



Curriculum Map 2026/2027

Subject: Performing Arts

Year: 7

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pathway 1	Pantomime season Basic drama technique – What is expected. Ensemble introduction.	Pantomime season Basic drama technique – What is expected. Ensemble introduction. Basic script analysis.	From page to stage (TBA) During this term students will develop a book, a short story or poem into a mini piece of theatre. During this term students are	From page to stage (TBA) During this term students will develop a book, a short story or poem into a mini piece of theatre. During this term students are	Musicals – Arts at the Derngate. During this term students have the opportunity to perform a 10-minute musical theatre piece at the Derngate Theatre.	Musicals – Arts at the Derngate. During this term students have the opportunity to perform a 10-minute musical theatre piece at the Derngate Theatre.

	Basic script analysis. Throughout the term the student is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	Throughout the term the student is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	presented with a wide range of short stories and are expected take part in discussions centered on themes, ideas, outcomes. Students are encouraged to develop one short story into a piece of live theatre to be present to an invited audience at the end of term 4.	presented with a wide range of short stories and are expected take part in discussions centered on themes, ideas, outcomes. Students are encouraged to develop one short story into a piece of live theatre to be present to an invited audience at the end of term 4.		
Pathway 2	Pantomime season Basic drama technique – What is expected. Ensemble introduction.	Pantomime season Basic drama technique – What is expected. Ensemble introduction. Basic script analysis.	Shakespeare skills Building on ensemble techniques. During this term students are introduced to a classical play, they work towards	Shakespeare skills Building on ensemble techniques. During this term students are introduced to a classical play, they	Page to stage Devising a short story turning it into a drama – decided annually. Students are introduced to a modern short, they	Page to stage Devising a short story turning it into a drama – decided annually. Students are introduced to a modern short, they

	Basic script analysis. Throughout the term the student is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	Throughout the term the student is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	extracting specific details / ideas and themes of the play. Students then develop and devise their own section of the play to be present to a live audience at the end of term 4.	work towards extracting specific details / ideas and themes of the play. Students then develop and devise their own section of the play to be present to a live audience at the end of term 4.	work towards extracting specific details / ideas and themes of the play. Students then develop and devise their own section of the play to be present to a live audience at the end of term 4.	work towards extracting specific details / ideas and themes of the play. Student then develop and devise their own section of the play to be present to a live audience at the end of term 4.
Pathway 3	Pantomime season Basic drama technique – What is expected. Ensemble introduction. Basic script analysis.	Pantomime season Basic drama technique – What is expected. Ensemble introduction. Basic script analysis.	Shakespeare skills Building on ensemble techniques. During this term students are introduced to a classical play, they work towards extracting specific	Shakespeare skills Building on ensemble techniques. During this term students are introduced to a classical play, they work towards	Page to stage Devising a short story turning it into a drama – decided annually. Students are introduced to a modern short, they work towards	Page to stage Devising a short story turning it into a drama – decided annually. Students are introduced to a modern short, they work towards

	Throughout the term the student is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	Throughout the term, the student's is introduced to new drama techniques that challenge the actor in various ways. These techniques are used in mini scenarios, adapted to suit ability and used to devise original pieces of theatre.	details / ideas and themes of the play. Student's then develop and devise their own section of the play to be present to a live audience at the end of term 4.	extracting specific details / ideas and themes of the play. Student then develop and devise their own section of the play to be present to a live audience at the end of term 4.	extracting specific details / ideas and themes of the play. Student then develop and devise their own section of the play to be present to a live audience at the end of term 4.	extracting specific details / ideas and themes of the play. Student then develop and devise their own section of the play to be present to a live audience at the end of term 4.
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Curriculum Map 2026/2027

Subject: Performing Arts

Year: 8

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pathway 1	Pantomime season Basic drama technique including Choral Speak Improvisations Narration	Pantomime season Basic drama techniques – including Choral Speak Improvisations Narration	From page to stage (TBA) During this term Studentss will develop a book, a short story or a poem into a mini piece of theatre. – Techniques include	From page to stage (TBA) During this term Studentss will develop a book, a short story or poem into a mini piece of	Musicals – Arts at the Derngate Students work on wide range of Musicals. The most current, achievable musical is then adapted for a 10-	Musicals – Arts at the Derngate Students work on wide range of Musicals. The most current, achievable musical is then

	Tableau. Studentss are directed in a wide variety of mini scenes linked to Pantomime stories. The lessons are geared towards a final Pantomime production at the end of term 2.	Tableau. Studentss are directed in a wide variety of mini scenes linked to Pantomime stories. The lessons are geared towards a final Pantomime production at the end of term 2	Split screen Flashback Studentss work on understanding the process of reading a piece of text and adapting it for theatre. How do we do it.	theatre. Techniques include Split screen Flashback Studentss work on understanding the process of reading a piece of text and adapting it for theatre. How do we do it.	minute presentation at the Derngate Theatre.	adapted for a 10-minute presentation at the Derngate Theatre.
Pathway 2	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u>. Studentss are introduced to set drama techniques including Choral Speak	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u>. Studentss are introduced to set drama techniques including Choral Speak Improvisations	Shakespeare skills Building on the ensemble techniques. Techniques include Choral Speak Improvisations Narration Tableau. Telephone conversations' Split screen Flashback	Shakespeare skills Building on the ensemble techniques Techniques include : Choral Speak Improvisations Narration Tableau Telephone conversations	Page to stage Devising a short story into a drama – decided annually. Techniques include: Choral Speak Improvisations Narration Tableau Telephone conversations	Page to stage Devising a short story into a drama – decided annually. Techniques include: Choral Speak Improvisations Narration Tableau

	Improvisations Narration Tableau Telephone conversations' Studentss work collaboratively to devise short pieces of theatre using the techniques learnt in lesson. The lessons are geared towards a final Pantomime production at the end of term 2.	Narration Tableau Telephone conversations' Studentss work collaboratively to devise short pieces of theatre using the techniques learnt in lesson. The lessons are geared towards a final Pantomime production at the end of term 2.	Studentss work on various versions of a selected piece of performance, book, or classical script extract. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	Split screen Flashback Studentss work on various versions of a selected piece of performance, book, or classical script extract. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	Split screen Flashback Alter Ego Conscience alley Studentss work on various versions of a selected piece of performance, book, or modern script extract. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	Telephone conversations Split screen Flashback Alter Ego Conscience alley Studentss work on various versions of a selected piece of performance, book, or modern script extract. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters
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						within the chosen piece.
Pathway 3	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u> . Studentss are introduced to set drama techniques including Choral Speak Improvisations Narration Tableau Telephone conversations. Students work collaboratively to devise short pieces of theatre using the techniques	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u> . Studentss are introduced to set drama techniques including Choral Speak Improvisations Narration Tableau Telephone conversations. Students work collaboratively to devise short pieces of theatre using the techniques learnt in lesson. The lessons are geared	Shakespeare skills Building on ensemble techniques. Techniques include: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Students work on various versions of a selected piece of performance, book, or classical script extract. We begin to develop literature knowledge and deepen understanding of key texts, and stories.	Shakespeare skills Building on ensemble techniques. Techniques include: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Students work on various versions of a selected piece of performance, book, or classical script extract. We begin to develop literature knowledge and deepen understanding of	Page to stage Devising a short story into a drama – decided annually. Techniques include: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley. Students work on various versions of a selected piece of performance, book, or modern script extract. We begin to develop literature	Page to stage Devising a short story into a drama – decided annually. Techniques include: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley. Students work on various versions of a selected piece of performance, book, or modern script extract. We

	learnt in lesson. The lessons are geared towards a final Pantomime production at the end of term 2.	towards a final Pantomime production at the end of term 2.	Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.	begin to develop literature knowledge and deepen understanding of key texts, and stories. Students are taught the plot/story of a chosen piece. They develop extensive knowledge and understanding of the characters within the chosen piece.
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Curriculum Map 2026/2027

Subject: Performing Arts

Year: 9

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pathway 1	Pantomime season Basic drama techniques.	Pantomime season Basic drama techniques.	Devising Drama with everyday events During this term Students are encouraged to play	Devising Drama with everyday events News reports / Headlines During this term Students are encouraged to play	Musicals – Arts at the Derngate During this term Students are encouraged to play	Musicals – Arts at the Derngate During this term Students are encouraged to

	During this term year 9 Students are given the opportunity to explore lead roles in selection of Pantomimes scenes. Devising continues to use: Choral Speak Improvisations Narration Tableau With additional: Telephone conversations' – Split screen	During this term year 9 students are given the opportunity to explore lead roles in selection of Pantomimes scenes. Devising continues to use: Choral Speak Improvisations Narration Tableau With additional: Telephone conversations' – Split screen	the lead roles in the production, or develop their technical theatre knowledge by working behind the scenes. Split screen Flashback News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs	the lead roles in the production, or develop their technical theatre knowledge by working behind the scenes. Split screen Flashback News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs	the lead roles in the Musical, or develop their technical theatre knowledge by working behind the scenes.	play the lead roles in the Musical, or develop their technical theatre knowledge by working behind the scenes.
Pathway 2	Pantomime season Basic drama techniques. Christmas Performance – Optional. During this term year 9 students	Pantomime season Basic drama techniques - Christmas Performance – Optional. During this term year 9 students are	Shakespeare skills Building on the ensemble techniques. Building on from year 8 students use the following techniques:	Shakespeare skills Building on the ensemble techniques. Building on from year 8 students use the following techniques:	Page to stage Devising a short story into a drama – decided annually. students are assessed on students are introduced to set	Page to stage Devising a short story into a drama- decided annually. students are assessed on students are introduced to set

	are given the opportunity to explore lead roles in selection of Pantomimes scenes. Students are introduced to set drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley Building from year 8 Students use the following techniques:	given the opportunity to explore lead roles in selection of Pantomimes scenes. Students are introduced to set drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley Building from year 8 Students use the following techniques: News reports / Headlines	News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs Students are expected to: Participate in basic drama activities. Work with peers on warm-up activities. Work with peers on basic set dramatic tasks. Comment on a Shakespeare scene/scenario. Express opinions of what the plot might be they like or don't like. Express why they have made those choices. Begin to lead in-group activities.	News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs Students are expected to: Participate in basic drama activities. Work with peers on warm-up activities. Work with peers on basic set dramatic tasks. Comment on a Shakespeare scene/scenario. Express opinions of what the plot might be they like or don't like. Express why they have made those choices.	drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations Split screen Flashback Alter Ego Conscience alley News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs. Students are expected to: Understand the purpose of a narrative. Understand how to portray a characterization.	drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations Split screen Flashback Alter Ego Conscience alley News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs Students are expected to: Understand the purpose of a narrative.
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	News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs	Marking the moment Unfinished materials Letters Change the film scene voice overs		Begin to lead in-group activities.	Understand how to present a dance or piece of physical theatre. Understand the purpose of evaluation. Understand and can appreciate other people's performances – and can offer feedback when prompted or helped to do so. Shares own opinion.	Understand how to portray a characterization. Understand how to present a dance or piece of physical theatre. Understand the purpose of evaluation. Understand and can appreciate other people's performances – and can offer feedback when prompted or helped to do so. Shares own opinion
Pathway 3	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u>.	Pantomime season Basic drama techniques. Devising theatre using <u>Devising</u>.	Shakespeare skills Building on ensemble techniques. Building from year 8 Students use the following techniques:	Shakespeare skills Building on ensemble techniques. Building from year 8 Students use the	Page to stage Devising a short story into a drama – decided annually. Students are introduced to set	Page to stage Devising a short story into a drama – decided annually. Students are introduced to set

	Students are introduced to set drama techniques including Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley	Students are introduced to set drama techniques including Choral Speak Improvisations Narration Tableau Telephone conversations' Split screen Flashback Alter Ego Conscience alley	News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs. Students are expected to: Participate in basic drama activities. Work with peers on warm-up activities. Work with peers on basic set dramatic tasks. Comment on a Shakespeare scene/scenario. Express opinions of what the plot might be they like or do not like. Express why they have made those choices. Begin to lead in-group activities about a chosen piece.	following techniques: News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs. Students are expected to: Participate in basic drama activities. Work with peers on warm-up activities. Work with peers on basic set dramatic tasks. Comment on a Shakespeare scene/scenario. Express opinions of what the plot might be they like or do not like.	drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations Split screen Flashback Alter Ego Conscience alley News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs. Students are expected to: Understand the purpose of a narrative.	drama techniques including: Choral Speak Improvisations Narration Tableau Telephone conversations Split screen Flashback Alter Ego Conscience alley News reports / Headlines Marking the moment Unfinished materials Letters Change the film scene voice overs. Students are expected to: Understand the purpose of a narrative.
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				Express why they have made those choices. Begin to lead in-group activities.	Understand how to portray a characterisation. Understand how to present a dance or piece of physical theatre. Understand the purpose of evaluation. Understand and can appreciate other people's performances – and can offer feedback when prompted or helped to do so. Shares own opinion	Understand how to portray a characterisation. Understand how to present a dance or piece of physical theatre . Understand the purpose of evaluation. Understand and can appreciate other people's performances – and can offer feedback when prompted or helped to do so. Shares own opinion
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Curriculum Map 2026/2027

Subject: Performing Arts

Year: 10

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pathway 1	Writing a script in a drama group AQA – UNIT AWARDS - AQA UNIT 117299 -	Writing a script in a drama group AQA – UNIT AWARDS - AQA UNIT 117299 -	From page to stage (TBA) AQA UNIT 113212 – Hamlet.	From page to stage (TBA) AQA UNIT 113212 – Hamlet	Performing a role in a group performance AQA UNIT 114077 –	Performing a role in a group performance AQA UNIT 114077 –

	Students are expected to: Recognises live performance to use language related to live performance	Students are expected to: Recognises live performance to use language related to live performance	Students are shown various version of a selected piece of performance, book, script extracts. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Understands the plot/story of the chosen piece. Has developed extensive knowledge and understanding of the characters within the chosen piece.	Students are shown various version of a selected piece of performance, book, script extracts. We begin to develop literature knowledge and deepen understanding of key texts, and stories. Understands the plot/story of the chosen piece. Has developed extensive knowledge and understanding of the characters within the chosen piece.	This term Students will: Demonstrate they can be active in rehearsals and have a basic Understanding of how a show/dance or a play is devised and pieced together. Identify what he/she has been doing for the term when asked to do so. Identify what the story is Identify what dances are included in the story Demonstrate a good knowledge of what the story is and can comment	This term Students will: Demonstrate they can be active in rehearsals and have a basic understanding of how a show/dance or a play is devised and pieced together. Identify what he/she has been doing for the term when asked to do so. Identify what the story is Identify what dances are included in the story Demonstrate a good knowledge
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					on a limited to strong level depending upon age, ability. Demonstrate they have depended their knowledge of storytelling since beginning of the year.	of what the story is and can comment on a limited to strong level depending upon age, ability. Demonstrate they have depended their knowledge of storytelling since beginning of the year.
Pathway 2	Ensemble development The Actors Toolkit Part 1 Ensemble – supporting actors for the School Shakespeare Festival UNIT 12 – TAKING PART IN A PERFORMANCE (A/502/3828)	Ensemble development The Actors Toolkit Part 1 Ensemble – supporting actors for the School Shakespeare Festival UNIT 12 – TAKING PART IN A PERFORMANCE (A/502/3828)	NCFE Part 1 – The curious incident of the dog in the Night time. / The Rats UNIT 02 DEVELOP PERFORMANCE SKILLS (R/600/9475) Actors are placed in small groups and given the chance to adapt a play of their choice or write their own short one act play.	NCFE Part 1 – The curious incident of the dog in the Night time. / The Rats. UNIT 02 DEVELOP PERFORMANCE SKILLS (R/600/9475) Actors are placed in small groups and given the chance to adapt a play of their choice or write their own short one act play.	The Actors Toolkit Part 1 & 2 This term allows year 10 to take part in the school production one last time. Technique lessons are focused on building their knowledge of specific techniques to help with	The Actors Toolkit Part 1 & 2 This term allows year 10 to take part in the school production one last time. Technique lessons are focused on building their knowledge of specific techniques to help

	Actors look a range of Shakespeare play and take part in group discussions. Discussion help group distinguish which Shakespeare play would best suit our group. Group then works collaboratively to adapt the play with a modern theme. Rehearsals begin.	Actors look a range of Shakespeare play and take part in group discussions. Discussion help group distinguish which Shakespeare play would best suit our group. Group then works collaboratively to adapt the play with a modern theme. Rehearsals begin.	Actors are encouraged to delegate roles within the group, i.e. Director, designer and cast the play themselves. By the end of this term the play must be written with complete script, cast and designed.	Actors are encouraged to delegate roles within the group, i.e. Director, designer and cast the play themselves. By the end of this term the play must be written with complete script, cast and designed.	characterisation and movement. Year 10 actors will utilise their skills in the end of year rehearsals / show.	with characterisation and movement. Year 10 actors will utilise their skills in the end of year rehearsals / show.
Pathway 3	Ensemble development The Actors Toolkit Part 1 Ensemble – supporting actors for the School	Ensemble development The Actors Toolkit Part 1 Ensemble – supporting actors for the School Shakespeare Festival	NCFE Part 1 – The curious incident of the dog in the Night time. UNIT 02 DEVELOP PERFORMANCE SKILLS (R/600/9475)	NCFE Part 1 – The curious incident of the dog in the Night time. UNIT 02 DEVELOP PERFORMANCE SKILLS (R/600/9475)	The Actors Toolkit Part 1 & 2 This term allows year 10 to take part in the school production one last time.	The Actors Toolkit Part 1 & 2 This term allows year 10 to take part in the school production one last time.

	Shakespeare Festival UNIT 12 – TAKING PART IN A PERFORMANCE (A/502/3828) Actors look a range of Shakespeare play and take part in group discussions. Discussion help group distinguish which Shakespeare play would best suit our group. Group then works collaboratively to adapt the play with a modern theme. Rehearsals begin.	UNIT 12 – TAKING PART IN A PERFORMANCE (A/502/3828) Actors look a range of Shakespeare play and take part in group discussions. Discussion help group distinguish which Shakespeare play would best suit our group. Group then works collaboratively to adapt the play with a modern theme. Rehearsals begin.	Actors are placed in small groups and given the chance to adapt a play of their choice or write their own short one act play. Actors are encouraged to delegate roles within the group, i.e. Director, designer and cast the play themselves. By the end of this term the play must be written with complete script, cast and designed.	Actors are placed in small groups and given the chance to adapt a play of their choice or write their own short one act play. Actors are encouraged to delegate roles within the group, i.e. Director, designer and cast the play themselves. By the end of this term the play must be written with complete script, cast and designed.	Technique lessons are focused on building their knowledge of specific techniques to help with characterisation and movement. Year 10 actors then utilise their skills in the end of year rehearsals / show.	Technique lessons are focused on building their knowledge of specific techniques to help with characterisation and movement. Year 10 actors then utilise their skills in the end of year rehearsals / show.
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Curriculum Map 2026/2027

Subject: Performing Arts

Year: 11

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pathway 1	Dramatizing a scene from a fairy tale with support AQA – UNIT AWARD	Dramatizing a scene from a fairy tale with support AQA – UNIT AWARD	From page to stage (TBA) AQA UNIT 113647 - Teamwork in drama,	From page to stage (TBA) AQA UNIT 113647 - Teamwork in drama,	Creating and performing in an original drama piece AQA UNIT 112529	Creating and performing in an original drama piece AQA UNIT 112529

	Students demonstrate their competency using specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss	Students demonstrate their competency using specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss certain elements. Dance skills – musicality, rhythm – can grasp more	moving as one – Macbeth Students demonstrate their competency using specific skills. Skills related to point 2: Physical warm-ups, collaborative working, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas.	moving as one – Macbeth Students demonstrate their competency using specific skills. Skills related to point 2: Physical warm-ups, collaborative working, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas.	Students demonstrate their competency using specific skills. Skills related to point 3: Whole group performance and self-evaluation. Adapts to work in small groups and can perform solo work with a level of confidence.	Students demonstrate their competency using specific skills. Skills related to point 3: Whole group performance and self-evaluation. Adapts to work in small groups and can perform solo work with a level of confidence.
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	certain elements. Dance skills – musicality, rhythm – can grasp more challenging pieces of choreography.	challenging pieces of choreography.				
Pathway 2	School Shakespeare Festival UNIT 03 PRESENTING PERFORMING ARTS WORK K/502/3839 Students complete Units as follows: Be able to carry out role for the presentation of a performing arts work	School Shakespeare Festival UNIT 03 PRESENTING PERFORMING ARTS WORK K/502/3839 Students complete Units as follows: Be able to carry out role for the presentation of a performing arts work	Blood Brothers UNIT 1 PREPARING PERFORMING ARTS WORK H/502/3838 Know the stages involved in the preparation of performing arts work. Be able to explore ideas for performing arts work.	Blood Brothers UNIT 1 PREPARING PERFORMING ARTS WORK H/502/3838 Know the stages involved in the preparation of performing arts work. Be able to explore ideas for performing arts work.	Employability Be able to demonstrate employability skills in the preparation of performing arts work. Students use the final term to complete outstanding written work linked to either NCFE Pathway 1 or Gateway Entry 3.	Employability Be able to demonstrate employability skills in the preparation of performing arts work. Students use the final term to complete outstanding written work linked to either NCFE Pathway 1 or Gateway Entry 3.

	Be able to review own contribution to the performance Be able to demonstrate employability skills through presentation.	Be able to review own contribution to the performance Be able to demonstrate employability skills through presentation.	Be able to carry out role in the preparation of performing arts work . Be able to demonstrate employability skills in the preparation of performing arts work. Weekly lessons are planned in accordance with what is needed at the time to fulfil assessment criteria.	Be able to carry out role in the preparation of performing arts work . Be able to demonstrate employability skills in the preparation of performing arts work. Weekly lessons are planned in accordance with what is needed at the time to fulfil assessment criteria.	Students complete one final task to demonstrate their competency with specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss certain elements. Dance skills – musicality, rhythm – can grasp more	Students complete one final task to demonstrate their competency with specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss certain elements.
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					challenging pieces of choreography. Skills related to point 2: Physical warm-ups, collaborative working,, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas. Skills related to point 3: Whole group performance and self evaluation.	Dance skills – musicality, rhythm – can grasp more challenging pieces of choreography. Skills related to point 2: Physical warm-ups, collaborative working,, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas. Skills related to point 3:
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					Adapts to work in small groups and can perform solo work with a level of confidence.	Whole group performance and self evaluation. Adapts to work in small groups and can perform solo work with a level of confidence.
Pathway 3	School Shakespeare Festival UNIT 03 PRESENTING PERFORMING ARTS WORK K/502/3839 Students complete Units as follows: Be able to carry out role for the presentation of a performing arts work Be able to review own	School Shakespeare Festival UNIT 03 PRESENTING PERFORMING ARTS WORK K/502/3839 Students complete Units as follows: Be able to carry out role for the presentation of a performing arts work Be able to review own contribution to the performance	Blood Brothers UNIT 1 PREPARING PERFORMING ARTS WORK H/502/3838 Know the stages involved in the preparation of performing arts work. Be able to explore ideas for performing arts work. Be able to carry out role in the preparation of performing arts work .	Blood Brothers UNIT 1 PREPARING PERFORMING ARTS WORK H/502/3838 Know the stages involved in the preparation of performing arts work. Be able to explore ideas for performing arts work. Be able to carry out role in the preparation of	Employability Be able to demonstrate employability skills in the preparation of preforming arts work. Students use the final term to complete outstanding written work linked to either NCFE Pathway 1 or Gateway Entry 3. Students complete one final task to demonstrate their	Employability Be able to demonstrate employability skills in the preparation of preforming arts work. Students use the final term to complete outstanding written work linked to either NCFE Pathway 1 or Gateway Entry 3. Students complete one final task to

	contribution to the performance Be able to demonstrate employability skills through presentation.	Be able to demonstrate employability skills through presentation.	Be able to demonstrate employability skills in the preparation of performing arts work. Weekly lessons are planned in accordance with what is needed at the time to fulfil assessment criteria.	performing arts work . Be able to demonstrate employability skills in the preparation of performing arts work. Weekly lessons are planned in accordance with what is needed at the time to fulfil assessment criteria.	competency with specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss certain elements. Dance skills – musicality, rhythm – can grasp more challenging pieces of choreography.	demonstrate their competency with specific skills. Skills: Vocal skills – projection clarity – begins to comment on what we mean by clarity. Move skills – spatial awareness coordination – can comment and discuss points of the above. Music skills – timing, stage presentation – can comment and discuss certain elements. Dance skills – musicality, rhythm – can grasp more
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					Skills related to point 2: Physical warm-ups, collaborative working,, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas. Skills related to point 3: Whole group performance and self evaluation. Adapts to work in small groups and can perform solo	challenging pieces of choreography. Skills related to point 2: Physical warm-ups, collaborative working,, trust exercises, movement memory, line learning, direction, choreography. Can lead games, and certain elements of workshops with confidence. while remaining sensitive to others opinions and ideas. Skills related to point 3: Whole group performance and self evaluation.
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					work with a level of confidence.	Adapts to work in small groups and can perform solo work with a level of confidence.
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