



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Performing Arts Explore

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Charlie Turner- Arts Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At Crosshill, our drama subject intent is to use performance and dramatic techniques to explore and understand diverse human experiences and cultures. Our goal is to empower pupils to express themselves with confidence and creativity while developing a global perspective through the study of drama in various contexts.</p> <p>Knowledge and Skills</p> <p>The curriculum is designed to build a strong foundation in the core elements of drama, such as character, plot, setting, and theme. By studying dramatic works and traditions from different continents, pupils will learn how these elements are used to tell stories and convey meaning in various cultural contexts. For example, they might compare the use of masks in Ancient Greek theatre with the elaborate makeup of Japanese Kabuki.</p> <p>Pupils will gain practical proficiency in a wide range of dramatic techniques. The intent is to move beyond simple performance and encourage pupils to understand how each technique contributes to storytelling and character development.</p> <ul style="list-style-type: none"> • Acting and Characterisation: Pupils will explore various acting techniques, including improvisation, physical theatre, and vocal work, inspired by practitioners and theatre traditions. • Devising: The curriculum will focus on creating original work, where pupils learn to collaborate, develop ideas, and structure a performance from scratch. • Directing and Staging: Pupils will learn about blocking, stagecraft, and the use of props and lighting to convey mood and narrative.

	<ul style="list-style-type: none"> Scriptwriting: Students will learn how to write dialogue, develop plot, and create compelling characters, drawing inspiration from different playwrights and storytelling traditions. <p>Technical Theatre: This will involve learning about the technical aspects of production, such as sound and lighting design, to enhance the overall performance.</p> <p>Cultural Understanding and Context</p> <p>A key part of the intent is to foster cultural empathy and critical thinking. By studying dramatic traditions and theatrical works from around the world, pupils will learn that drama is a reflection of society, history, and personal experience. They'll be encouraged to ask questions about why and how certain performances were created and what they reveal about the human condition. This deepens their appreciation for different cultures and helps them see the world from multiple perspectives. The curriculum aims to ensure pupils understand that storytelling is a universal human trait with endless forms of expression.</p>
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KS1 National Curriculum Aims:	<p>This long term plan draws from the English Programme of Study (Key Stages 1). This element requires pupils to participate in discussions, presentations, performances, role play/improvisations, and debates. The curriculum aims on the plan are derived from teaching pupils to: adopt, create and sustain a range of roles; respond appropriately to others in role; and use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Drama is also widely used as a pedagogical tool to bring other subjects (like History or PSHE) to life and is heavily influenced by the Early Years Foundation Stage (EYFS) emphasis on</p>	KS2 National Curriculum Aims:	<p>The aims on a long-term drama plan are fundamentally drawn from the Spoken Language requirements within the statutory English Programme of Study (Key stages 2) The curriculum mandates that pupils should participate in and gain knowledge, skills, and understanding associated with the artistic practice of drama. Specifically, they must be taught to: adopt, create, and sustain a range of roles; improvise, devise, and script drama for one another and a range of audiences; and rehearse, refine, share, and respond thoughtfully to drama and theatre performances. This cross-curricular approach ensures drama</p>	KS3 National Curriculum Aims:	<p>The curriculum aims for Drama at Key Stage 3 are primarily anchored in the statutory National Curriculum for English, focusing on the development of spoken language, literacy, and interpersonal skills. Pupils are taught to speak confidently and effectively in both formal and informal contexts, using dramatic techniques to explore ideas, texts, and social issues. This involves learning to adopt, create, and sustain a range of roles, as well as improvising and devising drama to explore various themes. Beyond these linguistic requirements, the KS3 curriculum aims to provide a rigorous artistic foundation centered on the "three pillars" of creating, performing, and responding. Students learn to use stagecraft and theatrical conventions to make original work, refine their physical and vocal expression for performance, and</p>	KS4 National Curriculum Aims	<p>The aims of this long-term drama plan are fundamentally aligned with the Arts Award Bronze Level 1 specification. Moving beyond general curriculum mandates, the plan focuses on empowering students to develop as independent practitioners through four key areas of artistic growth.</p> <p>Specifically, the curriculum is structured to ensure pupils:</p> <ul style="list-style-type: none"> Explore the Arts as a Participant: Develop and track their individual progress in specific drama techniques, from physical theatre to vocal characterization. Explore the Arts as an Audience Member: Experience live or recorded
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<p>imaginative and structured role play and Communication and Language development.</p>		<p>is used to develop and order ideas, enhance understanding through speculating and exploring ideas, and increase fluency and expression in spoken English, with the long-term plan sequencing activities like hot-seating and scripting to build towards these goals across Years 3 to 6.</p>		<p>develop the critical vocabulary necessary to evaluate both their own work and professional live theatre. Ultimately, these aims are designed to build a spiral of progression—moving from basic studio etiquette in Year 7 to the study of complex practitioners and scripts in Year 9—ensuring students develop the collaborative and creative confidence required for both KS4 study and life beyond the classroom.</p>		<p>professional performances, developing the critical vocabulary to review and reflect on the work of others.</p> <ul style="list-style-type: none"> • Research Arts Heroes and Pioneers: Investigate the careers and influence of professional practitioners, linking their findings to their own creative aspirations. • Arts Leadership (Part D): Take agency by passing on a drama skill to others, demonstrating clear communication, planning, and reflective practice. <p>This vocational approach ensures that drama is not just a classroom activity, but a pathway to the creative industries. The long-term plan sequences these units to build a comprehensive portfolio, moving from skill acquisition in the first term to peer-to-peer leadership and final moderation by the end of the course.</p>
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Topic and Time Allocated	Year 10 Arts Award Bronze	Year 11 Arts Award Bronze
Autumn A	<p>Topic: Part A Explore the Arts as a Participant</p> <p>Matilda the Musical</p> <p>Knowledge:</p> <p>I will plan an arts challenge that develops my skills.</p> <p>I will implement and review the success of my challenge.</p> <p>I will review an arts event and share my views.</p> <p>I will research careers and future opportunities in the arts</p>	<p>Topic: Part A Explore the Arts as a Participant</p> <p>Oliver</p> <p>Knowledge:</p> <p>I will plan an arts challenge that develops my skills.</p> <p>I will implement and review the success of my challenge.</p> <p>I will review an arts event and share my views.</p> <p>I will research careers and future opportunities in the arts</p>
Autumn B	<p>Topic: Part A- Explore the arts as a participant</p> <p>Matilda the musical</p>	<p>Topic: Part A- Explore the arts as a participant</p> <p>Oliver</p>

	<p>Knowledge:</p> <p>Unit 1:</p> <p>I will plan an arts challenge that develops my skills.</p> <p>I will implement and review the success of my challenge.</p> <p>I will review an arts event and share my views.</p> <p>I will research careers and future opportunities in the arts</p>	<p>Knowledge:</p> <p>Unit 1:</p> <p>I will plan an arts challenge that develops my skills.</p> <p>I will implement and review the success of my challenge.</p> <p>I will review an arts event and share my views.</p> <p>I will research careers and future opportunities in the arts</p>
	<p>Skills:</p> <ul style="list-style-type: none"> • I can take part in discussions with peers and external adults. • I can take part in a range of drama workshops which will develop my skills. • I can comment on the work that I have created through peer-on-peer assessments and presentations. • I can talk about an arts event and share my views. • I can research careers and future 	<p>Skills:</p> <ul style="list-style-type: none"> • I can take part in discussions with peers and external adults. • I can take part in a range of drama workshops which will develop my skills. • I can comment on the work that I have created through peer-on-peer assessments and presentations. • I can talk about an arts event and share my views. • I can research careers and future
Spring A	<p>Topic:</p> <p>Part B: Explore the arts as an audience member</p> <p>Knowledge:</p> <p>I will experience of one or more arts events/ experiences.</p> <p>I will reflect on the quality of the arts event//experience.</p> <p>I will voice my opinion about the arts event/ experience.</p> <p>I will communicate my view and reflection to others.</p>	<p>Topic:</p> <p>Part B: Explore the arts as an audience member</p> <p>Knowledge:</p> <p>I will experience of one or more arts events/ experiences.</p> <p>I will reflect on the quality of the arts event//experience.</p> <p>I will voice my opinion about the arts event/ experience.</p> <p>I will communicate my view and reflection to others.</p>
	<p>Skills:</p> <ul style="list-style-type: none"> • I can be a respectful audience member. • I can discuss the events of the performance. • I can reflect on the performance. • I can communicate my likes and dislikes of the performance to others. • I can compare different arts events. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can be a respectful audience member. • I can discuss the events of the performance. • I can reflect on the performance. • I can communicate my likes and dislikes of the performance to others. • I can compare different arts events.

Spring B	<p>Topic: Part C Arts Inspiration</p> <p>Exploring my favourite artist or singer.</p>	<p>Topic: Part C Arts Inspiration</p> <p>Exploring my favourite artist or singer.</p>
	<p>Knowledge: Unit 1:</p> <ul style="list-style-type: none"> • I will know how research into, and appreciation of, the work of an artist, crafts person or arts practitioner • I will discuss what I have learnt from the research into the person's arts practice, career, life and work 	<p>Knowledge: Unit 1:</p> <ul style="list-style-type: none"> • I will know how research into, and appreciation of, the work of an artist, crafts person or arts practitioner • I will discuss what I have learnt from the research into the person's arts practice, career, life and work
	<p>Skills:</p> <ul style="list-style-type: none"> • I can carry out simple research into, and appreciation of, the work of an artist, crafts person or arts practitioner. • I can say what I have learnt from the research into the person's arts practice, career, life and work. • I can carry out simple research into, and appreciation of, the work of an artist, crafts person and practitioner. • I can say what I have learnt from the research into the person's arts career, life and work. • I can experience of one or more arts events e.g. film, play, concert, musical, arts exhibition. • I can reflect on personal enjoyment and quality of the arts event(s). • I can participate in discussion about the arts event. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can carry out simple research into, and appreciation of, the work of an artist, crafts person or arts practitioner. • I can say what I have learnt from the research into the person's arts practice, career, life and work. • I can carry out simple research into, and appreciation of, the work of an artist, crafts person and practitioner. • I can say what I have learnt from the research into the person's arts career, life and work. • I can experience of one or more arts events e.g. film, play, concert, musical, arts exhibition. • I can reflect on personal enjoyment and quality of the arts event(s). • I can participate in discussion about the arts event.
Summer A	<p>Topic: Part D Arts skills share – passing on arts skills to others</p> <p>Knowledge:</p> <p>I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p>	<p>Topic: Part D Arts skills share – passing on arts skills to others</p> <p>Knowledge:</p> <p>I will identify an arts leadership role and plan an arts project</p> <p>I will be an effective arts leader, including dealing with practical issues and working effectively with others.</p> <p>I will review my project and leadership abilities</p>

	<p>I will recognise & discuss leadership skills</p> <p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skill share activity</p> <p>Skills:</p> <ul style="list-style-type: none"> • I can identify the key instructions for my activity • I can use clear and projected voice • I can use appropriate body language and facial expression. • I can lead an activity with confidence • I can give clear verbal instructions • I can give clear physical prompts • I can rehearse and refine their activity • I can reflect on my own performance identifying their strengths, the skills and areas for development • I can reflect on the performances of others identifying their strengths the skills and areas for development • I can reflect on my personal enjoyment and quality of an arts event(s) • I can participate in a discussion about the arts event(s) 	<p>I will recognise & discuss leadership skills</p> <p>I will choose a skills share activity and justify the reasons for their choice</p> <p>I will plan my skill share activity</p> <p>Skills:</p> <ul style="list-style-type: none"> • I can identify the key instructions for my activity • I can use clear and projected voice • I can use appropriate body language and facial expression. • I can lead an activity with confidence • I can give clear verbal instructions • I can give clear physical prompts • I can rehearse and refine their activity • I can reflect on my own performance identifying their strengths, the skills and areas for development • I can reflect on the performances of others identifying their strengths the skills and areas for development • I can reflect on my personal enjoyment and quality of an arts event(s) • I can participate in a discussion about the arts event(s)
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