



Subject Intent Statement

The Garibaldi School Creative Arts Faculty is made up of the three disciplines of Art, Music and Performing Arts. We are dedicated to providing our young people with life enhancing creative skills which will provide them with the opportunity to express their creativity through a range of artistic pathways and experiences. This contribution to our students life will enable them to flourish in their surroundings, whether this is in the world of work, in their wider community or simply for pleasure. The Creative Arts faculty nurtures students to bring out their optimum potential paying close attention to cultural differences, socio-economic or religious backgrounds.

We encourage all of our students to:-

- Assume responsibility for their learning and development
- Develop their creative communication skills throughout the three CA disciplines of Art, Music and Performing Arts
- Improve their self-confidence
- Develop a broad based affinity with artistic work in their chosen specialism
- Interact and be inspired by teachers, mentors, practitioners and different student age groups
- Value the opinions of peers and encourage an environment of healthy critical discussion

We believe each students creative potential can be explored in a warm and friendly environment with caring teachers; encouraging a high level of success as well as supporting physical and emotional well-being. We ensure that our classes are a safe and non-judgemental environment where our creative curriculum is engaging and nourishing yet disciplined and challenging for all students.

Key Concepts

Key Language/Terminology

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Acting skills • Team work • Use of drama techniques • Style and genre • Reflective writing • Use of research • Performing script work 	<ul style="list-style-type: none"> • Acting theory – genres and style (component 1), technical and performance skills (component 2) and devising from a stimulus (component 3) • Scripted performance – solo and ensemble • Devised performance- solo and ensemble 	<ul style="list-style-type: none"> • Scripted performance – solo and ensemble (unit 2 and 28) • Devised performance- solo and ensemble (unit 3) • Acting theory- style and practitioner work (unit 1) 	<p>Year 7 Still- image/ Devising/ Improvisation/ Thought-tracking/ Sound-scape/ Physical Theatre/ Mask work/ Body language/ Facial Expressions/ Hand Gestures/ Vocal Expression/ Context/ Confidence</p> <p>Year 8 Theatre in education/ Genre/ Analysis/ Repertoire/ Choral speech/ Choral movement/ Hot-seating/ Role on the wall/ Flashback/ Flashforward/ Mirroring/ Shadowing</p> <p>Year 9 Style/ Practitioner/ Abstract/ Direct address/ Epic Theatre/ Naturalism/ Commedia Del’ Arte/ Technician/ Emotion memory/ Given</p>	<p>Component 1 o treatment of theme/issue o production elements o form/structure/narrative o response to stimulus o style/genre o contextual influences o collaboration o theatre makers Brief/ communicate/ compare/ comprehensive/ demonstrate/ dexterity/ judgement</p> <p>Component 2 o cooperation o being supportive o listening to others o punctuality o consistency o commitment o reliability o being prepared</p>	<p>Unit 1 Creative intentions and themes/ Critical analysis of the work of performing arts practitioners/ Contextual factors and practitioners’ work/ Investigation process/ Investigating contextual factors</p> <p>Unit 2 Explore the roles and skills of a performer/ Explore and develop physical skills, performance disciplines and styles/ Explore and develop vocal skills, performance disciplines and styles/ Personal management and discipline skills for performance/ Review and evaluate development of skills and techniques for live performance</p> <p>Unit 3 Types of stimulus/ Understand how to use stimulus for developing</p>

			Circumstances/ Objective/ Super-objective/ placard/ Alienation	<ul style="list-style-type: none"> o being respectful of others' opinions and skills. <p>Component 3</p> <ul style="list-style-type: none"> o target audience o performance space o planning and managing resources o running time o style of work. o structure of the work o style and genre of the work o skills required o creative intentions o vocal skills o physical skills o design skills o interpretative skills: showing time and place, presenting a character, creating humour or emotion. o energy o focus o concentration o commitment. 	<p>performance/ Primary and secondary research/ Development and realisation of creative ideas/ Teamwork and collaboration/ Working process/</p> <p>Unit 28</p> <p>Explore past and present variety acts and performers/ Key features and purpose/ Venues and contexts/ Develop and adapt material for a variety performance/ Review and evaluate development and application of skills and techniques for a variety act</p>
--	--	--	--	--	---

Year 7	Curriculum Coherence
---------------	-----------------------------

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Survivors	<ul style="list-style-type: none"> - Acting theory - Devising - Dramatic techniques - Performance 	<p>To understand and develop basic acting skills</p> <p>To develop my team work skills when creating a performance from scratch</p> <p>To develop an understanding of basic dramatic techniques</p>	<p>Perform a devised ensemble piece to an audience</p> <p>Understand how to create a character in a specific context</p>	<p>Context</p> <p>Body language</p> <p>Facial expressions</p> <p>Hand gestures</p> <p>Vocal skills</p>	<p>Perform a short piece of drama based on the stimulus of 'survivors'</p>	<p>-Design a shelter that the characters could use to help them survive on the island.</p> <p>-Mark using self-reflection task on what's gone well and what can be improved.</p>
Greek Theatre	<ul style="list-style-type: none"> - Acting theory - Devising - Dramatic techniques - Performance - Logbook 	<p>To develop an understanding of basic dramatic techniques</p> <p>To understand different performance style</p> <p>To use reflective writing to identify my strengths and areas of development</p>	<p>Repertoire adaptation/ Performance</p> <p>To be able to perform an abridged version of an Ancient Greek play</p> <p>To write a successful logbook entry</p>	<p>Abridged Repertoire</p> <p>Choral ensemble work</p> <p>Identify</p> <p>Expand</p> <p>Justify</p> <p>Analyse</p> <p>Evaluate</p>	<p>Perform an abridged recreation of the play 'Antigone'</p>	<p>Antigone storyboard and analysis</p>
Clifton Hall	<ul style="list-style-type: none"> - Acting theory - Devising - Dramatic techniques - Performance 	<p>To understand and develop basic acting skills</p>	<p>Devising/ Performance</p> <p>To perform a piece of devised theatre based on a Stimulus</p>	<p>Genre</p> <p>Devising</p> <p>Stimulus</p> <p>Climax</p>	<p>Perform a devised piece, within the horror genre, based on the story of Clifton Hall</p>	<p>Unifrog based research task</p>

	- Genre	To develop my team work skills when creating a performance from scratch To develop an understanding of basic dramatic techniques				
--	---------	---	--	--	--	--

Year 8	Curriculum Coherence					
---------------	-----------------------------	--	--	--	--	--

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
------------------------------	-----------------	-------------------------	-------------------------	-------------------------------	------------	----------------------

Grimm Tales	<ul style="list-style-type: none"> - Acting theory - Devising - Dramatic techniques - Performance - Genre - Presentation 	<p>To understand develop effective acting skills</p> <p>develop a skilled understanding of dramatic techniques</p> <p>To understand different performance styles</p>	Devising/ Performance/ Presentation	Repertoire Protagonist Antagonist dialogue	Create and perform a piece of re-created/adapted repertoire from a specific style/genre.	<p>Research task into who are the Grimm brothers, what they did and examples of their stories.</p> <p>Students will learn about the skills of how to research properly to avoid plagiarism and using trusted resources on the internet.</p>
-------------	--	--	-------------------------------------	---	--	---

Hit and Run	<ul style="list-style-type: none"> - Acting theory - Theatre in Education - Dramatic techniques - Performance 	<p>To improve my team work skills when creating a performance from scratch</p> <p>To develop a skilled understanding of dramatic techniques</p> <p>To understand different performance styles</p>	Devising/ Performance	Analysis Blocking Improvisation Forum theatre	Perform a piece in the style of 'Theatre in Education'	Diary entry from a character's perspective
-------------	---	---	-----------------------	--	--	--

Stage Vs. Screen	<ul style="list-style-type: none"> - Acting theory - Devising - Dramatic techniques - Performance - Theatre on location 	<p>To understand develop effective acting skills</p> <p>Be able to perform a piece of script work</p> <p>To use reflective writing to identify and explain my strengths and areas of development</p>	Devising/ Performance/ Location based performance	Stage directions Characterisation Ensemble Gesture Exaggeration	To create a short screen play and perform in 2 different locations, 1 for stage and 1 for film	Learning lines from a section of script to perform as part of the assessment.
------------------	--	--	---	---	--	---

Year 9	Curriculum Coherence					
---------------	-----------------------------	--	--	--	--	--

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
------------------------------	-----------------	-------------------------	-------------------------	-------------------------------	------------	----------------------

Epic Theatre	<ul style="list-style-type: none"> - Practitioner work - Style and genre - Acting theory 	To develop effective and engaging characterization	Scripted performance Practitioner research	Historical Etiquette Emphasis	By the end if this unit students should have begun to create a short scene from the play 'Blood	Research the wider context of Blood Brothers including social and economical contextual
--------------	---	--	---	-------------------------------------	---	---

	<ul style="list-style-type: none"> - Scripted work - Dramatic techniques - Performance 	<p>To develop an understanding of higher-level dramatic techniques</p> <p>To develop an in depth understanding of different performance styles</p>	<p>Use research skills to inform and enhance practical work</p> <p>Be able to perform a piece of script work effectively</p>	<p>Aside</p> <p>Foreshadowing</p>	<p>Brothers' or 'Blackout' using Epic Theatre techniques to influence both the quality of the performance and the effect on the audience.</p>	<p>factors of the playwright, using a self-reflection sheet to self-mark the work</p>
Melodrama	<ul style="list-style-type: none"> - Practitioner work - Style and genre - Acting theory - Performance and production work - Performance - Devising 	<p>Identify and implement elements of different performance styles and genres</p> <p>To develop effective and engaging characterisation</p> <p>To refine knowledge and understanding of reflective writing</p>	<p>Devised performance</p>	<p>Focus</p> <p>Genre</p> <p>Gesture</p> <p>Humour</p> <p>Ensemble</p> <p>Climax</p>	<p>Perform a devised pantomime to a live audience</p>	<p>Create a storyboard for your pantomime using the 'provocation, pangs and penalty' structure</p>
Naturalism	<ul style="list-style-type: none"> - Practitioner work - Style and genre - Acting theory - Scripted work - Character concepts - Performance 	<p>To develop an in depth understanding of different performance styles</p> <p>To develop effective and engaging characterisation</p>	<p>Be able to perform a piece of script work effectively</p>	<p>Upstage</p> <p>Downstage</p> <p>Subtext</p> <p>Emotion memory</p> <p>Given circumstances</p> <p>Magic if</p> <p>Proscenium</p> <p>Forth wall</p>	<p>By the end of the unit, students will perform a scripted piece in a Naturalistic style</p>	<p>Read the script and familiarise themselves with lines of their chosen script</p>
Production elements	<ul style="list-style-type: none"> - Style and genre - Acting theory - Performance and production work - Performance 	<p>Understanding and refining skills in devising</p> <p>To develop an in depth understanding of different performance styles</p> <p>To refine knowledge and understanding of reflective writing</p>		<p>Cue</p> <p>Props</p> <p>Suspense</p>	<p>To devise a short performance with the focus being on lighting, sound, costume, props and set</p>	<p>Unifrog research task around a 'Live sound engineer'</p>
Twist media	<ul style="list-style-type: none"> - Devising - Performance - Acting theory - Style and genre 	<p>Understanding and refining skills in devising</p> <p>To understand different performance style</p> <p>Use research skills to enhance my practical work</p>		<p>Mime</p> <p>Tableaux</p> <p>Tragedy</p> <p>Satire</p>	<p>Perform a piece of devised satire</p>	<p>Research and print out a story which has been manipulated and changed in the media. Who is the intended audience for this story? Why has it been manipulated? Who has been affected by the story?</p>
Monologues	<ul style="list-style-type: none"> - Style and genre - Acting theory - Performance - Scripted work 	<p>To develop effective and engaging characterization</p> <p>Understanding and refining skills in devising</p>		<p>Monologue</p> <p>Soliloquy</p> <p>Characterisation</p>	<p>Perform an off-script monologue</p>	<p>Learn the lines for your monologue, off by heart</p>

Year 10	Curriculum Coherence					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Component 1	<ul style="list-style-type: none"> - Performance repertoire - Scripted work 	Investigate how professional performance or production work is created	Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.	In Key Core Knowledge column	Presentation piece linked to Pearson PSA and chosen repertoire	Wider research for chosen repertoire
Component 3 (mock)	<ul style="list-style-type: none"> - Devising - Performance - Analysis and evaluation 	<p>Understand how to respond to a brief</p> <p>Select and develop skills and techniques in response to a brief</p>	<p>Apply skills and techniques in a workshop performance in response to a brief</p> <p>Evaluate the development process and outcome in response to a brief</p>	In Key Core Knowledge column	<p>1-hour Ideas log written exam</p> <p>1-hour Skills log written exam</p> <p>Performance exam (7-12 minutes)</p> <p>1-hour Performance review exam</p>	Development of exam notes (1 and 1/3 sides of A4 per written exam)
Year 11	Curriculum Coherence					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Component 2	<ul style="list-style-type: none"> - Performance repertoire - Scripted work 	Use rehearsal or production/design processes	<p>Apply skills and techniques in performance or realisation</p> <p>Review own development and application of performance or design skills.</p>	In Key Core Knowledge column	<p>Rehearsal log</p> <p>Performance exam</p> <p>Performance review exam</p>	<p>Learn your lines</p> <p>Research on chosen practitioner</p>
Component 3	<ul style="list-style-type: none"> - Devising - Performance - Analysis and evaluation 	<p>Understand how to respond to a brief</p> <p>Select and develop skills and techniques in response to a brief</p>	<p>Apply skills and techniques in a workshop performance in response to a brief</p> <p>Evaluate the development process and outcome in response to a brief</p>	In Key Core Knowledge column	<p>1-hour Ideas log written exam</p> <p>1-hour Skills log written exam</p> <p>Performance exam (7-12 minutes)</p> <p>1-hour Performance review exam</p>	Development of exam notes (1 and 1/3 sides of A4 per written exam)
Year 12	Curriculum Coherence					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Unit 28	<ul style="list-style-type: none"> - Adaptation of scripted material or development of devised material - Review of development 	<p>Understand the key features of variety performance</p> <p>Develop skills and techniques for variety performance</p>	Apply performance skills and techniques to a variety performance	In Key Core Knowledge column	<p>X 4 logbook entries</p> <p>X 1 performance exam</p> <p>X 1 presentation on variety performance</p>	<p>Logbook entries</p> <p>Presentation</p>

	- Research of variety performance origins		Review personal development and own performance.			
Unit 1	- Contextual practitioner factors - Understanding of key performance and production elements - Compare and contrasting repertoire	AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners	AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements	In Key Core Knowledge column	3 hour written exam	Development of exam notes (4 sides of A4) Practise paragraphs
Unit 3	- Devising based on stimulus work - Review of development	AO1 Understand how to interpret and respond to stimulus for a group performance AO2 Develop and realise creative ideas for a group performance in response to stimulus	AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance	In Key Core Knowledge column	X 4 1-hour milestone written exams X 1 Performance exam (10-20 minutes)	Notes for each written exam (2 sides of A4 per exam)
Year 13	Curriculum Coherence					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Unit 2	- Adaptation of scripted material - Review of development - Research of acting theory and processes	Understand the role and skills of a performer Develop performance skills and techniques for live performance	Apply performance skills and techniques in selected styles Review and reflect on development of skills and techniques for live performance.	In Key Core Knowledge column	X 4 logbook entries X 1 performance exam X 1 presentation on the skills of a performer	Logbook entries Presentation
Unit 1	- Contextual practitioner factors - Understanding of key performance and production elements	AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners	AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners	In Key Core Knowledge column	3 hour written exam	Development of exam notes (4 sides of A4) Practise paragraphs

	<ul style="list-style-type: none"> - Compare and contrasting repertoire 		<p>AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire</p> <p>AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p>			
Unit 3	<ul style="list-style-type: none"> - Devising based on stimulus work - Review of development 	<p>AO1 Understand how to interpret and respond to stimulus for a group performance</p> <p>AO2 Develop and realise creative ideas for a group performance in response to stimulus</p>	<p>AO3 Apply personal management and collaborative skills to a group performance workshop process</p> <p>AO4 Apply performance skills to communicate creative intentions during performance workshop</p> <p>AO5 Review and reflect on the effectiveness of the working process and the workshop performance</p>	In Key Core Knowledge column	<p>X 4 1-hour milestone written exams</p> <p>X 1 Performance exam (10-20 minutes)</p>	Notes for each written exam (2 sides of A4 per exam)