

ARMTHORPE ACADEMY

CURRICULUM INTENT 2020-2021



SUBJECT: PERFORMING ARTS

FACULTY: PRACTICAL & DESIGN

Approach:

A key priority of Performing Arts is to increase all pupil's exposure to the arts and inspire creativity and self-expression. Performing Arts provides opportunities for pupils to develop confidence in communicating and promotes empathy and respect through practical activities. There is the opportunity to develop self-awareness and assurance to share personal ideas, responses and feelings through a range of creative and imaginative platforms, including drama, dance and music.

What are the minimum expectations of the National Curriculum/Exam Specifications?

There is no National Curriculum for Performing Arts so I have used the Arts Council, Drama In Schools Document.

The Arts Council outlines that we should aim to ensure that all pupils:

- Research, discuss and use drama techniques to explore character and situations
- Devise and present scripted and improvised dramas in response to a range of stimuli, demonstrating their ability to investigate ideas, situations and events and an understanding of how theatre can communicate in innovative, challenging ways.
- Experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action and use theatre technology creatively.
- Take part in scenes from plays by a range of dramatists and recognise the particular contributions that directors, designers and actors make to a production.

Where/how do we exceed the minimum expectations of the National Curriculum/Exam Specification?

In order to exceed the expectations outlined above, alongside the Performing Arts curriculum:

- Pupils are given freedom to express their own creative ideas. They are given the opportunity to be inspired by existing work and then develop their own artistic concepts and express individual ideas, responses and feelings.
- There is the opportunity to combine drama, dance and music in to one performance instead of studying them in isolation.
- Extracurricular is offered to all pupils with the opportunity to collaborate with other local schools in performances. This allows pupils to experience a live performance alongside developing teamwork, organisation, confidence and communication.
- I aim to pass on to students a passion for the arts and increase their exposure to live performances in the near future.

How is the curriculum sequenced to help students to know more and remember more over time?

The KS3 curriculum allows pupils to acquire and develop performance skills. In Y7 pupils are introduced to basic performance skills, they are developed to a higher level in Y8 and selected and applied appropriately in Y9. Concepts and themes are often recurring in each year of KS3, which ensures knowledge and skills are built up and embedded. Styles and techniques explored are continually developing in complexity and maturity to achieve a higher level of knowledge and understanding of the arts.

At KS4 pupils are given the opportunity to study BTEC Performing Arts Tech Award.

Component Number	Component Title	Learning Aims	Guided Learning Hours	Assessment
1	Exploring the Performing Arts	A Examine professional practitioners' performance work B Explore the interrelationships between constituent features of existing performance material.	36	Internal Assessment Level 1/2
2	Developing Skills and Techniques in the Performing Arts	A Develop skills and techniques for performance B Apply skills and techniques in rehearsal and performance C Review own development and contribution to the performance	36	Internal Assessment Level 1/2
3	Responding to a Brief	AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief	48	External Assessment Level 1/2

Y7	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>Introduction to Drama</p> <p>Students will learn and develop basic drama/performance skills whilst studying fairy tale story scripts.</p> <p><u>Drama focus:</u></p> <ul style="list-style-type: none"> • Facial Expression • Use of Voice • Body Language • Actions/movements/gestures • Focus 	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: Students will develop a short drama performance in small groups that they will perform to the class and be assessed on.</p> <p>Students will be assessed on the following criteria:</p> <p>Facial Expression /5</p> <p>Use of Voice /5</p> <p>Body Language/Actions /5</p> <p>Focus /5</p> <p>Confidence /5</p>	<p>Introduction to drama, teaching basic performance skills.</p>	<p>Facial expression</p> <p>Voice</p> <p>Body language</p> <p>Action</p> <p>Movement</p> <p>Gesture</p> <p>Focus</p> <p>Corpsing</p> <p>Script</p> <p>Plot</p> <p>Storyline</p> <p>Actor/Actress</p> <p>Rehearsal</p> <p>Performance</p>

<p>Autumn 2</p>	<p>Introduction to dance</p> <p>Students will learn and develop basic dance/performance skills based on *a chosen dance style*</p> <p><u>Dance focus:</u></p> <ul style="list-style-type: none"> • Actions • Timing/counts • Levels • Formations • Style 	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: Students will develop a short dance performance in small groups that they will perform to the class and be assessed on.</p> <p>Students will be assessed on the following criteria:</p> <p>Action /5</p> <p>Timing /5</p> <p>Levels/Formations /5</p> <p>Focus /5</p> <p>Confidence /5</p>	<p>Introduction to dance, teaching basic performance skills.</p>	<p>Action</p> <p>Movement</p> <p>Neutral</p> <p>Timing</p> <p>Counts</p> <p>Levels</p> <p>Formations</p> <p>Style</p> <p>Facial expressions</p> <p>Focus</p> <p>Choreography</p> <p>Sequence</p> <p>Rehearsal</p> <p>Performance</p>
<p>Spring 1</p>	<p>Development of Skills</p> <p>Students will develop their knowledge and understanding of basic drama and dance skills whilst studying Roald Dahl's 'Charlie and The Chocolate Factory'.</p>	<p>Summative: Students will develop their drama/dance skills and work towards a group performance at the end of the half term where they will be assessed.</p>	<p>Students have previously had a basic introduction to drama and dance, they are now going to study Roald Dahl's 'Charlie and The Chocolate Factory' and develop their characterisation skills (drama) and dynamics/use of space (dance).</p>	<p>Tone</p> <p>Pitch</p> <p>Projection</p> <p>Accent</p> <p>Stance</p>

	<p><u>Drama focus: Developing Characterisation</u></p> <ul style="list-style-type: none"> • Facial Expression • Use of Voice • Body Language • Actions/movements/gestures • Focus <p><u>Dance focus: Developing dynamics and use of space</u></p> <ul style="list-style-type: none"> • Directions • Levels • Patterns • Speed • Power 	<p>Students will be assessed on the following criteria:</p> <p><u>Drama skills</u></p> <p>Facial Expression /5</p> <p>Use of Voice /5</p> <p>Body Language /5</p> <p>Actions /5</p> <p><u>Dance skills</u></p> <p>Action /5</p> <p>Timing /5</p> <p>Space /5</p> <p>Dynamics /5</p> <p><u>Performance skills</u></p> <p>Focus /5</p> <p>Confidence /5</p>		<p>Direction</p> <p>Level</p> <p>Pattern</p> <p>Dynamic</p> <p>Suggest</p> <p>Interpret</p>
<p>Spring 2</p>	<p>Society and Class</p>	<p>Formative: Students will explore a different character each week and be 'mini assessed' on their</p>	<p>Students have developed their drama and dance skills; they are now going to apply these to a theme (society and class).</p>	<p>Novel</p> <p>Musical</p> <p>Society</p>

	<p>Students will study society and the idea of class differences. This will be explored through</p> <p>Charles Dickens 'Oliver Twist' and 'Annie' by Thomas Meehan.</p> <p><u>Drama focus:</u> Portraying a range of characters by changing face/body/voice.</p> <p><u>Dance focus:</u> Replicating an existing dance routine</p> <p><u>Music focus:</u> Learning and performing a song from an existing musical</p>	<p>understanding and portrayal of this character.</p> <p>Summative: Students will also work on a performance including drama, song and dance which they will perform at the end of the half term and be assessed on.</p> <p>Students will be assessed on the following criteria:</p> <p>Drama /5</p> <p>Dance skills /5</p> <p>Music skills /5</p> <p>Performance skills /5</p>		<p>Class</p> <p>Equality</p> <p>Inequality</p> <p>Poverty</p> <p>Wealth</p> <p>Orphan</p> <p>Workhouse</p>
<p>Summer 1</p>	<p>Physical Theatre</p> <p>Students will be introduced to physical theatre and explore techniques whilst studying Roald Dahl's 'Matilda'. Physical</p>	<p>Formative: Students will be assessed each week on their understanding of physical theatre skills and their application of them to a given scenario.</p>	<p>Students have already developed basic dance and drama skills so are now going to look at a specific technique which combines them both.</p>	<p>Movements</p> <p>Action</p> <p>Gesture</p> <p>Level</p> <p>Formation</p>

	<p>theatre is a collaboration of dance and drama skills, using physical movement to tell a story.</p>	<p>Summative: Student's will also work towards a performance including drama, dance and music skills that they are assessed on at the end of the half term.</p> <p>Students will be assessed on the following criteria:</p> <p>Movement /5</p> <p>Facial expression /5</p> <p>Storytelling /5</p> <p>Focus /5</p> <p>Confidence /5</p>		<p>Plotting</p> <p>Staging</p> <p>Direction</p> <p>Devising</p> <p>Realistic</p> <p>Story telling</p>
<p>Summer 2</p>	<p>Mime</p> <p>Students will be looking at mime as a performance style. This is a cross over between drama and dance as it is storytelling but through movement.</p>	<p>Formative: Students will be given different scenarios/stimuli each week to explore via mime and assessed on their response to this.</p> <p>Students will be assessed on the following criteria:</p> <p>Actions /5</p> <p>Facial expression /5</p>	<p>Students have an understanding of performance and have developed drama/dance skills. They are now looking at a specific technique which combines them both.</p>	<p>Silent</p> <p>Sound</p> <p>Movement</p> <p>Action</p> <p>Gesture</p> <p>Portray</p> <p>Interaction</p> <p>Communication</p>

		<p>Storytelling /5</p> <p>Focus /5</p> <p>Confidence /5</p>		<p>Represent</p> <p>Embody</p> <p>Symbolise</p>
Y8	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	Students will develop their drama, dance, music and performance skills whilst studying 'Shrek The Musical'.	Formative: Students will be quizzed/tested on their understanding of key words/skills.	During the previous year students have developed their performance skills, this half term students are recalling their	Rehearsal

	<p><u>Drama focus:</u> development of a range of different characters</p> <p><u>Dance focus:</u> development of a stylised dance routine</p>	<p>Summative: Students will perform in small groups at the end of the half term and will be assessed on their performance.</p> <p><u>Drama skills</u></p> <p>Facial Expression /5</p> <p>Use of Voice /5</p> <p>Body Language /5</p> <p>Actions /5</p> <p><u>Dance skills</u></p> <p>Action /5</p> <p>Timing /5</p> <p>Space /5</p> <p>Dynamics /5</p> <p><u>Performance skills</u></p> <p>Focus /5</p> <p>Confidence /5</p>	<p>previous knowledge and applying it to higher level characters/choreography.</p>	<p>Performance</p> <p>Choreography</p> <p>Facial Expression</p> <p>Body Language</p> <p>Gesture</p> <p>Levels</p> <p>Dynamics</p> <p>Formations</p> <p>Timing</p>
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<p>Autumn 2</p>	<p>Pantomime</p> <p>Students will study pantomime/comedy as a style of performance.</p> <p><u>Drama focus:</u></p> <ul style="list-style-type: none"> • Exaggeration • Expression • Comedy 	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a performance of a pantomime during the last week of half term and will be assessed on their performance.</p> <p><u>Drama skills</u></p> <p>Facial Expression /5</p> <p>Use of Voice /5</p> <p>Body Language /5</p> <p>Actions /5</p> <p>Focus /5</p> <p>Confidence /5</p>	<p>Students have developed their skills and are now applying it to different performance styles. Pantomime fits well at this time of year as their performance will be before the Christmas break, fitting in with professional theatre productions at this time of year.</p>	<p>Comedy</p> <p>Expression</p> <p>Exaggeration</p> <p>Movement</p> <p>Gestures</p> <p>Projection</p>
<p>Spring 1</p>	<p>Musical Theatre</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p>	<p>Students have developed their skills and are now applying it to different performance styles.</p>	<p>Music</p> <p>Timing</p> <p>Rhythm</p>

	<p>Students will study musical theatre as a style of performance, this will be explored through 'Aladdin'.</p> <p>Students will focus on the drama, dance and music elements of a musical.</p>	<p>Summative: students will work towards a musical theatre performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:</p> <p>Drama /5</p> <p>Dance skills /5</p> <p>Music skills /5</p> <p>Performance skills /5</p>		<p>Song</p> <p>Lyrics</p>
<p>Spring 2</p>	<p>Physical Theatre</p> <p>Students will study physical theatre as a style of performance.</p> <p>Physical theatre is a collaboration of dance and drama skills, using physical movement to tell a story.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a physical theatre performance during the last week of half term and will be assessed on their performance.</p>	<p>Students have already learnt the basics of physical theatre in Y7, they have since developed their drama/dance skills so can revisit this performance style at a higher level. They will be asked to respond to a stimulus and devise rather than being given a theme.</p>	<p>Movements</p> <p>Action</p> <p>Gesture</p> <p>Level</p> <p>Formation</p> <p>Plotting</p> <p>Staging</p>

		<p>Students will be assessed on the following criteria:</p> <p>Movement /5</p> <p>Facial expression /5</p> <p>Storytelling /5</p> <p>Response /5</p> <p>Focus /5</p> <p>Confidence /5</p>		<p>Direction</p> <p>Devising</p> <p>Realistic</p> <p>Story telling</p> <p>Response</p> <p>Stimulus</p>
Summer 1	<p>Silent Movies</p> <p>Students will study silent movies as a performance style.</p> <p>Drama focus:</p> <ul style="list-style-type: none"> • Movement • Actions • Gestures • Facial Expressions • Exaggeration • Communicating intent 	<p>Formative: Students will be given a different theme each week to explore in a silent movie style.</p> <p>Summative: students will work towards a silent movie performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:</p>	<p>Silent movies are a progression from mime which students have previously studied in Y7. Students will also be devising from a stimulus rather than being given a theme.</p>	<p>Action</p> <p>Gesture</p> <p>Movement</p> <p>Facial expressions</p> <p>Exaggeration</p> <p>Intent</p> <p>Stimulus</p> <p>Response</p>

		<p>Movement /5</p> <p>Facial expression /5</p> <p>Storytelling /5</p> <p>Response /5</p> <p>Focus /5</p> <p>Confidence /5</p>		
Summer 2	<p>Musical Theatre</p> <p>Students will study musical theatre as a style of performance, this will be explored through 'Wizard of Oz'.</p> <p>Students will focus on the drama, dance and music elements of a musical.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a musical theatre performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:</p> <p>Drama /5</p> <p>Dance skills /5</p>	<p>Students have already studied musical theatre but as it involves drama, dance and music skills this style of performance will help them develop in all areas of performing arts.</p> <p>Wizard of Oz has many different character for students to explore and develop their characterisation with.</p>	<p>Music</p> <p>Timing</p> <p>Rhythm</p> <p>Song</p> <p>Lyrics</p> <p>Rehearsal</p> <p>Performance</p> <p>Choreography</p> <p>Facial Expression</p> <p>Body Language</p> <p>Gesture</p> <p>Levels</p>

		<p>Music skills /5</p> <p>Performance skills /5</p>		<p>Dynamics</p> <p>Formations</p> <p>Timing</p>
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Y9	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>Masks</p> <p>Students will study masks as a style of theatre developing their physical movements, body language, gestures and actions.</p>	<p>Summative: students will work towards a mask performance during the last week of half term and will be assessed on their performance.</p> <p>Summative: students will work towards a mask performance</p>	<p>Mask work is a higher level physical performance skill that students can build on from prior physical performance knowledge.</p>	<p>Action</p> <p>Movements</p> <p>Gesture</p> <p>Physical</p> <p>Body Language</p>

		<p>during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:</p> <p>Body Language /5</p> <p>Actions/gestures /5</p> <p>Storytelling /5</p> <p>Focus /5</p> <p>Confidence /5</p>		<p>Presence</p> <p>Spatial Awareness</p> <p>Communication</p> <p>Non verbal</p>
Autumn 2	<p>Society and class</p> <p>Students will study the theme of society and class through studying 'The King and I'.</p> <p>Students will develop their understanding of society and class in a performance and develop their characterisation from this.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a performance during the last week of half term and will be assessed on their performance.</p>	<p>Students have previously looked at society and class in performance through 'Oliver' and 'Annie', they are going to re-explore this theme with a higher level stimulus.</p>	<p>Novel</p> <p>Musical</p> <p>Society</p> <p>Class</p> <p>Equality</p> <p>Inequality</p>

		<p>Students will be assessed on the following criteria:</p> <p>Facial Expression /5</p> <p>Use of Voice /5</p> <p>Body Language /5</p> <p>Actions /5</p> <p>Focus /5</p> <p>Confidence /5</p>		
Spring 1	<p>Stimulus - Newspapers</p> <p>Students will be developing their devising skills and using current news stories/world events as a starting point.</p>	<p>Formative: Students will be assessed weekly on their response to a stimulus and their development of devising skills.</p>	<p>Students have developed their performance skills and have been either given material or guided to a theme. This topic introduces devising skills, allowing students to develop their own creativity and imagination.</p>	<p>Improvise</p> <p>Development</p> <p>Stimulus</p> <p>Structure</p> <p>Imagination</p> <p>Creativity</p>
Spring 2	<p>Blood Brothers</p> <p>Students to study the text 'Blood Brothers' and develop a performance based on the key themes and characters.</p>	<p>Summative: students will work towards a performance during the last week of half term and will be assessed on their performance.</p>	<p>In preparation for KS4 students are developing evaluation and analytical skills based on a key text.</p>	<p>Theme</p> <p>Context</p> <p>Character</p> <p>Style</p>

		Summative: students will complete a written task analysing aspects of Blood Brothers, showing their understanding of the text and developing evaluation skills.		Profile Performance Storyline Plot Analyse Evidence Evaluate
Summer 1	Respond to a stimulus Students will be developing their devising skills based on a given stimulus. Students can explore any chosen art form.	Summative: students will respond to a given stimulus and develop a performance during the last week of half term and will be assessed on their performance. Students will be assessed on the following criteria: Response to stimulus /5 Development of ideas /5 Rehearsal /5 Performance /5	In preparation for KS4 students are developing their devising skills. This has previously been guided whereas students will this time have more freedom to develop their ideas creatively.	Improvise Development Stimulus Structure Imagination Creativity

Summer 2	<p>Devising</p> <p>Students will bring all of their developed skills together and apply them to their own choice of performance.</p>	<p>Formative: students will be assessed weekly on their rehearsal process and development of ideas.</p> <p>Summative: students will work towards a performance during the final week of half term based on their choice of style, theme and performance.</p> <p>Students will be assessed criteria appropriate to their chosen style.</p>	<p>This unit allows students to draw together all the skills they have learnt and developed and apply them to a performance of their choice. As this is less guided students have the freedom to be creative and imaginative and develop their own style of performance which will prepare them for KS4.</p>	<p>Improvise</p> <p>Development</p> <p>Stimulus</p> <p>Structure</p> <p>Imagination</p> <p>Creativity</p> <p>Rehearsal</p> <p>Performance</p> <p>Process</p>

Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<u>Component 1: Exploring the Performing Arts</u>	Assessment via written coursework.	This is the first component of the three students must complete.	<p>Theme</p> <p>Style</p>

	<p>Learning Aim A – Examine professional practitioners’ performance work</p> <p>Learning Aim A1 (current focus on Blood Brothers, change TBC)</p> <p>Learning Aim A2 (current focus on Blood Brothers, change TBC)</p>	<p>A1: A written assignment showing students understanding and appreciation of a professional performance.</p> <p>A2: A written assignment outlining relevant professional practitioners’ roles, responsibilities and skills. (Currently with reference to Blood Brothers, change TBC)</p> <p>Assessment via written coursework.</p> <p>B1: A written assignment outlining the processes used in</p>	<p><u>Links to careers:</u></p> <p>A1, Understanding and appreciating different professional works could develop skills relevant to careers in reviewing performances or arts journalism.</p> <p>A2, Understanding the different professional roles could lead to careers such as;</p> <ul style="list-style-type: none"> • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) • Theatre manager 	<p>Genre</p> <p>Production</p> <p>Structure</p> <p>Stimulus</p> <p>Contextual influences</p> <p>Collaboration</p> <p>Practitioners</p> <p>Role</p> <p>Responsibility</p> <p>Contribution</p> <p>Rehearsal</p>
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	<p>Learning Aim B – Processes used in development, rehearsal and performance</p> <p>Learning Aim B1 (current focus on Blood Brothers, change TBC)</p> <p>Learning Aim B2 (current focus on Blood Brothers, change TBC)</p>	<p>development, rehearsal and performance.</p> <p>B2: A written assignment outlining techniques and approaches used in performance.</p> <p>(Currently with reference to Blood Brothers, change TBC)</p>		<p>Performance</p> <p>Developmental</p> <p>Processes</p> <p>Stimulus</p> <p>Production</p> <p>Technical rehearsal</p> <p>Dress rehearsal</p> <p>Post-performance</p>
Autumn 2	<p><u>Component 1: Exploring the Performing Arts</u></p> <p>Learning Aim A – Examine professional practitioners’ performance work</p> <p>Learning Aim A1 (current focus on Bouncers, change TBC)</p>	<p>Assessment via written coursework.</p> <p>A1: A written assignment showing students understanding and appreciation of a professional performance.</p>	<p>This is the first component of the three students must complete.</p> <p><u>Links to careers:</u></p> <p>A1, Understanding and appreciating different professional works could develop skills relevant to careers in reviewing performances or arts journalism.</p>	<p>Theme</p> <p>Style</p> <p>Genre</p> <p>Production</p> <p>Structure</p> <p>Stimulus</p> <p>Contextual influences</p> <p>Collaboration</p>

	<p>Learning Aim A2 (current focus on Bouncers, change TBC)</p> <p>Learning Aim B – Processes used in development, rehearsal and performance</p> <p>Learning Aim B1 (current focus on Bouncers, change TBC)</p> <p>Learning Aim B2</p>	<p>A2: A written assignment outlining relevant professional practitioners' roles, responsibilities and skills. (Currently with reference to Bouncers, change TBC)</p> <p>Assessment via written coursework.</p> <p>B1: A written assignment outlining the processes used in development, rehearsal and performance.</p> <p>B2: A written assignment outlining techniques and approaches used in performance. (Currently with reference to Bouncers, change TBC)</p>	<p>A2, Understanding the different professional roles could lead to careers such as;</p> <ul style="list-style-type: none"> • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) <p>Theatre manager</p>	<p>Practitioners</p> <p>Role</p> <p>Responsibility</p> <p>Contribution</p> <p>Rehearsal</p> <p>Performance</p> <p>Developmental</p> <p>Processes</p> <p>Stimulus</p> <p>Production</p> <p>Technical rehearsal</p> <p>Dress rehearsal</p>
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	(current focus on Bouncers, change TBC)			Post-performance
Spring 1	<p><u>Component 1: Exploring the Performing Arts</u></p> <p>Learning Aim A – Examine professional practitioners’ performance work</p> <p>Learning Aim A1 (current focus on Grease, change TBC)</p> <p>Learning Aim A2 (current focus on Grease, change TBC)</p>	<p>Assessment via written coursework.</p> <p>A1: A written assignment showing students understanding and appreciation of a professional performance.</p> <p>A2: A written assignment outlining relevant professional practitioners’ roles, responsibilities and skills.</p> <p>(Currently with reference to Grease, change TBC)</p> <p>Assessment via written coursework.</p>	<p>This is the first component of the three students must complete.</p> <p><u>Links to careers:</u></p> <p>A1, Understanding and appreciating different professional works could develop skills relevant to careers in reviewing performances or arts journalism.</p> <p>A2, Understanding the different professional roles could <u>lead to careers</u> such as;</p> <ul style="list-style-type: none"> • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) • Theatre manager • Community Arts worker • Drama therapist 	<p>Theme</p> <p>Style</p> <p>Genre</p> <p>Production</p> <p>Structure</p> <p>Stimulus</p> <p>Contextual influences</p> <p>Collaboration</p> <p>Practitioners</p> <p>Role</p> <p>Responsibility</p> <p>Contribution</p>

	<p>Learning Aim B – Processes used in development, rehearsal and performance</p> <p>Learning Aim B1 (current focus on Grease, change TBC)</p> <p>Learning Aim B2 (current focus on Grease, change TBC)</p>	<p>B1: A written assignment outlining the processes used in development, rehearsal and performance.</p> <p>B2: A written assignment outlining techniques and approaches used in performance.</p> <p>(Currently with reference to Grease, change TBC)</p>		<p>Rehearsal</p> <p>Performance</p> <p>Developmental</p> <p>Processes</p> <p>Stimulus</p> <p>Production</p> <p>Technical rehearsal</p> <p>Dress rehearsal</p> <p>Post-performance</p>
<p>Spring 2</p>	<p><u>Component 1: Exploring the Performing Arts</u></p>	<p>During this half term some lessons would be dedicated to finishing and improving component 1.</p>	<p>After completing the written coursework students will submit and then have the opportunity to re-submit. Time will be given to improve written work before the re-submission date.</p>	

	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim A – Develop skills and techniques for performance</p> <p>Learning Aim A1</p>	<p>A1: Students to take part in workshops and classes to develop performance skills and techniques.</p> <p>Assessment is a written log of the skills and techniques that have been learnt and developed.</p>	<p>This is the second component of the three students must complete.</p> <p>Students must first develop their performance skills to then be able to apply them.</p>	<p>Performance</p> <p>Design</p> <p>Interpretive</p> <p>Combine</p> <p>Responding</p> <p>Developmental</p> <p>Application</p> <p>Review</p>
<p>Summer 1</p>	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim A – Develop skills and techniques for performance</p> <p>Learning Aim A1</p> <p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p>	<p>A1: Students to take part in workshops and classes to develop performance skills and techniques.</p> <p>Assessment is a written log of the skills and techniques that have been learnt and developed.</p>	<p>This is the second component of the three students must complete.</p> <p>Students must first develop their performance skills to then be able to apply them.</p>	<p>Performance</p> <p>Design</p> <p>Interpretive</p> <p>Combine</p> <p>Responding</p> <p>Developmental</p> <p>Application</p> <p>Review</p>

	<p>Learning Aim A – Develop skills and techniques for performance</p> <p>Learning Aim A2</p>	<p>A2: Students to take part in workshops and classes to develop techniques needed for a rehearsal process.</p> <p>Assessment is a written log of the skills and techniques that have been learnt and developed.</p>	<p>Students must first develop their rehearsal skills and techniques to then be able to apply them.</p>	
<p>Summer 2</p>	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim A – Develop skills and techniques for performance</p> <p>Learning Aim A2</p>	<p>A2: Students to take part in workshops and classes to develop techniques needed for a rehearsal process.</p> <p>Assessment is a written log of the skills and techniques that have been learnt and developed.</p>	<p>Students must first develop their rehearsal skills and techniques to then be able to apply them.</p>	<p>Performance</p> <p>Design</p> <p>Interpretive</p> <p>Combine</p> <p>Responding</p> <p>Developmental</p> <p>Application</p> <p>Review</p>

Y11	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim B – Apply Skills and techniques during rehearsal</p> <p>Learning Aim B1</p> <p>Learning Aim B2</p>	<p>Students are to reproduce professional repertoire.</p> <p>B1: Students to apply their knowledge of rehearsal skills and techniques during the rehearsal of the reproduction of professional repertoire.</p> <p>Assessment is a written log of the skills and techniques that have been used during the rehearsal process.</p> <p>B2: Students to apply their knowledge of performance skills and techniques in order to perform professional repertoire.</p> <p>Assessment is a written log of the skills and techniques that have been used to perform professional repertoire.</p>	<p>This is the second component of the three students must complete.</p> <p>After students have developed their skills they can then use them and apply them to a rehearsal/performance.</p> <p><u>Links to careers:</u></p> <ul style="list-style-type: none"> • Actor • Singer • Dancer • Designer (costume/lighting/set) • Theatre manager • Community Arts worker • Drama therapist 	<p>Performance</p> <p>Design</p> <p>Interpretive</p> <p>Combine</p> <p>Responding</p> <p>Developmental</p> <p>Application</p> <p>Review</p>

		Alongside a recording of the final performance.		
Autumn 2	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim C – Review own development and contribution to the performance</p> <p>Learning Aim C1</p> <p>Learning Aim C2</p>	<p>Assessment via written coursework.</p> <p>C1: Students must complete a written assignment reviewing their own development of skills in rehearsal and for a performance.</p> <p>C2: Students must complete a written assignment reviewing their own application of skills in rehearsal and for a performance.</p>	<p>This is the second component of the three students must complete.</p> <p>Students have developed and applied skills to a rehearsal process and a performance. They are the going to review and evaluate their development/application.</p>	

<p>Spring 1</p>	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p><u>Component 3: Responding to a Brief</u></p> <p>(Brief is usually released at the end of January)</p> <p>Learning Aim A - Developing ideas in response to a brief</p> <p>Learning Aim A1</p>	<p>During this half term some lessons would be dedicated to finishing and improving component 2.</p> <p>A1: Students to keep a written log of how they have responded to the brief.</p>	<p>After completing the written coursework students will submit and then have the opportunity to re-submit. Time will be given to improve written work before the re-submission date.</p> <p>This is the third component of the three students must complete.</p> <p>Students have explored and researched different aspects of performing arts and then developed and applied skills and techniques to rehearsals and performances. They are now going to use all of this knowledge to complete component 3.</p>	<p>Exploration</p> <p>Requirements</p> <p>Parameters</p> <p>Response</p> <p>Explore</p> <p>Generate</p> <p>Intentions</p> <p>Practitioner</p> <p>Target audience</p> <p>Effective</p> <p>Contributions</p> <p>Demonstrate</p> <p>Reflect</p>
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<p>Spring 2</p>	<p>Learning Aim B - Selecting and developing skills and techniques in response to a brief</p> <p>Learning Aim B1</p> <p>Learning Aim C - Contributing to a workshop performance</p> <p>Learning Aim C1</p>	<p>B1: Students to keep a written log of how they have selected and developed relevant skills and techniques to respond to a brief.</p> <p>Students to perform and record their performance in response to the brief.</p> <p>C1: Students to demonstrate and keep a written log how they have used appropriate skills for their performance.</p> <p>C2: Students to demonstrate and keep a written log of how they have worked effectively with others.</p>	<p>Component 3 is an ongoing developmental process where students must keep a written log/diary as evidence.</p> <p><u>Links to careers:</u></p> <ul style="list-style-type: none"> • Actor • Singer • Dancer • Designer (costume/lighting/set) • Theatre manager • Community Arts worker • Drama therapist 	<p>Exploration</p> <p>Requirements</p> <p>Parameters</p> <p>Response</p> <p>Explore</p> <p>Generate</p> <p>Intentions</p> <p>Practitioner</p> <p>Target audience</p> <p>Effective</p> <p>Contributions</p> <p>Demonstrate</p> <p>Reflect</p>
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	<p>Learning Aim C2</p> <p>Learning Aim C3</p>	<p>C3: Students to demonstrate and keep a written log how they have communicated their ideas through a performance.</p>		
<p>Summer 1</p>	<p>Learning Aim D - Evaluating the development process and workshop performance outcome</p> <p>Learning Aim D1</p>	<p>D1: Students to complete a written assignment reflecting on their creative process responding to a brief.</p> <p>D2: Students to complete a written assignment reflecting</p>	<p>Once completing all of the practical work, students then reflect on their process.</p>	

	Learning Aim D2	on the outcome of their performance.		
Summer 2				