Performing Arts Learning Journey

At Kempston Challenger Academy we recognise the importance of Performing Arts and the role it has to play in today's rapidly changing world. We believe that all students from year 7 onwards should have the opportunity to study both Drama and Music and explore their creative, practical and theory elements of both subjects . The subject encourages pupils to explore their creativity, develop their confidence and reading skills individually and as part of a team. In drama the students explore a range of play texts, different performance styles such as devising and improvising and key practitioners. In music students explore different styles of music from contemporary to classical and study a range of instruments and music practitioners. We allow students to evaluate and reflect on their work; particularly focused on its purpose, effect on the audience. The students are also encouraged to look at their peers' work; gaining skills of peer assessment as well as ideas to aid their learning and evaluative skills. Performing Arts allows the students to express themselves and explore new ways in which to do so.

The Journey Through Performing Arts

Year 7 → Year 13

- Basic Skill and Techniques
- Taking part in live performance.
- Teamwork and communication.
- Scripted Performance
- Peer and self assessment
- A wide variety of performance styles.
- Analysis of live performance.
- Key Practitioners.
- Exploring Complex themes and issues.
- Applying feedback to performance.

YEAR 7

Component 3- Responding to a Brief

- Performance prep
- Written evaluations
- Lesson Logs
- Roles and responsibilities
- Set and costume design
- Milestone writeups
- Development of ideas
- Live Performance
- Character development
- Devising from a brief
- Evaluating
- Development of Skills
- Creative intentions and purpouse

Exam & Post – 16 Destination

YEAR 11

Component 2- Develop skills and techniques in the Performing Arts.

- Practitioner links
- Application of Skills
- Performing to a live audience
- Reviewing own progress and performance.
- Target setting
- Independent learning
- Practitioners
- Lesson logs
- Teamwork and communication .
- Evaluation skills
- Rehearsals
- Skills workshops
- Script exploration

Component 1- Exploring the Performing Arts.

- Evaluation
- DNA
- Stanislavski
- Roles and Responsibilities
- Mark Wheeler
- The Curious incident of the dog in the night time
- Frantic Assembly
- Coursework write up
- Introduction to Theory and coursework
- Application of performance style.
- Creative Intentions
- I love you mum, I promise I won't die.

YEAR 10

GCSE Rotation

- Independent Thinking
- Devising and improvisation.
- Key skills and concepts
- Introduction to BTEC
- Devising and improvisation.
- Independent Thinking
- Introduction to BTEC
- Key skills and concepts
- Devising and improvisation.
- Independent Thinking
- Introduction to BTEC.
- Key skills and concepts

YEAR 9

Summer Project

- Exploration of a variety of performance styles
- Working from feedback
- Application of performance skills

Skills Development- Anne Frank

- Extended Writing
- Introduction to Monologues
- Introduction to devising
- Historical Context

Devising and investigating

- Problem Solving
- Split Scene
- Devising from a brief
- Evaluation
- Teamwork and communication

YEAR 8

Further development of skills and techniques.

- Project work
- The Director
- Introduction Improvising
- Application of skills.
- Singing and the voice
- Introduction to Scripted work.

Putting skills into Practise-

- Historical Context
- Roald Dahl

Drama tool box (Basic Skills)-

- Peer and self assessment
- Body Language
- Fairy Tales
- Freeze Frames
- Facial Expressions
- Narration

Introduction

- Using your voice
- What is Performing Arts?
- Rules and expectations
- Team Work

YEAR 7

Knowledge • Commitment • Aspiration