



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### KS4- Performing Arts- Acting Knowledge and Skills Curriculum Overview

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.



**Mark 4:24**

And he said to them, “Pay attention to what you hear: with the measure you use, it will be measured to you, and still more will be added to you.

## Performing Arts Drama Curriculum Intent

Mission Statement	School Curriculum Intent	Performing Arts Drama Curriculum Intent
<b>'To educate</b>	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>In Drama we have one specialist and two teachers with performing arts backgrounds, who all share the love for the subject. Drama is part of our suite of vocational qualifications in the school curriculum. The curriculum is designed to enable all pupils to develop subject specific skills but also soft skills which they can transfer across the curriculum and into careers. Drama is a vital component of developing pupils' literacy skills, especially developing their confidence in oral communication. Our pedagogy is based on the Rosenshine Principles to ensure our pupils get the most out of our subject through the use regular retrieval practise &amp; modelling, providing pupils with the opportunities to explore, develop their acting, drama techniques and personal skills such as teamwork.</i>
<b>each and every</b>	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our topics are designed to promote diversity, equality and inclusion. We look at theatre from different cultures and issues that are local to us in Birmingham and England. We explore a range of different plays that enables pupils to develop the SJW values. Our Catholic Ethos is at the heart of our curriculum as pupils are encouraged to develop empathy and respect for other opinions in their work in Drama.</i>
<b>unique child</b>	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>Our Drama curriculum ensures that no pupil at St John Wall is at a disadvantage; every pupil, no matter their background, have access to the great world of theatre and performing arts. Teachers thrive on challenging our pupils and supporting them through their drama journey, for example pupils look at 'Blood Brothers' at KS3 and go onto develop the techniques around performance at KS4. Each topic opens up the opportunity to reflect on human dignity for example: Knife Crime. Pupils are expected to use and apply key drama vocabulary to both their practical work and written work developing their literacy, reading and language skills which is integral to their performance skills and techniques.</i>
<b>in our care</b>	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>The Performing Arts team have very high expectations of all pupils that we teach in terms of behaviour and outcomes. Teachers plan for learning and adapt their lessons for the pupils within their classroom. Our team always put 100% in supporting our pupils' wellbeing; putting their safety first is our priority. We know that some of the topics/issues we cover could flag safeguarding concerns and therefore, we ensure that pupils feel safe to express their opinions with respect for others as well as reporting any concerns through school procedures.</i>
<b>to hear</b>	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>Our Drama curriculum enables spiritual development through role play, where pupils develop their perspectives on compassion and empathy for others. When looking at characters, it provides an opportunity for discussion and supports their moral development. Their social, cultural and emotional development is nurtured through the opportunities for group work. We also host after school enrichment clubs where pupils can come along to further develop</i>

<p><b>and respond</b></p>	<p>We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.</p>	<p><i>their interest in expressing themselves through drama.</i></p> <p><i>Pupils have the opportunity to select BTEC Performing Arts as one of their preferences which will lead to a Level 2 qualification (Pass, Merit or Distinction). At KS3, pupils will learn the basics of Drama; begin developing characters and they will be introduced to some famous Theatre practitioners which is further developed at KS4. Pupils will apply prior knowledge of devising and script work and understand how a range of factors of performance will impact particular audiences. Pupils build their teamwork and leadership skills through practical work culminating in a significant part of the Level 2 Qualification.</i></p>
<p><b>to what God calls them to be'</b></p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>We believe that our Drama Curriculum has been designed to allow all of our pupils to take away something that will help them in their next steps and beyond even they do not wish to choose our subject at KS4. As a team, we do aim to encourage our pupils to follow the Performing Arts Drama pathway as either further education offers at college; a Drama School; Drama specific career or personal interest, as this subject prepares pupils for any interview/occupation in life through the development of the soft skills which we approach and develop every year. Our excellent team are always ensuring pupils know the right steps and qualifications they need to move on in their education journey and we have talks with our pupils to help them begin to think about their ambitions and aspirations.</i></p>

	Year 9	Year 10	Year 11
<b>Sequencing of topics</b>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 1 Practitioners</li> <li>❖ Spring term: Component 3 Mock External</li> <li>❖ Summer term: Component 2 Exploration of Texts</li> </ul> <p><b>Careers:</b> see developmental homework</p> <ul style="list-style-type: none"> <li>❖ Broadcast presenter</li> <li>❖ Playwright</li> </ul>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> <li>❖ Spring term: Component 3- Responding to a Brief- Externally Set Exam</li> <li>❖ Summer term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>❖ Special Effect Technician</li> <li>❖ Theatre Manager</li> </ul>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> <li>❖ Spring &amp; Summer term: Component 3- Responding to a Brief- Externally Set Exam</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>❖ <u>Community Arts Worker</u></li> <li>❖ Make up artist</li> </ul>
<b>Calendared assessments</b>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Research and reflection journal which can include notes and images. See booklet in SOL resources folder. Learning Aims A and B.</li> <li>• 1 Report comparing the process of the three practitioners explored- Learning Aim A</li> <li>• 1 Report discussing the different roles experienced while exploring the three approaches- Actor, director, designer- Learning Aim B</li> </ul> <p><b>NOTE: Students will be completing their C1 assessment booklet and report throughout the whole of year 9 as part of their homework and will submit this at the end of the year for final grading.</b></p>	<p><b>Autumn &amp; Spring</b></p> <ul style="list-style-type: none"> <li>• Exploration workshops of extracts will be filmed every week/2 weeks- Learning Aim A and B.</li> <li>• Filmed recordings of milestone rehearsals, dress rehearsal and performance- Learning Aim B.</li> <li>• 1 Performance lasting 5- 10 minutes- Learning Aim A.</li> <li>• 1 log book booklet- Learning Aim C</li> </ul> <p>NOTE: End of unit assessment to take place after official BTEC hand in. Grades returned to students usually before the Christmas holiday. Students will produce and be assessed on:</p>	<p><b>Autumn &amp; Spring</b></p> <ul style="list-style-type: none"> <li>• 1 Ideas logbook- electronic controlled conditions- AO1</li> <li>• 1 Development logbook- electronic controlled conditions- AO2</li> <li>• 1 Performance lasting 7-15 minutes in length- AO3</li> <li>• 1 Evaluation logbook- electronic controlled conditions- AO4</li> </ul> <p>NOTE: Unit is studied from 28<sup>th</sup> Jan – 15<sup>th</sup> May Unit is external so all work is sent to an examiner via USB before the 15<sup>th</sup> May.</p>
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV,</i>	Building on their <b>Cultural Capital</b> students will complete a theory unit by examining three contrasting practitioners' work and the processes used to create performance. They will develop their understanding of <b>British Values</b> through an application and tolerance of other cultures, religious beliefs and rule of law.	Students will develop their <b>Cultural Capital</b> through performing arts skills and techniques through the reproduction of acting. They will view and study renowned scripts and develop their performance skills for stage. Students will explore the view points of others and consider	Students will have a first attempt at their external exam in Year 10 which provides an opportunity for re-sit in year 11. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. This is where student

<p><i>cultural capital)</i></p>	<p>Student's <b>personal development</b> is addressed through challenging their preconceptions of culture, theatre styles and moral dilemmas.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Prophetic and Intentional</b> – Do I remember my role in the wider world?</li> <li>• <b>Attentive and Discerning</b> – How well do I know how to use my body for performance?</li> <li>• <b>Eloquent and Truthful</b> – What benefits do humans have? What responsibilities do humans have to each other?</li> </ul> <p><b>Cross Curricular Links:</b> Links to English: Exploration of key scene in A Christmas Carol, Macbeth &amp; An Inspector Calls Exploration of Romeo &amp; Juliet through practitioners. Links with RE: Situational ethics &amp; religious beliefs.</p>	<p>the impact of storytelling on their <b>emotional well being</b>.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Faith-filled and Hopeful</b> – How can I find a balance in my life?</li> <li>• <b>Grateful and Generous</b> – Do I appreciate the physical things I have around me?</li> <li>• <b>Compassionate and Loving</b> – How can I attract others into my life to be positivity?</li> </ul> <p><b>Cross Curricular Links:</b> Links with English: Oppression and societal views. Links with RE: Situational ethics &amp; vocation.</p>	<p>develop and explore <b>British Values and emotional and mental wellbeing</b>.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Active and Curious</b> – What is beyond the world around me?</li> <li>• <b>Learned and Wise</b> – How can I be a source of energy to all those around me?</li> <li>• <b>Grateful and Generous</b> – Am I thankful for the special moments I have in my life?</li> </ul> <p><b>Cross Curricular Links:</b> Links with English: Oppression and societal views. Themes: Revenge, manipulation, duty. Links with RE: Religious influences on characterisation and life &amp; death.</p>
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<p><b>Progression model</b></p>	<p>What <b>knowledge</b> will pupils develop? <i>(Including key terminology)</i></p> <p><b>Component 1- Exploring the Performing Arts</b></p> <p>The three practitioners and works explored are:</p> <ol style="list-style-type: none"> <li>1. Stanislavski- Crucible</li> <li>2. Frantic Assembly- The Curious Incident of the Dog in the Night Time</li> <li>3. Steven Berkoff- Metamorphosis</li> </ol> <p><b>Learning Aim A:</b> Examine professional practitioners' performance work <b>Learning Aim B:</b> Explore the interrelationships between constituent features of existing performance material NOTE: Students have a single practical lesson and a single theory lesson each week.</p>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i></p> <p>Exploration of stylistic qualities, roles and responsibilities within the arts, interrelationships between practitioners, processes &amp; skills that are implemented by the selected companies.</p> <p><b>Literacy skills</b> are developed through extended writing tasks.</p>
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**Component 2 – Developing Skills and Techniques in the Performing Arts**

Students will develop their **Cultural Capital** through performing arts skills and techniques through the reproduction of acting.

**Learning Aim A:** Develop skills and techniques for performance

**Learning Aim B:** Apply skills and techniques in rehearsal and performance

**Learning Aim C:** Review own development and contribution to the performance

Learning Aim A and B – Students choose an extract from the explored genres to rehearse and perform:

1. Physical theatre- Curious Incident of the Dog in the Night Time
2. Naturalism - Crucible
3. Epic Theatre- Metamorphosis

In groups, students will learn a 2 minute repertoire piece created by a professional company/ practitioner.

Learning Aim C – Students will continue with their written element Acting skills development booklet.

Performance skills, strict technique development, teamwork, rehearsal preparation and ICT skills (students use ipads to independently learn repertoire)

**Literacy skills** are developed through extended writing tasks. Peer assessment and self-assessment tasks included in coursework.

**Component 3- Responding to a Brief- Externally Set Exam**

Students will have a first attempt at their external exam which provides an opportunity for re-sit in year 11. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. This is where student develop and explore **British Values and emotional and mental wellbeing**

**AO1** Understand how to respond to a brief

**AO2** Select and develop skills and techniques in response to a brief

**AO3** Apply skills and techniques in a workshop performance in response to a brief

**AO4** Evaluate the development process and outcome in response to a brief

Acting skills: vocal skills( pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice

Devising skills, teamwork, performance skills, rehearsal development using: Soundscape, physical theatre, still image, placards, thought-tracking, direct address, Brecht, Grotowski, Artaud, Stanislavski, Boal, Frantic Assembly, mime, slow motion, choral speak

**Literacy skills** are developed through extended writing tasks.

**Development  
homework**

Broadcast Presenter- <https://www.prospects.ac.uk/job-profiles/broadcast-presenter>

Playwright- [https://study.com/articles/How to Become a Playwright Education and Career Roadmap.html](https://study.com/articles/How_to_Become_a_Playwright_Education_and_Career_Roadmap.html)

Special Effect Technician- <https://www.prospects.ac.uk/job-profiles/special-effects-technician>

Theatre Manager - <https://www.prospects.ac.uk/job-profiles/theatre-manager>

Community Art Worker- <https://www.prospects.ac.uk/job-profiles/community-arts-worker>

Make up Artist- <https://www.prospects.ac.uk/job-profiles/make-up-artist>