

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Introduction to Theatre Arts basic skills				Applying basic Skills				Fairy tales				Fairy tales part 2				Little Shop of Horrors				Tarzan			
	Subject Knowledge introduced / revised	Introduced - why do we need Theatre Arts skills, basic dance movements, mime, use of voice				Introduced - physical theatre, rhythm				Introduced - Understanding parody, introducing genres of theatre Developed - Using voice to music (singing)				Introduced - Creative job roles, stage combat Developed - Using key dance movements in choreography				Introduced - Script work, prop and set design, introduction to improvisation Developed - Jazz dance,				Introduced - Animalistic characterisation, Freeze frames Developed - Script work			
	skills developed / extended / used	Transferring Theatre Arts skills into real life, team work, following instructions, body awareness, communication				Evaluating self and peer work, contact support in groups, timing.				Characterisation within acting, pitching notes with voice.				Following and developing own dance movements, working with a partner to follow health and safety instructions				Persuasion through acting, interpreting and performing script, whole class performance.				Creating non humanistic characters in performance, small groups.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing rules and behaviours in a practical space. Class rules set in line with department expectations, to be set by all staff.				Developing the ability to watch each other's work with respect.				Valuing self - looking at presentation of ourselves. How to work independently.				Working together as a group to develop ideas into performance work.				Working safely when completing more challenging practical activities in a group.				Sharing ideas and feedback with others - understanding how to respond appropriately to feedback given by others.			
	Links to 'Destinations and Employability'	Basic skills required within the Performing Arts genre, transferable skills developed through Theatre Arts				Using presentation skills in front of others.				Developing characterisation skills - how to play a role.				Understanding how to work alongside others in a range of group work				Speaking out loud in front of an audience.				Creativity and learning to take on board instructions and feedback.			
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe Theatre Trip			

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Grease the Musical				Grease the Musical Part 2				Hairspray				Hairspray Part 2				Styles of Musicals				Styles of Musicals Part 2			
	Subject Knowledge introduced / developed / revised	Introduced - Use of formations in movement, transition between script and song Developed - Characterisation, Rock and roll dance				Introduced - Jive dance, hot seating, synchronisation in movement Revisited - Script work				Introduced - Portraying themes and issues through performance, analysing lyrics				Introduced - Devising skills Revised - Broadway dance, script work				Introduced - different styles of musical, jukebox musical, explorative strategies, book musical, multi role, symbolism				Introduced - film musical Revisited - Book musical, costume design			
	skills developed / extended / used	Character analysis, applying counts to dance routines, direction skills				Performing solo work, working as an ensemble				Fulfilling a brief and applying a theme to performances, using history as an event to develop performances				Set design, creating own performances while working in groups, direction				Extended and used - hot seating, freeze frame, narration, direct address				Extended and used - freeze frames, use of levels, understanding of creative roles			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Investigating stereotypes and how we can change view points on these				Learning how to respectfully question other students during hot seating				Looking at racism and the historical background behind segregation, challenging viewpoints in today's society.				Giving instructions to peers, respectfully following each other's instructions				Performing to peers, feedback to peers, applying feedback that has been given				Historical themes, equal pay			
	Links to 'Destinations and Employability'	Working with others, having awareness of posture and body when performing.				Speaking confidently in a public setting, thinking on the spot, working in a group environment.				Analysing and evaluation skills.				Following instructions				Investigating different types of performances within theatre today				Production and creative roles			
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / Theatre Trip			

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 9		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Billy Elliot				Billy Elliot Part 2				Styles of Theatre				Styles of Theatre Part 2				Our House				Our House Part 2			
	Subject Knowledge introduced / revised developed / used	Introduced - Showing different levels of status on stage, Developed - script work,				Introduced - Building tension within a performance, expressive dance (contemporary) Revisited - stage fighting,				Introduced - Studying practitioners work and trialling key elements of their style.				Introduced - Theatre in Education Developed - Applying practitioner style and features to own devised work, physical theatre.				Introduced - Script writing Developed - script work, devising, cross cutting				Introduced - character analysis, performing character through dance.			
	skills developed / extended / used	Working in groups to prepare scripts and produce performance for the stage.				Following instructions, giving instructions to peers, action and reaction.				Analysing, understanding a range of different styles and the impact they can have on an audience.				Partner balances, group supports and lifts.				Using literacy skills in the style of script work.				Breaking down a character and using explorative strategies to delve deeper into the character.			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Group work, managing a range of ideas within a group setting.				Respect others ideas, listening to staff and peers.				Looking at a range of different performance styles from different periods in theatre history.				Working together to achieve something challenging, replying and trusting each other.				Watch other's perform - showing theatre etiquette.				Respecting each other's ideas and learning to give useful feedback.			
	Links to 'Destinations and Employability'	Learning how to perform in a stage/studio space, interpreting scripts quickly.				Physical fitness and body awareness.				Understanding different practitioners and experiencing examples of live performance work.				Experimenting with ideas and shaping into performances.				Interpreting scripts in a group.				Learning a wide range of different dance styles.			
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe Theatre Trip			

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Component 1 - Exploring the Performing Arts				Component 1 - Exploring the Performing Arts				Component 1 - Exploring the Performing Arts Supervised Assessment Time				Component 2 - Developing Skills and Techniques in the Performing Arts				Component 2 - Developing Skills and Techniques in the Performing Arts				Component 2 - Developing Skills and Techniques in the Performing Arts			
	Subject knowledge introduced / developed / revised	Introduced - How to investigate professional performances. Introduction to each of the three different works being investigated (Acting - Time of Your Life, One Man Two Guvnors, Hedda Gabler) (Performing Arts - Hamilton, Chicago, Mamma Mia)				Introduced - roles, responsibilities and skills within each of the performances. How each of the roles contribute towards the performance. Developed - understanding of the skills, techniques and approaches used by professionals to create performance work.				Revised - student use research from preparation time to create work within the supervised assessment time based on one of the three performances investigated. Introduced - linking one of the performance to the theme given by Pearson.				Develop - Use rehearsal processes learning three pieces of repertoire, developing practical skills as a performer. Reviewed - tracking progress throughout lessons.				Develop - Apply performance skills in performance				Develop - Review own development and application of performance.			
	skills developed / extended / used	Research skills, practical appreciation of each of the three works, how professionals respond to a theme, how to analyse constituent features within a performance.				Learning repertoire, working in a professional style practical environment.				Investigating practical performances Roles, responsibilities and skills within performance				Health and safety within a practical environment, behaviours when working with others, interpreting exisiting performance material, reviewing own practical skills				Physical skills, vocal/musical skills, interpretive skills.				Responding to feedback, identifying strengths and areas for deveopment, actions and targets for improvements, referring to professional working practices, responding to audience feedback.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Investigating a range of different styles of performances, looking at the contextual influences on performances.				Working together on practical work to help understand the processes that professionals went through when creating the work.				Working independently				Giving and responding to peer feedback,				How to present self to an audience, respect of watching others perform.				Discipline expected within a live performance.			
	Links to 'Destinations and Employability'	Appreciating how professional productions are created and developed.				Performing and developing practical skills. Understanding how roles work within a performance environment.				Investigating how a theme is addressed within performance work.				Learning material, responding to direction.				Performing live to an audience.				Working as part of a group to prepare for live performance.			
	Enrichment Opportunities offered or developed	School Production				School Production				Trip to production in London. Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe Theatre Trip			

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Live Performance - Mock				Live Performance - Mock part 2				Live Performance External Assessment period				Live Performance External Assessment period				Resubmissions				N/A			
	Subject Knowledge introduced / revised	Introduced - Personal aims of performance, proposal of ideas in response to a brief, creating a production plan, health and safety.				Developed / revised - Working with others, presenting a performing in response to a brief, performance skills in acting/dance. Reviewing your own performance, ways to improve.				Developed / revised - Personal aims of performance, proposal of ideas in response to a brief, creating a production plan, health and safety.				Developed / revised - Working with others, presenting a performing in response to a brief, performance skills in acting/dance. Reviewing your own performance, ways to improve.				Develop - focused area of external exam paper, whole LO to be resubmitted.							
	skills developed / extended / used	Communicating aim for performance, own image to be created, working with a group and individually to develop an idea, planning the rehearsal and performance, analysing health and safety.				Developing practical performance work with a small group, meeting the requirements of a brief, developing and utilising key technical and performance practical skills, performing to a live audience, self review of performance and process, collecting and using feedback from audience members to suggest ways to improve.				Communicating aim for performance, own image to be created, working with a group and individually to develop an idea, planning the rehearsal and performance, analysing health and safety.				Developing practical performance work with a small group, meeting the requirements of a brief, developing and utilising key technical and performance practical skills, performing to a live audience, self review of performance and process, collecting and using feedback from audience members to suggest ways to improve.				Using grading criteria to inform improvements made to work.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Pitching ideas within a group, taking on board all different ideas.				Working as a group, giving feedback to other groups throughout rehearsals, preparing for a final performance.				Pitching ideas within a group, taking on board all different ideas.				Working as a group, giving feedback to other groups throughout rehearsals, preparing for a final performance.				Taking on board the comments given by the examiner and using them to address problem areas and make improvements.							
	Links to 'Destinations and Employability'	Understanding how the rehearsal process will work, being able to address health and safety issues within a practical workspace.				Performing to a live audience and gathering relevant feedback.				Working as a group to develop a final idea responding carefully to a brief.				Practical performance to a live audience.				Using feedback to address areas of weakness.							
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe							

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Ensemble Music Performance Audition Techniques (acting) Ensemble Dance Performance				Ensemble Music Performance Audition Techniques (acting) Ensemble Dance Performance Planning for a Career in the Creative and Performing Arts				Ensemble Dance Performance Planning for a Career in the Creative and Performing Arts Musical Theatre Performance				Ensemble Dance Performance Planning for a Career in the Creative and Performing Arts Musical Theatre Performance				Planning for a Career in the Creative and Performing Arts Musical Theatre Performance				Planning for a Career in the Creative and Performing Arts Musical Theatre Performance			
	Subject Knowledge introduced / developed / revised	Introduced - Preparing for an ensemble performance, creating a set list for an ensemble performance, learning about effective auditions acting techniques, perform a group dance in a chosen style				Introduced - Perform a dance in a set style to a live audience, interview skills, career plans, Developed - Reflect on performance, perform audition material in a live performance				Introduce - research and establish strategies for generating working within the creative industries, choreograph and perform a group dance in a chosen style, Revise - different styles of musical theatre, focus in on one specific style of performance.				Introduce - Musical theatre practical skills Develop - choreography skills as a group,				Introduce - How to create application material for a course within the industry Revise - Ongoing review of skills and targets				Introduce - musical theatre performance to a live audience Develop - Create application material for a course, review of practical performance work			
	skills developed / extended / used	Learning and performing harmony lines, blending voices, contrasting monologues, improvisation, sight reading, acapella singing, realising a dance style in performance, dance alignment and control.				Acapella singing, responding to suggestions to change, presentation of 'self' in a short interview, realisation of the chosen style, assessing current skills on a regular basis and how to improve, completing a schedule of review.				Investigating two roles within the industry, career paths and training courses, choreography, research and presentation skills.				Devise personal strategies to generate revenue within the industry, practical skills suitable for musical theatre, learning script, blocking a musical				Blocking a musical, performance skills required for musical theatre.				CV, personal statement, show reel, wide range of practical skills in performance, evaluation skills			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Working as a group towards a common goal.				Performing solo work in front of each other, helping others to overcome nerves.				Working collectively in a creative environment.				Successfully performing a final piece that was created just by the students - self achievement/self worth.				Working as a team.				Encouraging students to be proud of their achievements and sell their successes in future job/course applications.			
	Links to 'Destinations and Employability'	Understanding rehearsal process and how that contributes towards the final product,				Learning and trialling the preparation that is required of a performance to a live audience, how to assess own capabilities and set targets for improvement. Creating monologues that will be suitable in an audition setting.				Looking at available jobs within the industry. Developing and utilising creativity skills.				Participating in the preparation for a full musical theatre production.				Participating in the preparation for a full musical theatre production. Following direction.				Creating material that can be sued for real life auditions. Final musical theatre performance.			
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe Theatre Trip			

Subject group	Faculty	Creative and Expressive Arts
	Subject	Theatre Arts

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Planning for a Career in the Creative and Performing Arts Solo Music Performance				Solo Music Performance Preparation prep time				Performance Preparation				Performance Preparation				Resubmissions				N/A			
	Subject Knowledge introduced / developed / revised	Solo performance practical skills,				Introduce a range of performance styles - looking at the historical and cultural backgrounds.				Understanding performance genres, technique for auditioning				Auditioning, plan a rehearse a live performance with a group.				Develop - focused area of external exam paper, whole LO to be resubmitted.							
	skills developed / extended / used	Vocal skills, control, diction, pitch, dynamics, characterisation.				Research, referencing.				Describing contrasting performance genres, observing and reviewing two live performances, compare and contrast the different genres, audition preparation.				Performing a live audition for a specific role, evaluating your strength and weaknesses of your audition, work with your group to create a plan, develop a rehearsal schedule, contribute to rehearsals, make modifications to performance accordingly.				Using grading criteria to inform improvements made to work.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Supporting peers when performing solo to the class				Looking at historical and cultural background to different performance styles.				Supporting each other through auditions.				Working together to create a finished performance, modifying the performance accordingly.				Taking on board the comments given by the examiner and using them to address problem areas and make improvements.							
	Links to 'Destinations and Employability'	Understanding budgeting and finance options for any further education				Developing application material for university/college, investigating career opportunities.				Responding to the requirements of a brief				Directing/choreographing a production with no teacher input.				Using feedback to address areas of weakness.							
	Enrichment Opportunities offered or developed	School Production				School Production				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe				Shoebury Stars / Dance Troupe / Glee Troupe / Acting Troupe / West End Troupe							