioner understanding of Bertolt Brecht, John Godber and Steven Sondheim.</p> <p>Ability to show character development over a half term working as the same character with traits, mannerisms and vocal skills to show progression.</p>	<p>Characterisation</p> <p>Devising work</p> <p>Using a stimulus</p> <p>Research and context</p> <p>Pace and pause</p> <p>Essence machine</p> <p>Script conventions</p> <p>Voice collage</p> <p>Tone</p> <p>Breaking the 4<sup>th</sup> wall</p> <p>Multi rolling</p> <p>Comedy</p>
Year 8	<p>Basic but solid knowledge and understanding of the 4 main acting styles – physical theatre, musical theatre, stylised theatre and naturalistic theatre.</p> <p>Knowledge of various playwrights and their intentions – Willy Russell, Henry James Byron and Mark Wheeler.</p> <p>Knowledge of context and time periods through plays such as Our day Out, Cinderella, The Greatest Showman.</p>	<p>Stage combat</p> <p>Body as a prop</p> <p>Theatre in the round</p> <p>Thrust theatre</p> <p>Arena theatre</p> <p>Traverse theatre</p> <p>Tension and suspense</p> <p>Gothic Horror</p> <p>Accent</p> <p>Context</p> <p>Essence machine</p>
Year 7	<p>Introductory knowledge and understanding of the basic acting styles – physical theatre and musical theatre.</p> <p>Knowledge of various plays and scripts – Bugsy Malone, The Lion King, Charlie and the Chocolate factory and Harry Potter and the Cursed Child.</p>	<p>Team work</p> <p>Confidence</p> <p>Sustaining a character</p> <p>Mime and movement</p> <p>Props</p> <p>Choral speech</p> <p>Unison</p> <p>Canon</p>

