

Creative Industries Faculty: Performing Arts

Our Intent

Our mission is driven by a profound and shared ambition to motivate and enable all young people to fulfil their potential, become outstanding citizens and make a positive contribution to the environmental, social, political and economic growth of our city, and beyond. The Performing Arts vision at Millbay Academy shares the school's drive for providing an exceptional curriculum where our commitment and expertise in The Arts provides a fresh and progressive learning experience, rich in creative experience.

In Performing Arts at Millbay Academy, our ambition is to provide a positive and enjoyable experience; recognising that students have a wide range of experiences with drama and performance prior to Millbay Academy. We aspire to have an inclusive offer where children and young people can flourish socially with others and as individuals through exploring a range of drama skills and performance genres preparing them as Creative-Industry-ready learners. The focus for our young people will be on to "think like a creative", developing their transferable skills as well as understanding and developing the required skills of Theatre professionals.

Drama and Performing Arts are essential for developing students' communication, cooperation and negotiation skills; teamwork and ability to work confidently with others as a key tool for success not only in Performing Arts lessons but in their future careers. Other transferable skills of creativity, expression and oracy are also highly focused on for their use for students' success in all aspects of their education and futures. We support students to critique and give feedback for themselves and others in order to develop their ability to form opinions and identify success in themselves and others. Drama and Performing Arts at Millbay Academy enables students to be active participants in the community and their futures by developing skills for life even if they were not to pursue a career or interest in Performing Arts.

A focus on respect is key in establishing safe and supportive environments in Performing Arts lessons

to support students to take risks and develop confidence. A confidence in performing is encouraged and developed and we will support students of all abilities and needs to take part to their fullest potential.

Think Like A Creative:

The stages of this are as follows: *Discover, Experiment, Create, Perform, Evaluate*. Some examples of how we embed this pedagogy in our subject are as follows:



- **Discover:** Through WAGOLL (image, video, modelling), teacher demonstration, improvisation and individual/group exploration, students will discover key knowledge, information and skills.
- **Experiment:** Students will play and experiment through individual and group tasks to explore possibilities of key knowledge and skills using trial and error, learning through play, 1 minute tasks etc.. to quickly explore and experiment with skills and techniques.
- **Create:** Students will create, rehearse, direct and improve small and larger performance works, drawing on their discovery and experimentation to demonstrate their knowledge and skills.
- **Perform:** Students will perform through mini-spotlight sharings, paired sharings and whole class performances to share their learning and skills. Alternative sharing opportunities offered such as through comic strips or presentations.
- **Evaluate:** Students will continually evaluate their work and the work of others through informal spotlight feedback (WW, WM, WN) as well as formal performance critique against the assessment criteria.

In Performing Arts, this structure and wheel is referred to throughout the process of learning, creation, rehearsal and performance in each scheme of learning indicating which stage students are working on in the lesson and next steps especially at KS3.

Curriculum

Drama is not a stand alone subject in the National Curriculum and has skills as part of the English Curriculum. "All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances." We embed these fundamental skills in our discrete Drama Curriculum supporting the English curriculum especially at Key Stage 3 level. This is seen in developing students' confidence reading a range of styles and texts, inference understanding texts, role play, improvising and developing vocabulary when writing their own scripts. A key focus on audience and purpose links our Drama topics and the key aims of the English curriculum.

Our curriculum is designed to offer a wide range of historical and current themes and topics with a focus on developing students skills in a vast range of genres and styles as well as a focus on vocational and real life skills and pathways. A key intention is to develop students' success with reading and oracy using a range of stimulus and script work as well as public speaking using improvisation and rehearsed performances.

The spiral curriculum is designed to offer mastery and development of performance skills through the key stages as well as enrich students' cultural understanding of the world around them through WAGOLL and professional theatre experiences. As part of the curriculum design, there are key Domains of Knowledge which align all learning: Genres & Styles, Performance Skills, and Devising & Creating; which are taken from the 3 units of KS4 BTEC award which underpin the 3 main bodies of learning. The spiral curriculum is designed that through the key stages, students learn and develop knowledge and skills within all Domains of Knowledge covering all skills across KS3 so students are prepared for KS4 with a strong awareness of a range of performance genres and styles, acting and performance experience and skills to devise original work.

GENRES & STYLES [COMP 1]

PERFORMANCE SKILLS [COMP 2]

CREATING & DEVSING [COMP 3]

	HT1	HT2	HT3	HT4	HT5	HT6
7	Storytelling Still Image / Voice / Narratives / Puppets		Charlie & the Chocolate Factory Acting / Script		Comedy Physical Comedy / Conventions / Silent Films	
8	Shakespeare Romeo & Juliet / Stage Combat		Blood Brothers Acting / Script		TIE Theatre in Education / Devising from Stimulus	
9	Styles & Practitioners Improv / Devising / Brecht / Scripts		Page to Stage Stanislavski / Acting / Script "DNA"		Film Making - Brief Media Project - Acting / Directing	
10	BTEC PA Intro Genres/Styles Roles & Responsibilities	Comp 1 Study productions	Comp 1 Study productions	Comp 1 Complete Assessment	Comp 1 Hand In Comp 3 Devising recap	Comp 2 Skill development Script exploration
11	Comp 2 Brief Released Select script connected to Theme	Comp 2 Complete Logbook and Performances PERFORMANCE Comp 2 Hand In	Comp 3 Brief Released Devising and Ideas	Comp 3 Ideas Log Skills Log PERFORMANCE Evaluation	Comp 3 Hand In	Study Leave

Key Assessment Concepts - Story & Narrative, Engaging an Audience, Characterisation, Performance Evaluation

Key Stage 3 Curriculum

The aim of the KS3 Performing Arts curriculum is for students to have experienced a range of performance styles and skills preparing them for KS4 studies as well as offering a broad and engaging subject offering; including Storytelling, Puppets, Shakespeare, Comedy, Theatre in Education, Brecht/Epic Theatre, Stanislavski/Naturalism, Physical Theatre/Frantic Assembly and a range of Scripts including Charlie & the Chocolate Factory, Blood Brothers and DNA. They will be encouraged to create their own stories including a range of narrative structures, devising original work from stimulus as well as perform a range of characters showcasing a range of performance skills. They will understand and demonstrate how theatre can be used to engage a range of audiences and evaluate their own and others' work using key terminology. Students will be able to work independently and in groups, using rehearsal strategies and processes. As part of the spiral curriculum, each domain of knowledge is introduced, developed and embedded over time through the range of projects. Lessons are fast paced and engaging with whole class, group and individual activities utilised to learn, develop and apply new and previous skills.

As part of the spiral curriculum, within each domain of knowledge and scheme of learning, students will engage with 4 key concepts that are fundamental through all Performing Arts learning: story & narrative, engaging an audience, characterisation, performance evaluation; which shape the assessment criteria at KS3 across all units as 4 end points for assessment each term/scheme of learning. Students engage in continual reflection against these assessment criteria end points and are formatively and summatively assessed through tracking.

Key Stage 4 Curriculum

The KS4 Performing Arts curriculum follows [Level 1/2 BTEC Tech Award in Performing Arts](#). The curriculum offers a wide range of repertoire, styles and genres to explore building on KS3 coverage, delving deeper into chosen pieces and styles focusing on professional roles and responsibilities.

The curriculum is designed to build on and deepen KS3 knowledge and skills in preparation for their 3 assessed units. At the beginning of each unit, a recap and development process is used to cover and develop knowledge and skills including new content learning in preparation for the assessed units. Based on curriculum changes over the last 2 years, a wider coverage of skills and styles is included in KS3 to ready learners for KS4 and a longer recap and development period before assessment to ensure all learners have the knowledge and skills required before embarking on PSAs.

This vocational course focuses on students analysing and understanding professional performance works and how they were made; drawing on and developing students' knowledge of genres and styles as well as professional industry roles. Students will be able to articulate their strong knowledge and understanding of a range of stylistic features and artistic processes through practical exploration and written coursework. The course also enables students to develop a range of performance skills (technical, stylistic and interpretative skills) through performing script and/or musical theatre repertoire. Students will draw on their KS3 knowledge and skills of devising original work from a stimulus to engage a range of audiences. Students will be able to articulate their strong knowledge and understanding of rehearsal and directorial process, using critical evaluation to target sets for improvement in practical and written work.

Students will be able to work independently and in groups, utilising effective communication skills throughout their rehearsal and creative processes. The course offers a wide range of assessment choices for students including presentation, podcast and written reports which enables students to present their learning in a way that is best for them. The course has both internally assessed and externally examined components with time for discovery, exploration and skill development of each unit before the assessment windows.

SEND

The Performing Arts curriculum at Millbay Academy is inclusive and engaging for all students where the full depth and breadth of the curriculum is offered to all including SEND with use of adaptive teaching strategies to support such as using scaffold/broken down tasks, supported groupings and alternative outcomes.

A strong use of games and leadership exercises are used to build relationships, team work, resilience, listening, cooperation underpinned by the school's core values of Respect, Resilience, Creativity, Curiosity and Courage. Discovery, experimentation and play are utilised to engage learners through tactile and kinaesthetic learning. Teacher modelling, wagoll and regular spotlight sharings are used in combination with small steps of learning and experimentation to build a felt experience.

Subject Literacy

As part of Millbay Academy whole school literacy development, we explicitly teach vocabulary for both tier 2 and 3 languages. Subject literacy in Performing Arts is explicitly taught through key word vocabulary teaching, comprehension and application. Through the spiral curriculum, key vocabulary is introduced, revisited and developed throughout KS3 into KS4 building depth of knowledge and skill application. Key words are presented visually through engaging slides and read, discussed, repeated and performed (if necessary). Frayer models and students development of knowledge and ideas in their booklets, builds their knowledge and skills. Do it Nows are used to recall and identify key knowledge, vocabulary and skills.

Tier 2 language is utilised through use of "think like a creative" developing understanding, use and application of key words such as discover, engage, rehearse etc...

Extra-Curricular Enrichment

The Performing Arts intent includes offering students a wide range of opportunities both on and off school site and have developed relationships with TRP, TR2, Barbican and Beyond Face Theatre. Students will experience professional live performances (e.g. trips to TRP) and workshops with external practitioners (e.g. 23/24 Les Enfants Terribles workshop and Hamilton West End Performer, 24/25 National Theatre Puppetry Workshop, 25/26 National Theatre Devising Workshop, Matthew Bourne Careers Workshop, Matilda Project).

As well as offering an annual school production through after-school club, the department endeavours to generate as many other opportunities for our students as possible to broaden and enrich their experiences as well as demonstrate the links and career pathways available in the Performing Arts Industry. We are currently developing our partnerships with Beyond Face Theatre to offer weekly after-school sessions to enrich the offer we have to our wide and diverse community. We are developing our partnership with Theatre Royal Plymouth to become a partner school to develop our provision.