Performing Arts (Dance, Drama and Music)

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
7	DANCE Dance Around the World	DANCE Music Video Choreography	DRAMA Theseus & the Minotaur	DRAMA Script & Advertising	MUSIC Sea Shanties	MUSIC Jukebox Ukuleles
8	DANCE Dance with Props	DANCE Contemporary Dance Theatre	DRAMA Fault: Script to Stage	DRAMA Theatre Through Time	MUSIC Classical Bangers	MUSIC Minimalism
9	DANCE 5 Soldiers	DANCE Applied Choreography	DRAMA *Teechers*	DRAMA Applied Drama	MUSIC Film Music	MUSIC Applied Music
10	DANCE - Foundations in Performance DRAMA - Transition to GCSE Performance	DANCE - Exploring the Performing Arts Industry DRAMA - Performing from Text	DANCE - Investigating Professional Practice DRAMA - Creating Original Theatre	DANCE - Investigating Professional Practice DRAMA - Exploring Theatre Makers	DANCE - Responding to a Creative Brief DRAMA - Analysing Theatre	DANCE - Developing Performance Repertoire DRAMA - Practical Theatre Exploration
11	DANCE - Performing Repertoire DRAMA - Interpreting Theatre	DANCE - Performing Repertoire DRAMA - Creating Original Theatre	DANCE - Preparing Creative Responses DRAMA - Creating Original Theatre	DANCE - Responding to a Creative Brief DRAMA - Performing from Text	DANCE - Responding to a Creative Brief DRAMA - Preparing for Performance & Examination	DANCE - Progression and Celebration DRAMA- Preparing for Performance & Examination

Scope:
Students develop practical, creative and analytical skills through the study of dance, drama and music. Across Key Stages 3 and 4 they perform, create, analyse and evaluate a broad range of styles, practitioners and professional works. Learning balances practical application with theoretical understanding, preparing students for both vocational and academic progression while fostering creativity, collaboration and cultural awareness.

Rigour:
Knowledge and practical skills are developed through deliberate practice, retrieval, rehearsal and reflection. Students are expected to apply specialist vocabulary, justify creative decisions, analyse professional work and respond to increasingly demanding performance and written assessment tasks. Assessment criteria become progressively more challenging, promoting independence, resilience and high-quality outcomes.

Sequencing:
At Key Stage 3, students study Dance, Drama and Music through a rotational curriculum, providing breadth of experience across the performing arts. The Key Stage 4 curriculum is therefore deliberately sequenced to support students' transition from this carousel model into specialist study. Practice assessments and skill-building opportunities allow students to become familiar with GCSE and BTEC assessment expectations before undertaking formal assessment. Learning follows a spiral curriculum in which practical, analytical and evaluative skills are revisited and refined in increasingly demanding contexts.

Coherence:
Practical and theoretical learning are intentionally interconnected. Performance informs analysis, research supports creativity and evaluation strengthens future performance. Across dance, drama and music, students encounter recurring concepts including collaboration, rehearsal, interpretation, audience, creativity and reflection, ensuring learning is cumulative and transferable across disciplines and qualifications.