



Performing Arts Curriculum

Performing Arts at Maltby Academy

Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

Performing Arts - intent statement

The Performing Arts curriculum at Maltby Academy inspires creativity, collaboration, and confidence through the disciplines of drama and music. Students develop performance, technical, and evaluative skills while also exploring cultural and historical contexts. The curriculum fosters resilience, teamwork, and self-expression, providing a platform for students to develop confidence and communication skills transferable to all areas of life. Performing Arts contributes to our key drivers through outstanding Teaching & Learning, Enrichment via concerts, productions, and clubs, and Careers pathways in the creative industries. Personal Development is enhanced as students grow in confidence, empathy, and resilience. Performing Arts at Maltby Academy ensures students achieve academic success while discovering their creative potential and shaping their identity.

Why do we study Performing Arts?

Performing Arts develops confidence, empathy, and collaborative skills. It allows students to explore human stories, emotions, and social issues through performance, helping them understand themselves and others in creative, meaningful ways.

Qualification

Our Key Stage 4 exam board for Performing Arts is BTEC. Our Key Stage 5 exam board for Performing Arts is BTEC.

Key Tier 2 Vocabulary

interpret, evaluate, perform, refine, collaboration, ensemble, expression, technique, choreography, composition, critique, improvisation, rehearsal, discipline, audience

Disciplinary Requirements

- Students must demonstrate performance skills through rehearsal and reflective practice.
- Analyse and interpret repertoire, evaluating stylistic and contextual influences.
- Work collaboratively to devise, refine, and perform with professional discipline.
- Evaluate own and others' work through constructive critique and self-reflection.

Vocabulary and Substantive Knowledge Summary

The Performing Arts curriculum at Maltby Academy inspires creativity, confidence, and collaboration across Drama, Dance, and Musical Theatre. Students explore performance as a powerful form of communication and expression, developing practical and interpretive skills through movement, voice, characterisation, and storytelling. The curriculum builds confidence and creativity through live performance, reflection, and ensemble work, nurturing empathy, discipline, and imagination.

Key Stage 3 – Performing Arts

Vocabulary focus:

Students are introduced to core performance terminology such as characterisation, projection, posture, expression, rhythm, timing, improvisation, gesture, and ensemble. They also learn basic stage and dance vocabulary including levels, space, focus, cue, choreography, and motivation, building a shared language for practical performance.

Substantive knowledge themes:

- Performance skills – exploring movement, voice, and physical expression in a range of performance contexts.
- Creativity and devising – using improvisation and stimulus materials to create original performances.
- Teamwork and collaboration – developing trust, communication, and ensemble awareness.
- Evaluation and reflection – learning to analyse performances and give constructive feedback.
- Context and culture – understanding how social and historical influences shape performance.
- Stagecraft – exploring set, lighting, costume, and sound to enhance mood and narrative.

Progression goal:

By the end of Key Stage 3, students perform confidently in groups, experiment creatively with ideas, and reflect thoughtfully on their own and others' work. They demonstrate growing self-assurance, imagination, and respect for the collaborative process.

Key Stage 4 – Performing Arts

Vocabulary focus:

Students expand their vocabulary to include advanced performance terms such as proxemics, subtext, stimulus, dynamics, motif development, intention, mood, atmosphere, and interpretive choices. They use specialist terminology to analyse, rehearse, and evaluate performance work, both practically and in written reflection.

Substantive knowledge themes:

- Advanced performance – refining technical control, physical and vocal precision, and emotional depth.
- Devising and composition – creating performances from stimuli, exploring narrative structure and audience engagement.
- Genre and style – exploring physical theatre, naturalism, abstract performance, and dance forms across traditions.
- Character and choreography – applying research to inform creative choices in role and movement.
- Evaluation and analysis – developing reflective skills to assess performance effectiveness.
- Collaboration and creativity – leading group rehearsals, responding to feedback, and refining ideas.

Progression goal:

By the end of Key Stage 4, students perform with clarity, confidence, and creative ownership. They can interpret a range of styles, justify artistic choices, and contribute meaningfully to ensemble work. They recognise performance as both a discipline and an expressive art form.

Key Stage 5 – Performing Arts

Vocabulary focus:

Students master a professional vocabulary including stimulus, interpretation, practitioner influence, devising log, rehearsal process, dramaturgy, spatial design, semiotics, and creative intention. They articulate complex creative processes using precise terminology drawn from professional practice.

Substantive knowledge themes:

- Professional performance – developing confidence, technical control, and personal style through sustained rehearsal and performance.
- Devising and directing – applying practitioner methodologies to create original, concept-driven work.
- Analysis and reflection – evaluating performance using critical vocabulary and theoretical frameworks.
- Context and influence – studying the work of key practitioners, choreographers, and playwrights.
- Collaboration and leadership – managing creative projects, directing others, and reflecting on outcomes.
- Industry awareness – exploring pathways in performance, production, and creative arts management.

Progression goal:

By the end of Key Stage 5, students demonstrate independence, professionalism, and artistic maturity. They perform and devise with confidence, apply critical insight to creative decisions, and collaborate effectively as reflective, innovative practitioners.

Across Key Stages 3 to 5

The Performing Arts curriculum provides a creative and inclusive platform for self-expression, teamwork, and cultural exploration. Through practical performance, devising, and reflection, students grow in confidence, discipline, and empathy. They leave Maltby Academy as articulate, creative individuals able to lead, collaborate, and express themselves with purpose in a range of professional and personal contexts.




Appendix


39-week plans

Tier 3 vocabulary




 Performing Arts Year 7							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Introduction to Drama - Baseline assessment		Introduction to Drama - Improvisation from object		Introduction to Drama - Musical Theatre		Introduction to Drama - Scripted – split staging scene	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Introduction to Drama - Set/props/costume		Introduction to Drama - Practitioner Workshop – lesson on fairytale		Introduction to Drama - Dance and song		Introduction to Drama - Technique building	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Alice In Wonderland - Understanding Character		Alice In Wonderland - Alternative character development		Alice In Wonderland - Institutions		Alice In Wonderland - Welcome to Wonderland	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Alice In Wonderland - Set and working with Key Props		Silent Movie - Features and comic mime		Silent Movie - Characteristics of Slapstick Comedy		Silent Movie - Reaction shots and Slow Burn	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Silent Movie - Car Chase		Silent Movie - Devising a Silent Movie		Silent Movie - Performing a silent movie		Silent Movie - writing a silent movie	





 Performing Arts Year 8							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Musical Theatre - Matilda		Musical Theatre - Annie Props		Musical theatre - Buggy Malone Jazz		Musical Theatre - Lion king movment	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Musical Theatre - Hamilton modernisation		Musical Theatre - Aladdin chorus work		Musical Theatre - Jukebox Musical		Musical theatre - Wicked characterisation	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Fairytales - Once upon a time		Fairytales - Enter the chorus		Fairytales - Myths meet fairytales		Fairytales - physical theatre and symbolism	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Fairytales - style it up - genre twists		Warden X - Introduction to Borstal		Warden X - The Fight in the Boiler Room		Warden X - The Investigation	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Warden X - Character backstory		Warden X - Media Response		Warden X - 10 years later		Warden X - monologues	




 Performing Arts Year 9							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Heavenly Creatures - Introduction and semiotics		Heavenly Creatures - Physical theatre		Heavenly Creatures - status and storytelling		Heavenly Creatures - Chorus work	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Heavenly Creatures - Split staging		Heavenly Creatures - Rhythmic movement		Heavenly Creatures - Climatic moments		Heavenly Creatures - Chair duets	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Verbatim theatre - Too much punch for Judy		Verbatim theatre - I love you mum, I promise I won't die		Verbatim theatre - I love you mum, I promise I won't die		Verbatim theatre - Hard to Swallow	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Verbatim theatre - Hard to Swallow		Practitioner Workshops - Stanislavski Lesson 1		Practitioner Workshops - Stanislavski Lesson 2		Practitioner Workshops - Brecht Lesson 1	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Practitioner Workshops - Brecht Lesson 2		Practitioner Workshops - Frantic Assembly Lesson 1		Practitioner Workshops - Frantic Assembly Lesson 2		Working With Stimulus	



 Performing Arts Year 10							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Component One - Course introduction and basic skills	Component One - Workshop on voice	Component One - workshop on physicality/workshop on Stan	Component One - Selecting script and timing	Component One - Research lesson on script/research lesson contextualisation	Component One - Write up Task 1 lesson one	Component One - Write up Task 1 lesson two/plan task 2 rehearsal	Component One - Write up Task 2 rehearsal
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Component One - Read through plus blocking and skills audit - filmed/finalise blocking and add set	Component One - Rehearsal focus on vocal skills	Component One - Rehearsal focus on physical gestures and movement/ implementing Stanislavski units and objectives	Component One - Technical lesson adding props and sound	Component One - Note taking and prepping for Task 3/Write up Task 3	Component One - Writing up task 3	Component One - Dress rehearsal/all day Practical exam/Write up Task 4	Component 2 - Go over component requirements
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Component 2 - Researching ideas in response to brief for task 1/Researching ideas in response to brief for task 1	Component 2 - Researching ideas in response to brief for task 1/Researching ideas in response to brief for task 1	Component 2 - Researching ideas in response to brief for task 1/Controlled assessment Task 1	Practical exploration - last 20 minutes write up	Practical exploration - last 20 minutes write up	Practical exploration - last 20 minutes write up	Practical exploration - last 20 minutes write up	Practical exploration - last 20 minutes write up
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Making evaluation notes	Controlled assessment Task 4 Evaluation 1hr 10/Controlled assessment Evaluation 1hr 20	Catch up time if needed and signing paperwork/Good Friday not in School	Looking at Comp 3 or resit opportunity	Mayday Bank Holiday Hand in Deadline	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	Looking at Comp 3 or resit opportunity	

 Performing Arts Year 12							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	Unit 27 Varitey Performance OR Unit 28 Musical Theatre	(Tuesday 26th November - unit 1 exam Part A release date - prep work to do research for exam)	Performance and evaluation week UNit 27: Variety Show	Unit 1 Exam Prep	Unit 1 Exam Prep	Wednesday 8th January - Unit 1 exam Part B
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Hand in Deadline Group Performance Workshop	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	

 Performing Arts Year 13							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques	Unit 2: Developing Skills and Techniques hand in Deadline	Course complete			
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	



Key Stage 3 – Tier 3 Vocabulary and Definitions

Performing Arts – Year 7

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Introduction to Drama – Baseline Assessment	Spontaneous Improvisation	Creating a performance without a script or prior planning.
1	Introduction to Drama – Baseline Assessment	Scenario	An outline of a play describing the plot, characters and events.
2	Introduction to Drama – Improvisation from Object	Character	A person or being portrayed by an actor.
2	Introduction to Drama – Improvisation from Object	Gesture	Movements of the body, head or arms used to convey meaning.
3	Introduction to Drama – Improvisation from Object	Body Language	Using the body to express emotions or intentions.
3	Introduction to Drama – Improvisation from Object	Still Image	A frozen picture created by performers to show meaning.
4	Introduction to Drama – Improvisation from Object	Thought Track	Speaking a character's inner thoughts while others remain frozen.
4	Introduction to Drama – Improvisation from Object	Levels	Using different heights on stage to show relationships or status.
5	Introduction to Drama – Musical Theatre	Musical Theatre	Drama that combines acting, singing and dancing.
5	Introduction to Drama – Musical Theatre	Choreography	Planned dance movements used in performance.
6	Introduction to Drama – Musical Theatre	Musicality	Expressing rhythm and timing through movement or voice.
6	Introduction to Drama – Musical Theatre	Movement	Physical actions used to communicate meaning on stage.
7	Introduction to Drama – Scripted Split Staging	Split Stage	When two scenes happen simultaneously in different parts of the stage.
7	Introduction to Drama – Scripted Split Staging	Audience	The group watching or listening to a performance.
8	Introduction to Drama – Scripted Split Staging	Facial Expression	Using the face to communicate emotion.
8	Introduction to Drama – Scripted Split Staging	Posture	The position or alignment of the body when standing or sitting.
9	Introduction to Drama – Set / Props / Costume	Set	Permanent stage structures representing the setting of a play.
9	Introduction to Drama – Set / Props / Costume	Props	Objects actors use during a performance.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Introduction to Drama – Set / Props / Costume	Costume	Clothing worn by actors to represent a character.
10	Introduction to Drama – Set / Props / Costume	Characterisation	How an actor uses voice, movement and gesture to create a character.
11	Introduction to Drama – Practitioner Workshop	Bertolt Brecht	A theatre practitioner known for Epic Theatre that encourages critical thinking.
11	Introduction to Drama – Practitioner Workshop	Exaggeration	Deliberately over-the-top acting used for dramatic or comic effect.
12	Introduction to Drama – Practitioner Workshop	Moral	The lesson or message within a story.
13	Introduction to Drama – Dance and Song	Spacing	The distance between performers on stage.
13	Introduction to Drama – Dance and Song	Interaction	How performers communicate with one another in a scene.
14	Introduction to Drama – Dance and Song	Projection	Using the voice clearly and loudly so the audience can hear.
15	Introduction to Drama – Technique Building	Tone	The emotional quality of a character's voice.
15	Introduction to Drama – Technique Building	Spatial Awareness	Understanding the performer's position relative to stage and audience.
16	Introduction to Drama – Technique Building	Intonation	Variation in tone and pitch when speaking.
17	Alice in Wonderland – Understanding Character	Monologue	A speech delivered by one character alone.
17	Alice in Wonderland – Understanding Character	Status	The level of power or importance of a character in a scene.
18	Alice in Wonderland – Understanding Character	Eye Contact	Non-verbal communication showing focus or relationship.
19	Alice in Wonderland – Alternative Character Development	Energy	The intensity and commitment shown in performance.
19	Alice in Wonderland – Alternative Character Development	Accent	A way of speaking associated with a region or social group.
20	Alice in Wonderland – Alternative Character Development	Pace	The speed at which dialogue or movement occurs.
21	Alice in Wonderland – Institutions	Pause	A deliberate break in dialogue to create tension or emphasis.
21	Alice in Wonderland – Institutions	Pitch	How high or low a voice sounds.
22	Alice in Wonderland – Institutions	Step Out	Leaving character to address the audience directly.



Week	Curriculum Component	Tier 3 Vocabulary	Definition
23	Alice in Wonderland – Welcome to Wonderland	Choral Speech	Multiple performers speaking lines together in unison.
23	Alice in Wonderland – Welcome to Wonderland	Choral Movement	Group movement performed simultaneously.
24	Alice in Wonderland – Welcome to Wonderland	Slow Motion	Performing actions slowly for dramatic emphasis.
25	Alice in Wonderland – Set and Key Props	Staging	The arrangement of actors and objects on stage.
25	Alice in Wonderland – Set and Key Props	Rostra Blocks	Platforms used to create different stage levels.
26	Silent Movie – Features and Comic Mime	Mime	Acting without speech using only movement and expression.
26	Silent Movie – Features and Comic Mime	Narration	Telling part of the story directly to the audience.
27	Silent Movie – Features and Comic Mime	Unison	Performing movements together at the same time.
28	Silent Movie – Features and Comic Mime	Canon	Repeating movements one after another in sequence.
29	Silent Movie – Slapstick Comedy	Slapstick Comedy	Exaggerated physical humour and visual jokes.
29	Silent Movie – Slapstick Comedy	Placard	A sign used on stage to communicate information to the audience.
30	Silent Movie – Slapstick Comedy	Stereotype	An exaggerated representation of a person or group.
31	Silent Movie – Reaction Shots and Slow Burn	Reaction Shot	Showing a character's response to another's action.
31	Silent Movie – Reaction Shots and Slow Burn	Slow Burn	Gradually reacting to build tension or humour.
32	Silent Movie – Reaction Shots and Slow Burn	Comic Timing	Delivering actions or lines at the perfect moment for humour.
33	Silent Movie – Car Chase	Plot	The storyline of a play or film.
34	Silent Movie – Car Chase	'Oops' Moment	A humorous mistake or accident used for comedy.
35	Silent Movie – Devising	Motif	A repeated movement or idea representing a theme.
35	Silent Movie – Devising	Augmentation	Enlarging movements or gestures for emphasis.
36	Silent Movie – Devising	Proxemics	The use of space to show relationships between characters.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
37	Silent Movie – Performing	Focus	Remaining engaged and in character during performance.
38	Silent Movie – Performing	Physicality	Using the body to express character.
39	Silent Movie – Writing a Silent Movie	Artistic Intention	What a performer or playwright wants the audience to think or feel.
39	Silent Movie – Writing a Silent Movie	Playwright	A person who writes plays.

Performing Arts – Year 8

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Musical Theatre – Matilda	Projection	Using the voice clearly and powerfully so it reaches the audience.
1	Musical Theatre – Matilda	Volume	How loud or quiet a performer's voice is.
2	Musical Theatre – Matilda	Expression	Showing emotion through voice and movement.
2	Musical Theatre – Matilda	Tone	The emotional quality of a performer's voice.
3	Musical Theatre – Annie Props	Props	Objects used by performers during a scene.
3	Musical Theatre – Annie Props	Characterisation	Changing voice, movement and expression to portray a character.
4	Musical Theatre – Annie Props	Posture	The way a performer holds their body when performing.
5	Musical Theatre – Buggy Malone Jazz	Jazz Dance	A dance style with energetic, expressive movements.
5	Musical Theatre – Buggy Malone Jazz	Choreography	A planned sequence of dance movements.
6	Musical Theatre – Buggy Malone Jazz	Timing	Moving or acting in rhythm with music or other performers.
6	Musical Theatre – Buggy Malone Jazz	Musicality	Expressing rhythm and mood through movement.
7	Musical Theatre – Lion King Movement	Movement	Physical action used to communicate meaning.
7	Musical Theatre – Lion King Movement	Body Language	Non-verbal communication using posture and gesture.
8	Musical Theatre – Lion King Movement	Levels	Using different heights in performance for visual effect.
9	Musical Theatre – Hamilton Modernisation	Rap	A musical style where lyrics are spoken rhythmically over a beat.
9	Musical Theatre – Hamilton Modernisation	Tempo	The speed of rhythm or movement.
10	Musical Theatre – Hamilton Modernisation	Rhythm	The pattern of beats in music or movement.



Our Classroom Curriculum | Maltby Academy

Week	Curriculum Component	Tier 3 Vocabulary	Definition
11	Musical Theatre – Aladdin Chorus Work	Chorus	A group of performers who speak or move together.
11	Musical Theatre – Aladdin Chorus Work	Unison	Performing movements or speech together at the same time.
12	Musical Theatre – Aladdin Chorus Work	Canon	Performing movements one after another in sequence.
13	Musical Theatre – Jukebox Musical	Jukebox Musical	A musical that uses pre-existing popular songs.
13	Musical Theatre – Jukebox Musical	Repertoire	Existing work used for study or performance.
14	Musical Theatre – Jukebox Musical	Reinterpretation	Presenting an existing idea in a new creative way.
15	Musical Theatre – Wicked Characterisation	Facial Expression	Using the face to communicate emotion.
15	Musical Theatre – Wicked Characterisation	Gestures	Movements used to express meaning.
16	Musical Theatre – Wicked Characterisation	Fluidity	Smooth transitions between movements.
17	Fairytales – Once Upon a Time	Fairy Tale	A traditional story often containing magical elements.
17	Fairytales – Once Upon a Time	Genre	A category or type of drama.
18	Fairytales – Once Upon a Time	Narration	Speaking directly to the audience to advance the story.
19	Fairytales – Enter the Chorus	Ensemble	A group of performers working together equally.
19	Fairytales – Enter the Chorus	Soundscape	Layers of sound used to create atmosphere.
20	Fairytales – Enter the Chorus	Improvisation	Creating action or dialogue spontaneously.
21	Fairytales – Myths Meet Fairytales	Greek Mythology	Ancient stories featuring gods, heroes and legends.
22	Fairytales – Myths Meet Fairytales	Symbolism	Using objects or movement to represent ideas.
23	Fairytales – Physical Theatre & Symbolism	Physical Theatre	Storytelling through physical movement rather than dialogue.
23	Fairytales – Physical Theatre & Symbolism	Stylised Performance	Non-naturalistic acting using exaggerated movement or gesture.
24	Fairytales – Physical Theatre & Symbolism	Transition	Moving smoothly between scenes or moments.
25	Fairytales – Style It Up	Freeze Frame	A still image used to capture a dramatic moment.
26	Fairytales – Style It Up	Exaggeration	Overstating actions or emotions to communicate meaning.
27	Warden X – Introduction to Borstal	Playwright	A person who writes plays.
27	Warden X – Introduction to Borstal	Given Circumstances	Background information about the world of a play.

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Week	Curriculum Component	Tier 3 Vocabulary	Definition
28	Warden X – Introduction to Borstal	Teacher-in-Role	When a teacher participates in drama as a character.
29	Warden X – The Fight in the Boiler Room	Physicality	Using the body to express character or emotion.
30	Warden X – The Fight in the Boiler Room	Atmosphere	The emotional mood created in a scene.
31	Warden X – The Investigation	Conscience Alley	A technique where a character hears advice before making a decision.
32	Warden X – The Investigation	Flashback	A scene showing events from the past.
33	Warden X – Character Backstory	Backstory	The background history of a character.
34	Warden X – Character Backstory	Sequence	A series of movements or dramatic moments in order.
35	Warden X – Media Response	Evaluation	Reflecting on performance to identify improvements.
36	Warden X – Media Response	Mark the Moment	Highlighting a key moment using dramatic technique.
37	Warden X – 10 Years Later	Vocal Expression	Using tone, pace and pitch to express character.
38	Warden X – 10 Years Later	Focus	Maintaining concentration and staying in character.
39	Warden X – Monologues	Monologue	A speech delivered by one character expressing thoughts or feelings.

Performing Arts – Year 9

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Heavenly Creatures – Introduction and Semiotics	Semiotics	The study and interpretation of signs and symbols used to communicate meaning.
1	Heavenly Creatures – Introduction and Semiotics	Character	A person or role portrayed by an actor.
2	Heavenly Creatures – Introduction and Semiotics	Interaction	How characters communicate and respond to one another.
3	Heavenly Creatures – Physical Theatre	Physical Theatre	A performance style that communicates meaning primarily through movement rather than dialogue.
3	Heavenly Creatures – Physical Theatre	Movement	Physical action used to express ideas or emotions in performance.
4	Heavenly Creatures – Physical Theatre	Stylised	A non-naturalistic style using exaggeration or symbolism.
5	Heavenly Creatures – Status and Storytelling	Status	The level of power or authority a character has in a scene.
5	Heavenly Creatures – Status and Storytelling	Power Dynamics	The shifting balance of control or authority between characters.
6	Heavenly Creatures – Status and Storytelling	Storytelling	Communicating narrative through voice, movement and character.

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Week	Curriculum Component	Tier 3 Vocabulary	Definition
7	Heavenly Creatures – Chorus Work	Chorus	A group of performers who speak or move together to create atmosphere or comment on action.
7	Heavenly Creatures – Chorus Work	Unison	Performing the same movement or speech together simultaneously.
8	Heavenly Creatures – Chorus Work	Canon	Repeating movements or lines one after another in sequence.
9	Heavenly Creatures – Split Staging	Split Stage	Dividing the stage to show multiple scenes at the same time.
10	Heavenly Creatures – Split Staging	Juxtaposition	Placing contrasting ideas or scenes side by side for dramatic effect.
11	Heavenly Creatures – Rhythmic Movement	Rhythmic Movement	Movement repeated to a consistent beat or pattern.
11	Heavenly Creatures – Rhythmic Movement	Repetition	Reusing actions or phrases to emphasise meaning.
12	Heavenly Creatures – Rhythmic Movement	Slow Motion	Performing actions slowly to highlight tension or detail.
13	Heavenly Creatures – Climactic Moments	Climax	The most intense or dramatic moment of a performance.
14	Heavenly Creatures – Climactic Moments	Tension	The build-up of suspense or emotional strain.
15	Heavenly Creatures – Chair Duets	Chair Duets	A physical theatre technique using chairs to explore relationships between characters.
16	Heavenly Creatures – Chair Duets	Proxemics	The physical distance between performers used to suggest relationships.
17	Verbatim Theatre – Too Much Punch for Judy	Verbatim Theatre	Drama created from the exact words of real people.
17	Verbatim Theatre – Too Much Punch for Judy	Narration	Direct storytelling spoken to the audience.
18	Verbatim Theatre – Too Much Punch for Judy	Duologue	A scene performed by two characters.
19	Verbatim Theatre – I Love You Mum, I Promise I Won't Die	Abstract	A style that represents ideas symbolically rather than realistically.
20	Verbatim Theatre – I Love You Mum, I Promise I Won't Die	Atmosphere	The emotional mood created during a performance.
21	Verbatim Theatre – I Love You Mum, I Promise I Won't Die	Mime	Acting without speech using only gesture and movement.
22	Verbatim Theatre – Hard to Swallow	Step Outs	When performers leave the action to address the audience directly.



Week	Curriculum Component	Tier 3 Vocabulary	Definition
23	Verbatim Theatre – Hard to Swallow	Choral Speech	Multiple performers speaking lines together in unison.
24	Verbatim Theatre – Hard to Swallow	Choral Movement	Coordinated movement performed by a group.
25	Verbatim Theatre – Hard to Swallow	Motif	A repeated movement or idea representing a theme.
26	Verbatim Theatre – Hard to Swallow	Augmentation	Expanding or exaggerating movement sequences.
27	Practitioner Workshops – Stanislavski Lesson 1	Stanislavski	A theatre practitioner who developed a system focusing on realism and emotional truth.
27	Practitioner Workshops – Stanislavski Lesson 1	Naturalism	Acting style that reflects realistic human behaviour.
28	Practitioner Workshops – Stanislavski Lesson 1	Magic If	A Stanislavski technique asking actors how they would behave in a situation.
29	Practitioner Workshops – Stanislavski Lesson 2	Emotional Memory	Using personal experiences to create believable emotions.
30	Practitioner Workshops – Stanislavski Lesson 2	Given Circumstances	The background facts that shape a character's behaviour.
31	Practitioner Workshops – Brecht Lesson 1	Brecht	A theatre practitioner known for Epic Theatre and encouraging audience reflection.
31	Practitioner Workshops – Brecht Lesson 1	Epic Theatre	A style encouraging audiences to think critically about social issues.
32	Practitioner Workshops – Brecht Lesson 1	Placard	A sign used in performance to communicate information to the audience.
33	Practitioner Workshops – Brecht Lesson 2	Multirole	When a performer plays several characters in one production.
34	Practitioner Workshops – Brecht Lesson 2	Role-on-the-Wall	A drama activity exploring internal and external traits of a character.
35	Practitioner Workshops – Frantic Assembly Lesson 1	Frantic Assembly	A theatre company known for energetic physical theatre techniques.
35	Practitioner Workshops – Frantic Assembly Lesson 1	Walk-the-Grid	An exercise used to develop spatial awareness and ensemble focus.
36	Practitioner Workshops – Frantic Assembly Lesson 1	Pedestrian Movement	Natural everyday movement used in physical theatre.
37	Practitioner Workshops – Frantic Assembly Lesson 2	Movement Sequence	A planned series of movements performed in order.
38	Practitioner Workshops – Frantic Assembly Lesson 2	Fluff	A physical theatre contact technique used to build trust between performers.
39	Working With Stimulus	Stimulus	A starting point or inspiration for creating drama.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
39	Working With Stimulus	Evaluation	Reflecting on performance to identify strengths and improvements.

Key Stage 4 – Tier 3 Vocabulary and Definitions

Performing Arts – Year 10

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Component One – Course Introduction and Basic Skills	Projection	Using the voice clearly and powerfully so it reaches the audience.
1	Component One – Course Introduction and Basic Skills	Volume	How loud or quiet a performer's voice is.
2	Component One – Workshop on Voice	Pitch	How high or low a voice sounds.
2	Component One – Workshop on Voice	Diction / Articulation	Clear pronunciation of words so the audience can understand.
3	Component One – Physicality / Stanislavski Workshop	Posture	How a performer holds their body when standing or sitting.
3	Component One – Physicality / Stanislavski Workshop	Body Language	Non-verbal communication using physical expression.
4	Component One – Selecting Script and Timing	Timing	Control of pace and rhythm during performance.
4	Component One – Selecting Script and Timing	Interpretation	A performer's personal understanding of a role.
5	Component One – Research and Contextualisation	Contextual Research	Investigating historical, cultural or social background.
5	Component One – Research and Contextualisation	Genre	A style or category of performance.
6	Component One – Write Up Task 1	Evaluation	Judging the effectiveness of a performance.
7	Component One – Write Up Task 1 / Plan Task 2	Reflective Practice	Learning from previous experiences to improve performance.
8	Component One – Write Up Task 2 Rehearsal	Rehearsal Techniques	Methods used to prepare for performance.
9	Component One – Read Through and Blocking	Blocking	Planning performers' movement and positions on stage.
10	Component One – Rehearsal Focus on Vocal Skills	Expression	Communicating emotion through voice and movement.
10	Component One – Rehearsal Focus on Vocal Skills	Tone	The emotional quality of a voice.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
11	Component One – Physical Gesture and Movement	Gestures	Movements of the body used to convey meaning.
11	Component One – Physical Gesture and Movement	Characterisation	Developing and portraying a believable character.
12	Component One – Technical Lesson Adding Props and Sound	Props	Objects used by actors during performance.
12	Component One – Technical Lesson Adding Props and Sound	Technical Accuracy	Performing with precision and correct cues.
13	Component One – Note Taking / Prep for Task 3	Self-Assessment	Reflecting on your own performance to identify improvements.
14	Component One – Writing Up Task 3	Peer Feedback	Constructive comments from others to improve work.
15	Component One – Dress Rehearsal / Practical Exam	Live Performance	A performance delivered directly to an audience.
15	Component One – Dress Rehearsal / Practical Exam	Audience Awareness	Recognising and responding to audience reactions.
16	Component Two – Go Over Component Requirements	Communication	Delivering the story or message clearly to the audience.
17	Component Two – Researching Ideas from Brief	Stimulus	A starting point or inspiration for creating performance.
18	Component Two – Researching Ideas from Brief	Devising	Creating original performance material collaboratively.
19	Component Two – Researching Ideas / Controlled Assessment	Improvisation	Creating scenes spontaneously without a script.
20	Component Two – Practical Exploration	Collaboration	Working effectively with others to develop ideas.
21	Component Two – Practical Exploration	Structure	The organisation of a performance.
22	Component Two – Practical Exploration	Theme	The central idea explored within a performance.
23	Component Two – Practical Exploration	Style	The distinctive way a performance is presented.
24	Component Two – Practical Exploration	Creative Intention	The message or purpose behind a performance.
25	Evaluation Notes	Audience Impact	The emotional or intellectual effect on an audience.
26	Controlled Assessment Evaluation	Refinement	Making improvements based on evaluation.
27	Catch Up and Paperwork	Transitions	Smooth movement from one scene or section to another.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
28	Looking at Component 3	Analysis	Examining a performance in detail to understand meaning.
29	Looking at Component 3	Practitioner	A professional theatre maker such as a director or actor.
30	Looking at Component 3	Directing	Guiding performers and shaping a production's vision.
31	Looking at Component 3	Actor	A performer portraying a character.
32	Looking at Component 3	Director	The person responsible for the creative direction of a production.
33	Looking at Component 3	Choreographer	The person who designs dance or movement sequences.
34	Looking at Component 3	Roles	The specific parts played by members of a production.
35	Looking at Component 3	Responsibilities	The duties assigned to each production role.
36	Looking at Component 3	Budget	The total money available for producing a performance.
37	Looking at Component 3	Expenses / Expenditure	Money spent to create and run a production.
38	Looking at Component 3	Marketing	Promoting a performance to attract audiences.
39	Looking at Component 3	Pitch	Presenting an idea to persuade others to support it.

Performing Arts – Year 11

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Unit 3 – Introduction to the Performing Arts Industry	Projection	The ability to use your voice with power and clarity.
1	Unit 3 – Introduction to the Performing Arts Industry	Volume	How loud or quiet a performer's voice is.
2	Unit 3 – Introduction to the Performing Arts Industry	Expression	The ways actors convey emotion through voice and movement.
2	Unit 3 – Introduction to the Performing Arts Industry	Pace	The speed at which a performer moves or speaks.
3	Unit 3 – Introduction to the Performing Arts Industry	Pitch	How high or low a voice sounds.
3	Unit 3 – Introduction to the Performing Arts Industry	Pause	An intentional break in dialogue to create emphasis or tension.
4	Unit 3 – Introduction to the Performing Arts Industry	Diction / Articulation	Clearly pronouncing words so the audience can understand.

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Week	Curriculum Component	Tier 3 Vocabulary	Definition
4	Unit 3 – Introduction to the Performing Arts Industry	Posture	The way a performer positions their body when standing or sitting.
5	Unit 3 – Introduction to the Performing Arts Industry	Gestures	Movements of the body, hands, or arms used to communicate meaning.
5	Unit 3 – Introduction to the Performing Arts Industry	Facial Expressions	The use of the face to express a character's emotions.
6	Unit 3 – Introduction to the Performing Arts Industry	Movement	Physical actions that communicate meaning to the audience.
6	Unit 3 – Introduction to the Performing Arts Industry	Use of Space	How performers position themselves and props on stage.
7	Unit 3 – Introduction to the Performing Arts Industry	Formations	The arrangement of performers in a scene or choreography.
7	Unit 3 – Introduction to the Performing Arts Industry	Levels	The varying heights used by performers to show mood or status.
8	Unit 3 – Introduction to the Performing Arts Industry	Tone	The emotional quality or sound of a voice.
8	Unit 3 – Introduction to the Performing Arts Industry	Body Language	The use of physical movement to express emotion.
9	Unit 3 – Introduction to the Performing Arts Industry	Still Image	A frozen position used to show meaning or capture a moment.
9	Unit 3 – Introduction to the Performing Arts Industry	Thought Track	Speaking a character's inner thoughts aloud during a freeze frame.
10	Unit 3 – Introduction to the Performing Arts Industry	Split Stage	When two or more scenes are shown at the same time on different parts of the stage.
11	Unit 3 – Performing Arts Industry	Stimulus	An image, text, sound, or idea used to inspire creative work.
11	Unit 3 – Performing Arts Industry	Practitioner	A professional expert such as a director, actor, or choreographer.
12	Unit 3 – Performing Arts Industry	Exaggerated Physicality	Using bold and unrealistic movement to express emotion clearly.
12	Unit 3 – Performing Arts Industry	Chorus	A group who speak or move together to create atmosphere.
13	Unit 3 – Performing Arts Industry	Direct Address	When a performer speaks directly to the audience.
13	Unit 3 – Performing Arts Industry	Analysis	Examining a performance or text in detail to understand meaning.
14	Unit 3 – Performing Arts Industry	Directing	Guiding performers to achieve a creative vision.
14	Unit 3 – Performing Arts Industry	Actor	A performer portraying a character.

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Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Unit 3 – Performing Arts Industry	Director	The person responsible for the creative vision of a production.
15	Unit 3 – Performing Arts Industry	Choreographer	The person who designs and arranges dance or movement.
16	Unit 3 – Performing Arts Industry	Dancer	A performer who communicates ideas through movement.
17	Unit 3 – Performing Arts Industry	Roles	The specific parts individuals play in a production.
17	Unit 3 – Performing Arts Industry	Responsibilities	The duties assigned to different production roles.
18	Unit 3 – Performing Arts Industry	Budget	The planned amount of money available for a production.
18	Unit 3 – Performing Arts Industry	Expenses / Expenditure	The costs involved in producing a performance.
19	Unit 3 – Performing Arts Industry	Profit	The money remaining after expenses are paid.
19	Unit 3 – Performing Arts Industry	Funding	Financial support from sponsors or grants.
20	Unit 3 – Performing Arts Industry	Marketing	Promoting a performance to attract audiences.
21	Unit 3 – Performing Arts Industry	Pitch	Presenting an idea to persuade others to support a project.
22	Unit 3 – Performing Arts Industry	Scheduling	Planning the sequence and timing of rehearsals.
23	Unit 3 – Performing Arts Industry	Production Plan	A detailed schedule for producing a performance.
24	Unit 3 – Performing Arts Industry	Research	Gathering information to support production decisions.
25	Unit 3 – Performance Creation	Genre	The category or style of performance.
25	Unit 3 – Performance Creation	Theme	The central idea explored in a performance.
26	Unit 3 – Performance Creation	Narrative	The storyline or structure of a performance.
27	Unit 3 – Performance Creation	Characterisation	Developing a believable character through voice and movement.
28	Unit 3 – Performance Creation	Interpretation	The creative choices used to portray a role.
29	Unit 3 – Performance Creation	Contextual Research	Investigating historical or cultural background.
30	Unit 3 – Performance Creation	Improvisation	Creating scenes spontaneously without a script.
31	Unit 3 – Performance Creation	Devising	Collaboratively creating original performance work.
32	Unit 3 – Performance Creation	Rehearsal Process	The stages of developing and refining performance.
33	Unit 3 – Performance Creation	Blocking	Planning the movement and positioning of performers on stage.
34	Unit 3 – Performance Creation	Timing	Ensuring actions and cues occur at the correct moment.



Week	Curriculum Component	Tier 3 Vocabulary	Definition
35	Unit 3 – Performance Creation	Ensemble	A group of performers working collectively.
36	Unit 3 – Performance Creation	Focus	Maintaining concentration and staying in character.
37	Unit 3 – Performance Creation	Performance Intentions	The message or emotion intended for the audience.
38	Unit 3 – Performance Creation	Audience Awareness	Understanding how performance affects viewers.
39	Unit 3 – Performance Creation	Refinement	Improving work based on feedback and evaluation.
39	Unit 3 – Performance Creation	Evaluation	Reviewing performance progress and identifying improvements.

Key Stage 5 – Tier 3 Vocabulary and Definitions

Performing Arts – Year 12

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Unit 27 Variety Performance / Unit 28 Musical Theatre	Variety Performance	A theatrical show made up of different acts such as singing, comedy, dance or drama.
1	Unit 27 Variety Performance / Unit 28 Musical Theatre	Stage Presence	The ability of a performer to command attention and engage the audience.
2	Unit 27 Variety Performance / Unit 28 Musical Theatre	Vocal Technique	Methods used to control breath, tone and articulation when singing or speaking.
2	Unit 27 Variety Performance / Unit 28 Musical Theatre	Warm-Up	Exercises used to prepare the voice and body before performance.
3	Unit 27 Variety Performance / Unit 28 Musical Theatre	Physical Theatre	A performance style using movement as the main storytelling tool.
3	Unit 27 Variety Performance / Unit 28 Musical Theatre	Choreography	The planned arrangement of dance or movement sequences.
4	Unit 27 Variety Performance / Unit 28 Musical Theatre	Musicality	The ability to express rhythm and emotion through movement or voice.
5	Unit 27 Variety Performance / Unit 28 Musical Theatre	Interpretation	A performer's personal understanding and creative presentation of material.
6	Unit 27 Variety Performance / Unit 28 Musical Theatre	Repertoire	A collection of performance pieces prepared for presentation.
7	Unit 27 Variety Performance / Unit 28 Musical Theatre	Blocking	Planning and rehearsing the movement and positions of performers on stage.
8	Unit 27 Variety Performance / Unit 28 Musical Theatre	Timing	The precise control of pace, rhythm and cues in performance.
9	Unit 27 Variety Performance / Unit 28 Musical Theatre	Ensemble	A group of performers working collaboratively in performance.



Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Unit 27 Variety Performance / Unit 28 Musical Theatre	Audience Engagement	Techniques used to capture and maintain audience attention.
11	Unit 27 Variety Performance / Unit 28 Musical Theatre	Technical Rehearsal	Rehearsal focusing on lighting, sound, staging and technical elements.
12	Unit 27 Variety Performance / Unit 28 Musical Theatre	Performance Brief	Instructions outlining expectations for an assessed performance task.
13	Unit 27 Variety Performance – Variety Show	Production Value	The overall quality of staging, lighting, sound and presentation.
13	Unit 27 Variety Performance – Variety Show	Evaluation	Assessing the success and effectiveness of a performance.
14	Unit 1 Exam Preparation	Performance Analysis	Studying a performance to understand techniques and effectiveness.
15	Unit 1 Exam Preparation	Contextual Understanding	Knowledge of historical, cultural or social influences on performance.
16	Unit 1 Exam Part B	Critical Reflection	Thinking deeply about strengths, weaknesses and improvements.
17	Unit 3 Group Performance Workshop	Devising	Creating original performance material collaboratively.
17	Unit 3 Group Performance Workshop	Stimulus	An idea, image, sound or text used to inspire performance creation.
18	Unit 3 Group Performance Workshop	Improvisation	Spontaneously creating performance ideas without a script.
19	Unit 3 Group Performance Workshop	Collaboration	Working effectively with others to create performance work.
20	Unit 3 Group Performance Workshop	Creative Intention	The message or meaning performers aim to communicate.
21	Unit 3 Group Performance Workshop	Structure	The organisation of scenes or sections within a performance.
22	Unit 3 Group Performance Workshop	Theatrical Style	The distinctive methods or conventions used in a performance.
23	Unit 3 Group Performance Workshop	Narrative	The storyline or sequence of events in a performance.
24	Unit 3 Group Performance Workshop	Character Motivation	The reasons driving a character's actions or decisions.
25	Unit 3 Group Performance Workshop	Rehearsal Process	The stages of developing, refining and polishing a performance.
26	Unit 3 Group Performance Workshop	Peer Feedback	Constructive comments from others to support improvement.



Week	Curriculum Component	Tier 3 Vocabulary	Definition
27	Unit 3 Group Performance Workshop	Refinement	Making improvements to strengthen performance quality.
28	Unit 3 Group Performance Workshop	Performance Cohesion	Ensuring all elements of a performance work together effectively.
29	Unit 3 Group Performance Workshop	Production Planning	Organising rehearsals, resources and staging for performance.
30	Unit 3 Group Performance Deadline	Assessment Criteria	The standards used to judge performance quality.
31	Unit 2 Developing Skills and Techniques	Technical Skill	The practical ability required to perform effectively.
32	Unit 2 Developing Skills and Techniques	Professional Practice	Behaviours and standards expected in the performing arts industry.
33	Unit 2 Developing Skills and Techniques	Industry Awareness	Understanding the structure and opportunities within performing arts careers.
34	Unit 2 Developing Skills and Techniques	Portfolio	A collection of work demonstrating skills and development.
35	Unit 2 Developing Skills and Techniques	Performance Technique	The specific methods used to achieve a performance effect.
36	Unit 2 Developing Skills and Techniques	Stylistic Interpretation	Performing material in a way that reflects its artistic style.
37	Unit 2 Developing Skills and Techniques	Professional Feedback	Guidance from teachers or industry professionals to improve work.
38	Unit 2 Developing Skills and Techniques	Reflective Evaluation	Reviewing work to understand progress and improvement.
39	Unit 2 Developing Skills and Techniques	Performance Portfolio	A record of skills, rehearsal processes and performance outcomes.

Performing Arts – Year 13

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Unit 2 Developing Skills and Techniques	Performance Technique	The practical skills used to perform effectively in drama, dance or musical theatre.
1	Unit 2 Developing Skills and Techniques	Professional Practice	Working to the standards expected in the performing arts industry.
2	Unit 2 Developing Skills and Techniques	Technical Skill	The level of control and precision a performer has in their craft.
2	Unit 2 Developing Skills and Techniques	Warm-Up	Physical or vocal exercises used to prepare performers before rehearsal or performance.
3	Unit 2 Developing Skills and Techniques	Rehearsal Discipline	Maintaining focus, punctuality and professionalism during rehearsals.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Unit 2 Developing Skills and Techniques	Refinement	Improving performance through repeated practice and feedback.
4	Unit 2 Developing Skills and Techniques	Stylistic Interpretation	Performing material in a way that reflects the intended artistic style.
5	Unit 2 Developing Skills and Techniques	Musicality	Expressing rhythm, timing and emotion through movement or voice.
6	Unit 2 Developing Skills and Techniques	Blocking	Planning and rehearsing performer movement and positioning on stage.
7	Unit 2 Developing Skills and Techniques	Stage Presence	The ability to command attention and engage the audience during performance.
8	Unit 2 Developing Skills and Techniques	Ensemble Performance	A collaborative performance where all members contribute equally.
9	Unit 2 Developing Skills and Techniques	Performance Quality	The overall standard of skill, clarity and expression in performance.
10	Unit 2 Developing Skills and Techniques	Expressive Skills	The use of voice, movement and gesture to communicate meaning.
11	Unit 2 Developing Skills and Techniques	Character Interpretation	A performer's personal understanding and portrayal of a role.
12	Unit 2 Developing Skills and Techniques	Rehearsal Process	The structured stages used to develop and improve a performance.
13	Unit 2 Developing Skills and Techniques	Audience Awareness	Understanding how performance choices affect audience engagement.
14	Unit 2 Developing Skills and Techniques	Performance Cohesion	Ensuring all performance elements work together effectively.
15	Unit 2 Developing Skills and Techniques	Creative Intention	The message or meaning performers aim to communicate to the audience.
16	Unit 2 Developing Skills and Techniques	Professional Standards	The behaviours and expectations required in the performing arts industry.
17	Unit 2 Developing Skills and Techniques	Technical Accuracy	Performing movements, lines or choreography with precision.
18	Unit 2 Developing Skills and Techniques	Performance Feedback	Constructive comments used to improve performance quality.
19	Unit 2 Developing Skills and Techniques	Evaluation	Assessing the strengths and weaknesses of a performance.
20	Unit 2 Developing Skills and Techniques	Self-Reflection	Analysing one's own performance to identify improvements.
21	Unit 2 Developing Skills and Techniques	Assessment Criteria	The standards used to judge performance outcomes.