



Performing Arts Curriculum Long Term Planning

		Term 1		Term 2		Term 3	
Year 7	Big Idea	Storytelling Skills What skills and techniques can you use to share stories through drama and dance?	Creating Character – The Seven Deadly Sins How can you create and communicate a character to an audience?	Working with scripts – The Lord of the Flies How can you develop your understanding of the plot, characters and key themes within a script?	Stylised Performance – Silent Movies How can you take inspiration from past performance’s and use it to create your own performance?	Musical Theatre – Matilda How can you develop skills and techniques to become a ‘Triple Threat’ performer?	Theatre History – Greek Theatre What skills and techniques can you use to create a piece of Greek Theatre?
	Key Knowledge and skills	Collaborative Creativity: Work in groups to devise and adapt an existing story into a performance. Practical Application: Demonstrate drama skills and techniques learned throughout the unit in a live performance setting. Performance Development: Explore	Characterisation Techniques: Use voice and movement to clearly communicate distinct traits of the Seven Deadly Sins. Creative Collaboration: Work in groups to devise a performance based on a given scenario. Practical Performance: Apply drama skills learned in lessons to create and present an effective ensemble piece.	Theme Exploration: Devise a performance that communicates the theme of Civilisation vs Savagery. Characterisation: Use voice and movement effectively to portray contrasting characters and ideas. Technique Application: Showcase a range of drama techniques taught throughout the topic in a structured group performance.	Mime and Physical Comedy: Use precise mime and slapstick techniques to convey story and emotion without dialogue. Exaggerated Acting: Develop expressive performance skills suited to silent film style. Storytelling Tools: Incorporate captions and staging to support	Triple Threat Performance: Develop and showcase acting, singing, and dancing skills in a musical theatre context. Characterisation: Use expressive voice, movement, and gesture to portray character and emotion. Atmosphere Creation: Work as an ensemble to rehearse and	Stylistic Performance: Create and perform a piece in the style of Greek Theatre, choosing between comedy, tragedy, or satire. Technique Application: Showcase drama techniques learned throughout the topic, including chorus work, mask use, and staging. Collaborative Creation: Work effectively in groups

		characterisation, staging, and storytelling through devised ensemble work.			narrative flow and audience understanding.	perform a musical number that communicates mood and energy effectively.	to devise and rehearse a structured performance.
	End Point	Pupils will have collaboratively created and performed a devised piece based on an existing story. They will confidently apply drama techniques learned in lessons, demonstrating creativity, teamwork, and performance skills. Their work will reflect thoughtful interpretation and effective use of dramatic conventions in a group setting.	Pupils will have devised and performed a group piece exploring the Seven Deadly Sins. They will demonstrate clear characterisation through voice and movement, applying techniques learned throughout the unit. Their performance will reflect creativity, collaboration, and confident use of dramatic conventions in a structured setting.	Pupils will have created and performed a devised piece exploring Civilisation vs Savagery. They will demonstrate strong characterisation through voice and movement, applying a variety of drama techniques. Their performance will clearly communicate a message to the audience, showing creativity, collaboration, and thoughtful interpretation.	Pupils will have created and performed a staged Silent Movie in groups. They will demonstrate precise mime, exaggerated acting, and slapstick comedy, using captions to support storytelling. Their performance will reflect creativity, technical skill, and a clear understanding of silent film conventions and dramatic presentation.	Pupils will have rehearsed and performed <i>Revolting Children</i> as an ensemble, demonstrating confident acting, singing, and dancing. They will use characterisation and performance techniques to create atmosphere and communicate effectively with an audience, showing teamwork, creativity, and musical theatre skills in a live setting.	Pupils will have devised and performed a group piece in the style of Greek Theatre. They will demonstrate understanding of genre conventions—comedy, tragedy, or satire—and apply key techniques learned throughout the topic. Their performance will reflect creativity, collaboration, and confident use of classical theatrical style.
Year 8	Big Idea	Physical Theatre What skills and techniques are used in Physical Theatre?	Theatre In Education – Bang Out Of Order! How can theatre educate an audience?	Creating in a style – Verbatim Theatre How can you use true stories and real people to create performance?	From Page to Stage - Blood Brothers How can you realise the writers' creative intentions	Theatre Practitioner – Bertolt Brecht How can you devise original work using	Triple Threat – Musical Theatre How can you develop your skills and techniques to

				when staging existing work?	the influence a practitioner?	become a 'Triple Threat' performer?
Key Knowledge and skills	<p>Physical Theatre Techniques: Apply skills such as mime, gesture, and movement to convey meaning without spoken dialogue.</p> <p>Atmosphere Creation: Use physicality and staging to build mood and communicate a clear message to the audience.</p> <p>Collaborative Performance: Work in groups to devise and rehearse a structured piece using Physical Theatre conventions.</p>	<p>Text Interpretation: Demonstrate understanding of the play <i>Bang Out Of Order!</i> through performance.</p> <p>Performance Techniques: Apply acting skills and techniques learned throughout the topic to bring the scene to life.</p> <p>Collaborative Rehearsal: Work effectively in groups to rehearse and stage a polished dramatic performance.</p>	<p>Verbatim Technique: Creatively present real spoken words from a chosen individual with clarity and impact.</p> <p>Research and Interpretation: Investigate source material and interpret it meaningfully for performance.</p> <p>Message and Delivery: Use voice, movement, and staging to communicate a clear message to the audience.</p>	<p>Acting Through Song: Use vocal expression and physicality to portray character and emotion while singing.</p> <p>Ensemble Performance: Collaborate effectively to rehearse and perform a musical number as a group.</p> <p>Atmosphere Creation: Apply voice, movement, and staging techniques to build mood and engage the audience.</p>	<p>Brechtian Techniques: Apply Epic Theatre methods such as direct address, placards, and narration to challenge and engage the audience.</p> <p>Socio-Political Messaging: Create a performance that communicates a clear social or political message.</p> <p>Collaborative Devising: Work in groups to develop a structured piece from a given stimulus using learned techniques.</p>	<p>Triple Discipline Performance: Demonstrate acting, singing, and dancing skills in a musical theatre context.</p> <p>Character and Expression: Use voice, movement, and gesture to portray character and emotion effectively.</p> <p>Ensemble Collaboration: Work as a group to rehearse and perform a cohesive musical theatre piece.</p>
End Point	Pupils will have devised and performed a Physical Theatre piece in groups.	Pupils will have rehearsed and performed a scene from <i>Bang Out Of Order!</i> in groups. They	Pupils will have researched, created, and performed a piece of Verbatim Theatre in groups. They will	Pupils will have rehearsed and performed <i>Kids Game</i> as an ensemble,	Pupils will have devised and performed a piece of Epic Theatre using Brechtian	Pupils will have staged and performed a musical theatre piece, showcasing confident



		They will demonstrate key techniques such as mime and movement to create atmosphere and communicate meaning. Their performance will reflect creativity, collaboration, and confident use of physical storytelling to engage and inform the audience.	will demonstrate a clear understanding of the text and apply a range of performance techniques. Their work will reflect collaboration, creativity, and confident dramatic interpretation in a live setting.	present real words with creativity and impact, demonstrating thoughtful interpretation and performance technique. Their work will communicate a clear message, showing understanding of the style and its dramatic purpose.	showcasing acting through song. They will use voice and physical skills to portray character and create atmosphere, demonstrating musical theatre techniques, teamwork, and confident performance in a live setting.	techniques. Their work will present a clear socio-political message and demonstrate confident use of performance strategies. The ensemble piece will reflect thoughtful collaboration, creativity, and an understanding of Epic Theatre's purpose and style.	acting, singing, and dancing. They will demonstrate expressive characterisation and ensemble collaboration, applying techniques learned throughout the topic. Their performance will reflect creativity, discipline, and a strong understanding of musical theatre conventions.
Year 9	Big Idea	How is performance created?		How can you develop your skills and techniques in acting, singing and dancing?		How can you use practitioner's influence when creating original work in response to a brief?	
	Key Knowledge and skills	Issue-Based Devising: Create a performance that raises awareness of a chosen topic or social issue. Technique Application: Use drama techniques and working methods studied in previous set pieces to shape the performance. Collaborative Creation: Work effectively in groups to research, devise, and rehearse a meaningful and structured piece.		Cross-Disciplinary Performance: Apply skills in dance, drama, or musical theatre to create a cohesive performance. Technique Integration: Use techniques developed during workshops on three set pieces to shape and enhance the final piece. Group Collaboration: Work effectively in groups to devise, rehearse, and perform a structured and expressive piece.		Devising from a Brief: Create an original performance in response to a given stimulus or brief. Practitioner Influence: Apply techniques and ideas inspired by theatre practitioners to shape and inform the piece. Collaborative Creation: Work effectively in groups to research, devise, rehearse, and perform a structured and meaningful piece.	
	End Point	Pupils will have devised and performed a group piece that raises awareness of a chosen issue. They will apply techniques and methods learned from previous set		Pupils will have created, rehearsed, and performed a piece of dance, drama, or musical theatre in groups. They will apply techniques learned during workshops,		Pupils will have devised and performed an original group piece in response to a brief. They will apply techniques inspired by theatre practitioners, demonstrating	

		pieces, demonstrating creativity, collaboration, and thoughtful interpretation. Their performance will communicate a clear message and engage the audience effectively.	demonstrating creativity, collaboration, and performance confidence. Their work will reflect thoughtful integration of skills across disciplines and effective ensemble presentation.	creativity, collaboration, and thoughtful interpretation. Their performance will reflect a clear understanding of style, purpose, and the influence of practitioner methods.
Year 10	Big Idea	How is performance created?	How can I improve my skills and techniques for performance?	What can I use to inspire performance ideas?
	Key Knowledge and skills	<p>By the end of this component, you will:</p> <p>Understand different styles and genres of performance (e.g. musical theatre, physical theatre, contemporary dance, drama).</p> <p>Learn about professional works – how they were created, rehearsed, and performed.</p> <p>Explore the roles and responsibilities of performers, designers, choreographers, and directors.</p> <p>Develop your analytical skills – learn how to describe and discuss performance work using the right vocabulary.</p> <p>Experiment practically with ideas, styles, and techniques used by professionals.</p> <p>Work collaboratively to explore material safely and creatively.</p>	<p>By the end of this component, you will:</p> <p>Develop your practical skills in performing arts (acting, dance, or musical theatre).</p> <p>Learn how to prepare and rehearse effectively for performance work.</p> <p>Understand and apply different techniques used by professionals to improve performance quality.</p> <p>Take part in workshops and rehearsals to build confidence, control, and creativity.</p> <p>Work as part of a team, responding to direction and giving constructive feedback.</p> <p>Record your progress through logbooks, rehearsal diaries, or video evidence.</p>	

	<p>Reflect on your own learning by keeping notes, rehearsal logs, and evaluations.</p>	<p>Reflect on your strengths and areas for improvement as a performer or creative artist.</p>	
End Point	<p>By the end of the topic, pupils should be able to do the following and present their work in a portfolio for assessment</p> <p>Explain how professional works are created and performed.</p> <p>Describe the purpose, target audience, and performance style of at least three professional works.</p> <p>Show understanding of how creative and production roles work together.</p> <p>Demonstrate practically some of the performance techniques used by professionals.</p> <p>Use the correct subject language when analysing and discussing performance work.</p> <p>Present your findings in a clear and engaging way (this may include written work, presentations, or video logs).</p>	<p>By the end of this Topic, pupils will present a final performance, written and video evidence of the rehearsal process and an evaluations</p> <p>Demonstrate a range of technical, stylistic, and interpretative skills in performance.</p> <p>Show how you have developed your skills over time through regular practice and rehearsal.</p> <p>Apply professional working practices such as time management, focus, and collaboration.</p> <p>Perform a short piece or extract that clearly shows your progress and understanding of performance techniques.</p> <p>Reflect thoughtfully on your development, identifying what went well and what could be improved.</p> <p>Use appropriate performance vocabulary to explain your choices and learning journey.</p>	



Year 11	Big Idea	How can I use past and existing practitioners to influence my own work?		How can I create an original performance that is suitable for a given brief?		
	Key Knowledge and skills			<p>By the end of this component, you will:</p> <p>Learn how to create and develop original performance work in response to a given brief or theme.</p> <p>Use the skills and techniques developed in Component 2 to shape your ideas.</p> <p>Work collaboratively to plan, rehearse, and refine your performance.</p> <p>Understand how to interpret a brief, considering target audience, purpose, and style.</p> <p>Apply creative problem-solving skills to make effective performance choices.</p> <p>Use research and exploration to inform your ideas and performance decisions.</p> <p>Document your process by recording ideas, rehearsal notes, and reflections throughout.</p>		



	End Point			<p>By the end of Component 3, you will devise/choreograph an original performance, in response to a given brief. You will reflect on the process and evaluate your final piece.</p> <p>Respond creatively to a set brief, producing a performance that meets its aims and audience needs.</p> <p>Show clear development from initial ideas to final performance.</p> <p>Work effectively as part of a team, demonstrating focus, commitment, and collaboration.</p> <p>Use performance skills confidently and consistently during your final piece.</p> <ul style="list-style-type: none"> • Evaluate your process and performance, explaining how and why creative decisions were made. • Present your work professionally, both in the performance and your written or recorded evidence. 	
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