

Performing Arts and Drama

Scheme of Work for Academic Year September 2024 - July 2025

Lesson		Lesson		Lesson		Lesson		Lesson		Lesson		
Class	A1: Being Organised	A2: Developing a Personal Progression Plan	PA8: Performing a Dance Routine	PA8: Performing a Dance Routine / PA10: Acting in a Performance	PA10: Acting in a Performance	PA12: Rehearsing for a Performance						
BTEC Level 1 Introductory Certificate in Performing Arts Year 1	1	<p><u>Prioritising and Planning Techniques</u> To understand the importance of prioritising and planning and explore techniques that can be used</p>	1	<p><u>Progression Opportunities</u> Discuss the progression opportunities that may be available to them <u>Skills Audit</u> Identify own skills using a number of different techniques</p>	1	<p><u>Introduction to the Unit</u> Take part in an initial discussion on their past experiences in dance Participate in a structured dance class, including warm-up, technique and a taught combination in a chosen style</p>	1	<p><u>Activity: Visiting artist and practical development</u> To observe a visiting artist who will give learners a taste of a different style Recall movement combinations from the workshop and build on the style in structured workshops.</p>	1	<p><u>Activity: Developing Vocal Skills</u> Take part in practical workshops on breathing exercises and vocal technique</p>	1	<p><u>Introduction to the Unit</u> Take part in a group discussion on what a rehearsal is, what it's for, different types of rehearsal and the different spaces involved.</p>
	2	<p><u>Own Devices and Files/Folders</u> To investigate own how own devices can help with organisation and the techniques used for files/folders</p>	2	<p><u>Appropriate behaviours for progression</u> Identify different attitudes and behaviours and how they can affect other people's attitudes towards them.</p>	2	<p><u>Activity: Skills workshop</u> Undertake dance workshops in a selected style(s)</p>	2	ASSESSMENT	2	<p><u>Activity: Developing A Character</u> From a given script or stimulus build a specific character</p>	2	<p><u>Activity: Working with Others</u> To look at the different roles that can be taken on in a rehearsal for a performance</p>
	3	<p><u>Planners to Organise Time and Meeting Deadlines</u> To learn how to use a planner effectively. To understand the importance of meeting deadlines and to monitor effectiveness of a plan</p>	3	<p><u>Local sources of information to identify progression opportunities</u> Carry out local research to find out where and how they can find out about progression opportunities</p>	3	<p><u>Activity: Planned task</u> In a group to rehearse a dance combination or routine in a style that they are familiar with To communicate each other's strengths and areas for improvement</p>	3	<p><u>Introduction to the Unit</u> Take part in an initial discussion on what 'acting' means and what skills are involved and when do we all need to become actors in real life?</p>	3	<p><u>Activity: Developing A Character</u> From a given script or stimulus build a specific character</p>	3	<p><u>Activity: Workshopping material</u> To try out different material for a purpose</p>
	4	<p>Assessment: Demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.</p>	4	<p><u>Opportunities to develop the skills and behaviours needed to progress</u> To appreciate the value of volunteering and the skills that learners can develop</p>	4	<p><u>Activity: Planned task</u> In a group to rehearse a dance combination or routine in a style that they have learned in sessions or that they are familiar with To communicate each other's strengths and areas for improvement</p>	4	<p><u>Activity: Developing Physical Skills</u> Take part in a practical workshop on physical skills and non-verbal communication</p>	4	<p><u>Activity: Reviewing, performance and planned improvement</u> Choose an acting performance and communicate to the group what they think is good about it and what could be improved</p>	4	<p><u>Activity: Developing and reviewing material</u> To work on material and identify problems with the material and performances</p>
	5	Develop Practise Routines	5	<p><u>Setting Goals</u> Find out how to set simple goals that are achievable</p>	5	<p><u>Activity: Reviewing performance and planning improvement</u> Choose a dance performance and communicate to the group what they think is good about it and what could be improved. Identify own strengths and areas for improvement from feedback given on their contributions to the workshops.</p>	5	<p><u>Activity: Developing Physical Skills</u> Take part in a practical workshop on physical skills and non-verbal communication</p>	5	ASSESSMENT	5	<p><u>Activity: Technical Rehearsal</u> To understand the different aspects of a technical rehearsal/sound check</p>
	6	Develop Practise Routines	6	<p><u>Matching skills and behaviours to progression opportunities</u> To be able to match skills and behaviours to a relevant course or job opportunity</p>	6	<p><u>Activity: Reviewing performance and planning improvement</u> Choose a dance performance and communicate to the group what they think is good about it and what could be improved. Identify own strengths and areas for improvement from feedback given on their contributions to the workshops.</p>	6	<p><u>Activity: Developing Vocal Skills</u> Take part in practical workshops on breathing exercises and vocal technique</p>	6		6	ASSESSMENT
	7	ASSESSMENT	7	ASSESSMENT	7	ASSESSMENT	7	ASSESSMENT	7	ASSESSMENT	7	ASSESSMENT
Lesson		Lesson		Lesson		Lesson		Lesson		Lesson		
Class	Unit 1 : Skills Development for Performing Arts	Unit 1 : Skills Development for Performing Arts / Unit 5: Preparing for a Performing Arts Production	Unit 5: Preparing for a Performing Arts Production (Continued)	Unit 6: Performing Arts Production	Assessment	Assessment						
1	<p><u>Activity: Introduction to Roles</u> Take part in sessions and practical workshops, discussing and exploring the different roles in performing arts. Discuss and look at the relationship of the roles and create a list of responsibilities for each role that works alongside their chosen discipline</p>	1	<p><u>Activity: Mock Assessment</u> Create a portfolio of skills development. Share the portfolio with the group to gain feedback.</p>	1	<p><u>Activity: Practical workshops – rehearsal schedules</u> Undertake a rehearsal and production process to develop material and technical support. Engage in regular debriefings and feedback sessions to respond to areas for improvement. Take part in peer-to-peer feedback.</p>	1	<p><u>Introduction to Unit 6</u> Discuss examples of successful productions they have seen, focusing on performance or production elements as appropriate. Identify the qualities that made the production successful and appreciate the difference a 'live' audience makes. Give short presentations on the positive elements they have identified.</p>	1	<p><u>Activity: Practical workshops – warm-ups and production plans</u> Take part in workshops that explore warm-up activities that they could use immediately before their performance. They will take part in vocal and physical warm-ups as well as warm-ups to focus and energise as a group. They will then discuss, agree and order their own group pre-performance warm-up. At the end of these sessions they will identify and demonstrate to the group any additional exercises that they will add to help with their own performance (e.g. the learner playing Bottom, the Weaver in A Midsummer Night's Dream, may decide to add additional vocal exercises such as vocal glides to ensure their voice is warmed up for donkey braying). Production design learners will hold a series of production meetings to agree roles and responsibilities on the day and to plan preparations for the performance.</p>	1	<p><u>ASSESSMENT</u> Take part in a performing arts production or performance in a context that is suitable for their role and discipline, and produce clear evidence of their individual contribution.</p>	

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2	<p><u>Activity: Practical Skills Workshops</u> Take part in sessions and practical workshops, looking at the different skills used in their chosen performing or production discipline. To regularly discuss what they are doing as a group and give and receive peer-to-peer feedback.</p>	2	<p><u>Introduction to Unit 5</u> Take part in a practical workshop that includes activities that could be part of their rehearsal and production process; activities that will be used by their company or their individual performance or production role. To reflect on how well they demonstrated professional practice and also identify areas for improvement</p>	2	<p><u>Activity: Practical workshops – notes and feedback</u> Learners will continue to work in a simulated vocational context on the same production. In the next session, the director will call cast and crew to receive their notes from the dress rehearsal. The company will then watch the recording of the dress rehearsal and undertake peer-to-peer review, offering constructive comments to each other. In the next workshops, they will rehearse an extract that has been identified in the notes session in small groups and as an ensemble. Production design learners will work individually or in small groups to develop their own input for the performance.</p>	2	<p><u>Activity: Practical workshops –warm-ups and production plans</u> Take part in workshops that explore warm-up activities that they could use immediately before their performance. They will take part in vocal and physical warm-ups as well as warm-ups to focus and energise as a group. They will then discuss, agree and order their own group pre-performance warm-up. At the end of these sessions they will identify and demonstrate to the group any additional exercises that they will add to help with their own performance (e.g. the learner playing Bottom, the Weaver in A Midsummer Night’s Dream, may decide to add additional vocal exercises such as vocal glides to ensure their voice is warmed up for donkey braying). Production design learners will hold a series of production meetings to agree roles and responsibilities on the day and to plan preparations for the performance.</p>	
3	<p><u>Activity: Practical Skills Workshops</u> Take part in sessions and practical workshops, looking at the different skills used in their chosen performing or production discipline. To regularly discuss what they are doing as a group and give and receive peer-to-peer feedback.</p>	3	<p><u>Activity: Practical workshops – rehearsal schedules</u> Discuss and agree key deadlines. Construct own individual rehearsal and production schedules. Identify the other members of the company they need to work with in small groups and set own personal deadlines and practise time.</p>	3	<p><u>Activity: Practical workshops – notes and feedback</u> Learners will continue to work in a simulated vocational context on the same production. In the next session, the director will call cast and crew to receive their notes from the dress rehearsal. The company will then watch the recording of the dress rehearsal and undertake peer-to-peer review, offering constructive comments to each other. In the next workshops, they will rehearse an extract that has been identified in the notes session in small groups and as an ensemble. Production design learners will work individually or in small groups to develop their own input for the performance.</p>	3	<p><u>Activity: Practical workshops –warm-ups and production plans</u> Take part in workshops that explore warm-up activities that they could use immediately before their performance. They will take part in vocal and physical warm-ups as well as warm-ups to focus and energise as a group. They will then discuss, agree and order their own group pre-performance warm-up. At the end of these sessions they will identify and demonstrate to the group any additional exercises that they will add to help with their own performance (e.g. the learner playing Bottom, the Weaver in A Midsummer Night’s Dream, may decide to add additional vocal exercises such as vocal glides to ensure their voice is warmed up for donkey braying). Production design learners will hold a series of production meetings to agree roles and responsibilities on the day and to plan preparations for the performance.</p>	
4	<p><u>Activity: Practical Skills Workshops</u> Take part in sessions and practical workshops, looking at the different skills used in their chosen performing or production discipline. To regularly discuss what they are doing as a group and give and receive peer-to-peer feedback.</p>	4	<p><u>Activity: Practical workshops – Skills and Techniques</u> Take part in a series of masterclasses that develop the practical skills and techniques needed to use in the production. Focus on the skills and techniques appropriate to their discipline and role in relation to the material.</p>	4	<p><u>Activity: Practical workshops – notes and feedback</u> Learners will continue to work in a simulated vocational context on the same production. In the next session, the director will call cast and crew to receive their notes from the dress rehearsal. The company will then watch the recording of the dress rehearsal and undertake peer-to-peer review, offering constructive comments to each other. In the next workshops, they will rehearse an extract that has been identified in the notes session in small groups and as an ensemble. Production design learners will work individually or in small groups to develop their own input for the performance.</p>	4	<p><u>Activity: Practical workshop – recording your contribution</u> Identify the key features of effective personal commentaries and focus on the development of work in response to feedback. These could be in written, photo journal and/or recorded form and need only be a single-session entry. Create a positive commentary entry for one of their peers who made progress after feedback in an earlier session. Present these to the group. Continue to work practically to develop their own contribution to the performance. Learners will again present these commentaries to the group and receive feedback and ideas for modifications and improvements.</p>	
5	<p><u>Activity: Working Collaboratively</u> Take part in sessions and practical workshops, looking at how to work collaboratively. Create a company contract that details their expectations for the behaviour of company members.</p>	5	<p><u>Activity: Practical workshops – Skills and Techniques</u> Take part in a series of masterclasses that develop the practical skills and techniques needed to use in the production. Focus on the skills and techniques appropriate to their discipline and role in relation to the material.</p>	5	<p><u>Activity: External visit – professional practice</u> Take part in an external visit to a local theatre and have a backstage tour. In the following session, the tour is used to prompt a discussion about expectations of behaviour when working professionally and learners contribute to a code of conduct for their performance company. The group will also explore the timeline leading up to the performance, gaining an appreciation of professional practice.</p>	5	<p><u>Activity: Practical workshop – recording your contribution</u> Identify the key features of effective personal commentaries and focus on the development of work in response to feedback. These could be in written, photo journal and/or recorded form and need only be a single-session entry. Create a positive commentary entry for one of their peers who made progress after feedback in an earlier session. Present these to the group. Continue to work practically to develop their own contribution to the performance. Learners will again present these commentaries to the group and receive feedback and ideas for modifications and improvements.</p>	<p>Enter learning focus of the week for week 5 here</p>

	6	<u>Activity: Working Collaboratively</u> Take part in sessions and practical workshops, looking at how to work collaboratively. Create a company contract that details their expectations for the behaviour of company members.	6	<u>Activity: Practical workshops – exploring material</u> Take part in a series of exploratory workshops to analyse the material for the rehearsal and production process. They will look at what the technical or artistic requirements are. Develop an insight into their relevant characters, what the choreography represents or what technical requirements are highlighted in the material, e.g. lighting/sound cues, props mentioned, setting of scenes. Develop plans on how to address these requirements.	6	<u>ASSESSMENT</u> Refine your production during a planned and scheduled programme of group and individual rehearsals, culminating in the dress rehearsal	6	<u>Activity: External visit – professional practice</u> Take part in an external visit to a local theatre and have a backstage tour. In the following session, the tour is used to prompt a discussion about expectations of behaviour when working professionally and learners contribute to a code of conduct for their performance company. The group will also explore the timeline leading up to the performance, gaining an appreciation of professional practice.	6	6	Enter learning focus of the week for week 6 here	
	7		7		7		7		7	7	Enter learning focus of the week for week 7 here	
	Lesson	Term 1	Lesson	Term 2	Lesson	Term 3	Lesson	Term 4	Lesson	Term 5	Lesson	Term 6
Class		Drama - Exploring Character		Drama - Dipping into Shakespeare		Drama - Exploring a Greek Myth and Norse Legend, through drama		Dance - The Haka		BBC Dance Workshops		BBC Dance Workshops
KS2 and KS3 Drama and Dance	1	To understand the basics of character and where we can see them.	1	To explore different ways of talking, moving, and responding in role. To interpret a script, to create and convey characters and their relationships.	1	To create and convey characters, situations and events within an agreed fictional time and setting.	1	To be able to understand the background of the Haka	1	Extreme Sports - Kayaking and Rock Climbing - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones	1	Wonders of the World - From the Great Wall of China to the Taj Mahal - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones
	2	To experiment with the use of character in the body, to get a sense of how it feels to show this to an audience.	2	To experiment with different ways of portraying and developing characters and relationships in drama. To consider the different perspectives and responses of various characters in a drama.	2	To create and convey fictional settings through performance. To consider how and why we engage with story-drama from another place and time.	2	To be able to perform a developed 'Haka' phrase showing canon and repetition.	2	Extreme Sports - Windsurfing and Sky Diving - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones	2	Wonders of the World - From the Pyramids of Giza to the Colosseum - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones
	3	To understand how visualisation can be important to the development of character.	3	To explore physical and fictional space. To create and recreate characters, settings and situations based on a playscript.	3	To empathise with characters and explore their development through working in role. To engage with fictional settings in role, through performance.	3	To be able to link dance sequences smoothly.	3	South African Carnival - Getting Ready - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones	3	Wonders of the World - From Machu Picchu to the Great Barrier Reef - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones
	4	To adapt the communication of character to new settings and environments.	4	To explore and consider how voice, movement, gesture and the body can be used to represent a character. To rehearse and perform scripted drama that develops narrative and uses dramatic tension and symbols to communicate meaning.	4	To perform unscripted drama with a sense of role, situation and dramatic tension. To create and rehearse a scene, for a live or virtual performance.	4	To be able to create a sequence of sporting actions	4	South African Carnival - Carnival Steps - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones	4	Theme Park Rides - Rollercoasters - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones
	5	To read and rehearse a play	5	To know who William Shakespeare is To read and rehearse a Shakespeare play	5	To perform unscripted drama with a sense of role, situation and dramatic tension. To create and rehearse a scene, for a live or virtual performance.	5	To be able to begin creating a version of the Haka	5	South African Carnival - Carnival Parade - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones	5	Theme Park Rides - The Haunted House - To perform dances using a range of movement patterns - To develop flexibility, strength, technique, control and balance - To compare their performances with previous ones
	6	To perform a play	6	To rehearse and perform a Shakespeare play	6	To rehearse and perform a playscript	6	To be able to begin creating a version of the Haka	6		6	- To perform a dance of choice to an audience
	7	Enter learning focus of the week for week 7 here	7		7		7		7		7	
	Lesson	Term 1	Lesson	Term 2	Lesson	Term 3	Lesson	Term 4	Lesson	Term 5	Lesson	Term 6
Class		Communication		Dance technique		Acting technique		Vocal technique		Skill development		Preparation for production
KS5 Theatre School	1	Students will develop interpersonal communication skills and build a sense of community by engaging in structured activities that encourage the exchange of personal information, active listening, and empathy.	1	Musicality and rhythm	1	Character development and analysis	1	Breath control and support	1	Creative expression and individuality	1	Rehearsal discipline and time management
	2	Learners will improve their vocal clarity and projection by practicing techniques for clear articulation, proper breath control, and volume adjustment, ensuring their speech is easily understood and audible in various settings.	2	Alignment and technique	2	Voice and speech technique	2	Vocal range	2	Technical skill development	2	Character/role development
	3	Learners will enhance their non-verbal communication skills by interpreting and utilizing body language, facial expressions, and gestures to reinforce their message and improve interpersonal interactions in various contexts.	3	Expressiveness and emotion	3	Emotion and expression	3	Pitch and control	3	Collaboration and ensemble work	3	Technical rehearsals
	4	Students will enhance their active listening and interpretation skills by practicing focused listening techniques and relevant responses in both verbal and non-verbal communication.	4	Spatial awareness and movement dynamics	4	Improvisation and spontaneity	4	Tone quality and resonance	4	Performance and stage presence	4	Teamwork and ensemble
	5	Learners will be able to apply key storytelling and narrative techniques, such as structuring a plot and developing characters,	5	Choreography and repertoire	5	Scene study and collaboration	5	Diction and articulation	5	Interpretation and story telling	5	Performance technique and refinement

6	Students will improve their improvisation and spontaneity skills by practicing techniques for thinking quickly, adapting to unexpected situations, and responding creatively and confidently in real-time scenarios.	6	Physical conditioning	6	Physical theatre	6	Emotional expression and interpretation	6	Adaptability and versatility	6	Audience engagement and stage presence
7	Learners will develop collaborative communication skills by engaging in group discussions and activities that promote active listening, sharing ideas, and providing constructive feedback to achieve common goals.	7	Performance skills	7	Performance skills	7	Performance skills	7	Performance skills	7	Performance skills