



Performing Arts and Dance Curriculum Overview

The Appleton School.





Subject: Performing Arts

Curriculum Intent (Covering Year 10 to 13)

Vision.

As a department, Performing Arts is an exciting, fun and vibrant subject, where we aim to provide a safe environment for talented students. Students overtime will develop an understanding of a performers life within the industry. Our main aim is to build students confidence and self-belief, through enjoyable tasks and achievements. We shall encourage students to assess the wider life to Performing Arts, enriching a love for the subject through trips and visits with the intention to spark future prospects, for example University and/or 6th Form. We want to provide an environment where students can explore their interests without a strict academic structure, allowing them to make mistakes without feeling as though they 'got the answer wrong'.

How is the curriculum delivered?

Students can choose from two practical options, one focus of Musical Theatre / Performing Arts, the second with a Dance focus.

Those students who decide to opt for Performing Arts, with a Musical Theatre focus are required to perform and participate in all three disciplines: acting, singing and dancing. Whereas, those on the Dance Pathway are only expected to explore this discipline.

Despite the pathways exploring different dsicplines, the coursework elements remain the same. They may vary in terms of the practitioners and professional repertoires however the submissions remain similar.

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed

The Components are split accordingly throughout a two year course. The course is always delivered with Component One first, as this is a key component to students developing an understanding of the skills before embedding them in to practical explorations and performances. Component Two intertwines



extremely well with Component Three and prepares students for their exam content without the pressure of being under exam conditions whilst learning vital skills and knowledge.

Regarding Post 16, the course is delivered by two teachers. This means the students are working with teachers within their specialisms and can therefore access extensive subject knowledge and evidence of appropriate skills. Post 16 is delivered with parallel teaching, in order for the prospect of 2 A Levels being achievable. Unit 1, is the heaviest weighted unit, with an offered resit, therefore this is sat early in January with the options to resit in June, allowing enough calendar time between the exams to improve and assess any mistakes made. As there are two external unit in Year 13, this relieves pressure to secure an external exam early in to the course, enhancing student enjoyment and overall success.



How is the curriculum assessed?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques at Levels 1 and 2.

Internal assessment Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Synoptic external assessment There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Responding to a Brief requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

The assessment criteria is provided alongside Assignment Briefs for teachers and assessors to plan and assess regularly, fitting with the specification criteria and expectations of moderators and examiners.

This remains the same for Post 16, however this can change slightly dependent on the size of course the students are certificated for.



The minimum uniform marks required for each grade for each component

Components 1 and 2

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculating final qualifications BTEC TECH Award Level 2.
Grading is the same whether students are on the Performing Arts or Dance Route.



Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Calculating final qualifications BTEC Foundation Diploma, Level 3.

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270



Students are assessed in class through the following methods:

<u>Practical Performances / Assessments :</u>
Peer and Teacher Assessments, providing of feedback
Self Assessment
Use of Skills audits
Mock Performances
Video recorded rehearsals - Aimed at SMART target setting
Reflection of Video recordings
Final Performances
Teachers Feedback linked with Pass, Merit, Distinction criteria.
<u>Theoretical Assessments:</u>
Coursework Submissions - with ongoing feedback and improvements
Component One and Two Personalised Learning Checklist - Informative Research and Power-point
Homework Submissions
Exam Written Submission (mocks appropriately applied).

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The Performing Arts department is a busy enrichment subject, with many opportunities offered to all students in The Appleton School, not just the Performing Arts department.

Extra curricular and enrichment is a key focus within Performing Arts and Dance. Students are offered extensive opportunities in order to promote a love of learning, whilst developing knowledge and understand of a professional industry.

- Termly, students are offered the opportunity to participate in a variety of different workshops. These have varied previously from Dance and Musical Theatre workshops, led by existing professional performers.
- Visits: Students are encouraged to attend all theatre trips offered to them throughout the course. Students are to analyse pre-recorded but also live work, therefore is imperative they observe work in a live setting. Trips include, Blood Brothers, Lion King, Women in Black (these change varying on



works students are studying each year).

- Speakers / Visitors: Guest speakers are invited in to cover content necessary within Level 3, where all students get to listen to industry discussions and pitches, and ask quotations. These guests speakers again have been current performers (for example west-end performers),. Students develop and gain knowledge of the industry and a life as a performer.
- It is the intention with Jack Petchey money students will experience workshop environments, relevant to Musical Theatre and Dance, to further extend knowledge of Performing Arts outside of a school setting.

Extra Curricular Cubs: Harmonics (auditioned choir). KS3 choir (offered to all). Band (invited musicians). Keyboard Club (offered to all). Dynamix (auditioned Dance company) KS3 Dance club (offered to all) Drama club (offered to all).



What are our learning aims (per year group) connecting with the NC and Exam Criteria?

Year 10

To understand the what makes a performance piece 'repertoire'
To recognise the physical and interpretive skills suitable to chosen repertoire
To develop physical and interpretive skills suitable to chosen repertoire, allowing the ability to perform the repertoire accurately.
To develop an understanding of the stylistic qualities of the repertoire.
To begin to explore and learn content within chosen repertoire
To understand the style and intentions of the practitioner
To take part in milestone performances, reviewing progress regularly.
To continue to self-assess through the use of target setting



Year 11

To review the brief released by BTEC
To develop an understanding of exam expectations and controlled conditions
To continue to develop an understanding of the given brief, understanding and assessing the given stimulus and theme.
To continue to communicate with your group to create ideas, meeting intentions, purpose, themes and a target audience.
To begin to structure ideas which meet the outlined brief requirements
To begin to structure a performance piece lasting 7-15 minutes.
To participate in several milestone performances in order to receive effective feedback.
To complete ongoing reviews of group progress and individual contributions.
To complete ongoing reviews of physical, interpretive and performance skills used throughout the performance.
To complete a critical evaluation based upon your final performance, with the inclusion of SMART targets.

What skills and knowledge do students bring with them from Key Stage 2 to Year 7?

Students do not study Performing Arts in Year 7 or 8. The skills listed below are those taken from Music and Drama Schemes.

- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Call and Response
- Ensemble (working within groups, duets, supporting solo performances)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment



What skills and knowledge do students bring with them from Year 9 to Year 10?

- Analytical Writing
- Understanding of stylistic qualities
- Knowledge and recall of practitioners and influencers within performing arts
- Understanding of Musical Theatre as a genre.
- Understanding of all three different disciplines within performing arts
- Knowledge of performing arts as an industry
- Performer and non performer job roles and responsibilities
- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment
- SMART target settings

What skills and knowledge do students bring with them from Year 10 to Year 11?

- Knowledge and application of technical elements
- Knowledge and application of design elements
- Application of physical, interpretive and performance skills required for all disciplines
- Application of physical, interpretive and performance skills required for all performance styles
- Knowledge and understanding of rehearsal processes
- Knowledge and application of personal management skills
- Knowledge and application of safe practice.



- Understanding of stylistic qualities
- Knowledge and recall of practitioners and influencers within performing arts
- Understanding of Musical Theatre as a genre.
- Understanding of all three different disciplines within performing arts
- Knowledge of performing arts as an industry
- Performer and non performer job roles and responsibilities
- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment
- SMART target settings

What skills and knowledge do students bring with them from Key Stage 4 to Key Stage 5?

- Knowledge of practitioner works, famous influences and impacts these have had on the performing arts industry.
- Knowledge of stylistic qualities within all disciplines and styles
- Appreciation for physical, interpretive, performance, vocal and musical elements
- Extensive ability to perform with relevant physical and interpretive skills, reflective of discipline and style.
- Extensive knowledge of sourcing, using bibliographies
- Ability to critically judge and articulate professional works
- Ability to set and use effective SMART targets
- Ability to compromise and work within group settings
- Confidence to work and perform alone



How will we re-visit prior learning and skills?

- Students will explore and complete a variety of practical tasks which will require them to access prior learning regarding physical, interpretive and performance skills. Students will need to develop this learning, by applying the skills in different task environments, relevant to acting, singing or dancing and therefore requiring individual execution.
- Students will have the opportunity to revisit coursework from component one and component two throughout the year, this will enable them to refer to and build upon prior learning throughout the course.
- Students will take part in a number of performance tasks, at the end of each work (as well as component) students will complete mock and final assessments. Students will access prior learning through milestone assessments and recordings, setting targets (SMART), referencing and using prior learning regularly in order to improve.
- Prior learning will be accessed through starter and homework tasks regularly within the scheme of work in order to students to retain information learnt throughout components.

What aspects of the NC or Exam Criteria do these Components fulfil?

Links to Specification.

Performing Arts and Dance four main focuses are for:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Component One: Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.



Component Two: Demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.

Component Two: Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement

Component Three: Apply skills and techniques in a workshop performance in response to a brief and Evaluate the development process and outcome in response to a brief



What will students study?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 - Performing Arts	<p>Introduction to Performing Arts</p> <p>Students will explore the performing arts industry, looking at different performer job roles; dancers, actors and singers but also developing an understanding of non performer job roles and their vitalness such as choreographers and directors.</p> <p>Students will begin to practically explore physical and interpretive skills needed within all disciplines.</p> <p>Learning to be revisited. Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p>	<p>Exploration of Dance as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will begin their performing arts practical looking at dance as a discipline. Focusing on the physical demands a dancer can face.</p> <p>Students will develop key knowledge of health and safety requirements such as warming up and cooling down, appropriate attire etc.</p> <p>Learning to be revisited. Students will be responsible for leading and participating in safe practice such as warming up, therefore this will be recapped at the start of each lesson before any practical explorations.</p>	<p>Exploration of Acting as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will begin to explore acting as a discipline, taking part in a variety of drama workshops such as hot seating and marking the moment.</p> <p>Students will develop an understanding of how physical skills will be the same as dance, however required to be executed in a different manner, to be suitable to this new discipline.</p> <p>Learning to be revisited. Students will need to draw upon their knowledge of physical skills used within dance. However will build upon this understanding by using the skills in different ways.</p>	<p>Exploration of Singing as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will lastly explore singing as an independent discipline, developing a knowledge of vocal skills that have not been explored within dance workshops.</p> <p>Students will continue to look at the importance of warming up and cooling down, focusing on different muscles expected within dance.</p> <p>Learning to be revisited. The importance of warm up and cool downs, the impact this can have on a performance.</p>	<p>Introduction to Musical Theatre</p> <p>Students will be working within this style when exploring their coursework. Musical Theatre is a combination of all three disciplines, therefore has been sequenced in this way for students to be able to develop appropriate and relevant skills independently before having to combine them together.</p> <p>Prior learning to be revisited. All skills and styles explored when working with disciplines individually.</p>	<p>Introduction to Component One</p> <p>Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 - Dance	<p>Introduction to Dance</p> <p>Students will explore the Dance industry, looking at different performer job roles; dancers, choreographers, casting, costume designers.</p> <p>Students will begin to practically explore physical and interpretive skills needed within Dance styles / disciplines.</p> <p>Learning to be revisited. Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p>	<p>Exploration of Warm up / Cool Down</p> <p>Students will begin their Dance course by exploring Physical Skills necessary to effective and safe warm up / cool downs.</p> <p>Students will complete warm up techniques, corner work and centre work sequences, how these are imperative to warm up and cool down tasks - but also how these can develop physical skills necessary to all dance styles, such as timing, musicality, co-ordination and movement memory.</p> <p>Students will develop key knowledge of health and safety requirements such as warming up and cooling down, appropriate attire etc.</p> <p>Learning to be revisited. Students will be responsible for leading and participating in safe practice such as warming up, therefore this will be recapped at the start of each lesson before any practical explorations.</p>	<p>Term 2, has enabled students to now explore practical sessions safely. Whilst developing and progressing physical skills necessary to dance styles.</p> <p>Students will now explore Jazz Dance as a Style.</p> <p>Students will begin to explore practitioners known within these dance styles, such as Bob Fosse and Jeremoe Robbins. Students will explore repertoire from famous Jazz Performances, such as West Side Story and Chicago.</p> <p>Learning to be revisited: Students will build on skills learnt in term 1, timing, musicality, co-ordination and movement memory. New Learning: Whilst explore Jazz techniques such as extension, flexibility and stamina.</p>	<p>Term 3 has seen an students develop an understanding of an early dance style, and how this has influenced dance styles since.</p> <p>Students will now explore Street Dance as a style.</p> <p>Students will begin to explore practitioners known within these dance styles such as Zoonation. Students will explore repertoire from famous performances such as Into the Hoods.</p> <p>Learning to be revisited: Students will build on skills learnt in term 1 and 2 - timing, musicality, co-ordination and movement memory. New Learning: Whilst exploring street technique such as attack, emphasis, agility and balance.</p>	<p>Term 4 has seen students develop an understanding of how street and jazz dance combine similar skills in different ways.</p> <p>Students will now explore Contemporary Dance as a style.</p> <p>Students will begin to explore practitioners known within this dance style such as Merce Cunningham and Martha Graham. Students will explore repertoire from famous performances such as Rosas Danst Rosas.</p> <p>Students will explore contemporary devices such as Dance by Chance, Contact Improvisation and Physical Theatre.</p> <p>Learning to be revisited: Students will build on skills learnt in term 1-4 and 2 - timing, musicality, co-ordination and movement memory. attack, emphasis, agility</p>	<p>Introduction to Component One</p> <p>Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p>



and balance.

New Learning: Contact
Improvisation, Physical
Theatre, Dance Chance.



Year 10 –
Performing Arts
and Dance

<p>Component 1</p> <p>Learning outcome A: Investigate how professional performance or production work is created</p> <p>A1 Professional performance material, influences, creative outcomes and purpose Learners will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.</p> <p>Learners will gain a practical appreciation of professional work by exploring existing performance material in acting, dance or musical theatre. They will learn how professionals may respond to or treat a</p>	<p>Component 1</p> <p>A2 Roles, responsibilities and skills</p> <p>Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. Those relevant to the chosen discipline – Dance or Performing Arts.</p> <p>Responsibilities: rehearsing contributing to the creation and development of performance material, e.g. devising, designing,</p> <p>Relevant skills such as: physical, vocal and music skills used by performers</p> <p>creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or</p>	<p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.</p> <p>Students will explore Processes such as: rehearsal Production, technical rehearsal, dress rehearsal, performance o post-performance evaluation/review</p>	<p>Component 1, Submission</p> <p>Investigate how professional performance or production work is created.</p> <p>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>Introduction to Component 2</p> <p>Learning outcome A: Use rehearsal or production/design processes.</p> <p>Learners will participate in rehearsal or production/design practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire. They will complete all the content appropriate for their chosen role.</p>	<p>Component 2</p> <p>Learning outcome B: Apply skills and techniques in performance or realization.</p> <p>Learners will apply interpretative skills and techniques appropriate to the selected discipline in a performance or design realisation. They will cover either the performance or design skills as appropriate to selected discipline.</p>	<p>Component 2</p> <p>Learning outcome C: Review own development and application of performance or design skills.</p> <p>Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.</p> <p>Learners will review the rehearsal process and their final performance.</p> <p>This links directly to the content requirements in Component Three. Respond to a brief in a performance setting, reflect and evaluate the creative and performance process.</p>
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particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities

Links to Learning

Building this knowledge will allow students to improve analytical writing in line with coursework content and requirements.

songwriter or organisational and team skills used to put on a performance by a director or choreographer



Year 11 –
Performing Arts
and Dance

Students will take part in a final performance under controlled exam conditions.

For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Component Three - Exam
released by BTEC

Students will need to review the brief released, developing an understanding of exam expectations and controlled conditions. They will be required to develop an understanding of the given brief, understanding and assessing the given stimulus and theme.

Which links to prior learning from Component one and two.

Students will work in groups to create ideas, meeting intentions, purpose, themes and a target audience.

Component Three –

Students will now need to begin to structure ideas which meet the outlined brief requirements of a performance piece lasting 7-15 minutes.

To meet the written requirements, students need to complete ongoing reviews of group progress and individual contributions as well as a critical evaluation based upon their final performance, with the inclusion of SMART targets. **Which students would have explored in Component Two.**

COURSE IS FINISHED

COURSE IS FINISHED



What will students study: Key Stage 4 Summary.

Year 9 Students will only cover Component One
Year 10 will cover both Component One and Two
Year 11 will cover both Component Two and Component Three
Component One: Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. A Examine professional practitioners' performance work. Students will observe live and recorded professional works, analysing the practitioner influences and style. The rehearsal process and skills required for production success. B Explore the interrelationships between constituent features of existing performance material. Students will be able to analyse and discuss how technical and performance elements support a production, such as staging, choreography, costume, contextual factors and intentions.
Component Two: Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. A Develop skills and techniques for performance. Students will refer to prior learning, embedding their knowledge and understanding of practical skills within a chosen repertoire performance. B Apply skills and techniques in rehearsal and performance. Students will perform their chosen repertoire accurately within milestone performances, mock and final assessments receiving ongoing feedback. C Review own development and contribution to the performance. Students will reflect on all performance opportunities, using prior learning of SMART targets, to set effective targets, critically reviewing their progress overtime.
Component Three: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Externally set task - Students will respond to a given brief, in groups. Students will work on selecting and applying practical and performance skills to respond to the brief accurately.



What will students study?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Unit 28 Variety Performance</p> <p>Students will look at the history of Variety Performances, how talents have grown from sketches in to inspiring and unique performances.</p> <p>Students will research the History of Vaudeville, presenting their understanding of how this industry has developed over time, how and why.</p> <p>Links to Prior Learning This links with the analysis skills explored in Component One, analysing style, performance influences and developments.</p>	<p>Unit 28 Variety Performance</p> <p>Students will create their own performance piece lasting 30-60mins. This will involve group and solo performances, looking at a variety of different disciplines and styles to entertain the audience.</p> <p>Students will use prior learning from Term 1, to make sure they are meeting the style and expectations of variety performances, using the royal variety show as reference.</p> <p>Links to Prior Learning Component Two and External Exam Component Three, required students to perform against a brief, in solo or group performances.</p>	<p>Unit 2 Developing Performance Work</p> <p>Students will complete research in to the 'life of a performer'. This will require students to source existing performers and participate in visits and guest speaker talks.</p> <p>Students will look in to the job roles and responsibilities of a performer. Assessing and presenting all of the factors an actor, singer or dancer has to take into account before entering the industry.</p> <p>Links to Prior Learning Job roles and responsibilities are explored in detail in Key Stage 4.</p>	<p>Unit 2 Developing Performance Work</p> <p>Students will choose an existing work, often repertoire, relevant to their strengths and disciplines.</p> <p>Students will work on being a successful performer, for example, learning lines, sourcing costume, attending additional rehearsals, before committing to a final performance Infront of an audience.</p> <p>Links to Prior Learning This content is similar to the way in which students access Component Two in Key Stage 4.</p>	<p>Unit 1 Investigating Practitioners Work</p> <p>External Unit</p> <p>Students will analyse two famous practitioners and a variety of their works. Analysing the content such as intentions, purpose, content and influences.</p> <p>Students will complete an exam, where questions are relevant to a particular theme. For example, how does the work of your chosen practitioner show the theme of modernisation?</p> <p>Links to Prior Learning Analysing works in this way is explored in Component One at Key Stage 4.</p>	<p>EXAMS</p>
Year 13	<p>Unit 3 Group Performance – External Exam</p> <p>Students will receive a released brief from Pearson Links to Component Three Exam in KS4.</p>		<p>Unit 4 Community Performance</p> <p>Students will consider a community they would like to produce a performance for, eg. Carehome, primary school. The group will need to assess their</p>		<p>EXAMS</p>	<p>COURSE IS FINISHED</p>



	Students will work in groups to meet the idea of the brief, within a chosen performance discipline.	intentions such as educating or entertaining purposes. Students will carry out this performance in their chosen environment.		
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When will learning be built upon in subsequence units or years?

Component One will be continued theoretically in **Year 10**, this will give students the opportunity to improve and develop coursework as learning of skills and terminology continues to develop within other component tasks. Knowledge of component one will be extended automatically with the new explorations and requirements of component two, therefore will be necessary to refer back to prior components to include new understanding.

Component two will be the most useful component to prior components, but also the external exam. Component two is a combined unit, developing application of both theoretical skills such as analysis, explanation, sources and research as well as application of physical technical, interpretive and performance skills. Component Two will be explored through the majority of **Year 10**. This will be a key component to developing practical skills relevant to the external exam and will be built upon throughout the years in workshop explorations and repertoire performances.

Component three will occur at the end of the course in **Year 11**, but will draw on knowledge and skills explored and embedded from both Component one and Component Two. Component one will allow students to complete the theoretical controlled conditions within the exam, Component two will allow students to complete their practical assessment.

Students moving in to **6th Form** to study Performing Arts will have obtained necessary and vital skills and knowledge required for all units, particularly those completed in Year 12.

Unit 1, is an analysis unit, observing and critically reviewing professional works (covered in Component One), students will revisit their knowledge of Themes, Purpose, Intentions, Contextual Factors and Practitioners – building upon this foundation of knowledge to suitably enhance their extended writing.

Unit 2 and 28 will require students to draw upon their practical abilities and recall, as will be necessary for them to apply physical, interpretive and performance skills to a range of disciplines and workshops (covered in Component Two).





Why has learning been sequenced in this way?

Year 10	
	<p>Introduction to Performing Arts Students will be introduced to Performing Arts, looking at a variety of different disciplines and relevant skills. Students will explore practical skills such as: Accuracy (performing material accurately as taught), to connect with repertoire work relevant to coursework component two. Co-ordination, to prepare students for all three disciplines, having to combine together in order to fulfil the requirements of a musical theatre performance. Teamwork, to enable students to acknowledge the strengths and benefits of performing as a duet, trio or group, in preparation for exam group work in component two and component three. Analysis of work, to respond and reflect on the strengths and weaknesses of a professional piece in support analytical coursework within component one. This will be the key foundation learning to understanding Performing Arts</p> <p>Introduction to Musical Theatre Students will work within all disciplines when exploring performing arts, therefore need to recognise a combination of these disciplines and relevant skills meet the requirements of musical theatre. Students will explore Book Musicals, Revivals, Film Musicals, Concept Musicals, Revue and Rock Musicals in order to develop a range of verbal, physical and interpretive skills relevant to component two and component three. Students will be introduced to musical theatre, to be able to analyse and support coursework within component one, as all professional works analysed will be within this genre category. Students will work with musical theatre to work within their strongest disciplines, whilst allowing teachers access to a range of available primary and secondary resources. This knowledge will be vital to students exploring Component One coursework and Component Two repertoire performance work.</p> <p>Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions. This exploration will build students academic level when exploring theory within Component Two and Component Three exam. It will be vital to develop written ability and use of terminology</p>



	<p>Analysis of works will continue through Term 1 - Term 2. This will be an ongoing coursework task. Improving written work will build students understanding of expectations and encourage written standards in preparation for component two milestones and component three exam. Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p> <p><u>Component One - Submission</u> Students will begin to structure research findings and workshop explorations in to coursework. Structure will follow a research powerpoint, containing analysis of works, research, understanding of purpose, intentions and themes within three set work performances. Students will explore distinction criteria by including stylistic qualities of practitioners and contextual influences. Students will include all practical evidence, reflecting on the tasks undertaken in class and the benefits these would have to a performer / understanding the roles within each professional work more. Students will observe live performances to detail the use of production techniques.</p> <p><u>Informative Research</u> Students need to develop their knowledge of roles and responsibilities within performing arts industry. This task requires students to develop an understanding of a designer route in preparation for opportunities during component three exam. Students will explore production elements such as lighting, sound, props, setting, venue and stage set ups. Job roles, both performer and non performer such as Choreographer, Director, Actor, Singer in a development task for component two (repertoire).</p>
Year 11	<p><u>Component Two – Repertoire.</u></p> <p><u>This exploration will carry over from Year 10 and be a vital component to students having a successful component three practical exam. Students will explore physical, interpretive and performance skills in extensive detail which will be vital to students final exam in Year 11. This component is preparing students effectively for a practical exam.</u></p>
Year 12	<p>Year 12 begin to explore two internal units at the start of their course, as the external exam is not released from Pearson until January. This means students can complete and secure grades within these two units quickly and efficiently, allowing for the possibility to secure more than 1 A Level at the end of the year. Completing Unit 1 in January is particularly early for new students, however this also allows for the option of a resit in June.</p>
Year 13	<p>If Unit 1 is completed in Year 12 this means in Year 13 students have already secured 1 A Level. Unit 1 is one of the heaviest weighted external units, therefore can drastically improve an overall grade in comparison to a small internal unit. Students can resit this in Year 13 once they have matured and knowledge has grown extensively. Year 13 however focuses on two other external units to secure the 2nd A Level and would therefore place too much pressure and exam deadlines on the students, potentially impacting their overall success.</p>



What cross-curricular have been identified?

Links to Performing Arts:

Music – Students will explore and build on their vocal skills such as Projection, Tone, Pitch, Volume, Breath Control, Rhythm, Dynamics. All skills which are studied within the music curriculum through Key Stage 3 and 4 will be relevant through students' introduction of Performing Arts, Component Two and potentially their Component Three exam.

Drama – Students will explore and build upon interpretive and performance skills, particularly during Component Two when working with Repertoire performances. Skills studied in both Drama and Performing Arts are such as Body language, Facial expressions, Characterisation, Improvisation

DT – Students will explore and design ideas surrounding costume, props, staging, lighting and set. These technical elements will require them to use creative design skills relevant to graphics, textiles and art.

Business – Looking at how industry / environments / job roles have to pass through a creation process. How companies are built up over time, looking at the promotion and revenue aspects to a successful industry.

PE – Students explore nutritional value for a dancer and performer, specifically within the Dance route students develop knowledge and understanding of warm up / cool down as well as a vast list of physical skills and the body muscle functions. Within 6th form, if students choose to they can explore the unit A Healthy Dancer, which looks at the body in more depth.

Links to Other Subjects:

English – Students will regularly need to complete analytical, descriptive essay writing. Students will need to observe and critically discuss their opinions of works, as well as reflective and evaluative writing of their own performance. Students will be assessed according to their ability to use subject specific terminology accurately.

Business – Students throughout Component One and Component Three will have to focus on academic content such as contextual factors; social, economical and historical factors and influences. Regularly considering and working with appropriate target audiences and audience patterns regarding watching habits. Considering all elements within audiences such as age, gender, race, social class etc.

ICT – Students will have to construct all research findings and coursework in power-point, template or informative blog structures. These will need to be visual and well organised to meet the different requirements of criteria.



What will students be expected to know and remember?

Year 10 KEY:

What will students be expected to know and remember
What skills have been developed
What knowledge should be retained.

Recall	Skills	Knowledge
Differences between all three disciplines, Acting, Singing and Dancing	Application of relevant Physical and Interpretive skills aimed at Acting, Singing, Dancing, Musical Theatre	Knowledge of Musical Theatre styles such as: book, revival, film, concept.
Understanding of Rehearsal Processes	Ability to explore Motif Developments	Knowledge of relevant Physical and Interpretive Skills: aimed at Acting, Singing, Dancing, Musical Theatre
Roles and Responsibilities as a Performer	Application of Personal Management Skills	Knowledge of lighting, costume, props, setting purposes
Roles and Responsibilities as a Non-Performer	Confidence to explore personal opinions and judgements of set works	Knowledge of stage set ups such as; end on, proscenium arch, thrust staging
Job Roles within Performing Arts Industries	Ability to recreate repertoire work	Knowledge of Contextual Factors overall
History of Practitioners and Professional Works	Ability to explore Improvisation	Knowledge of Contextual Factors used within set work performances as influences
Understanding of Purpose used within set work performances.	Ability to participate in workshop environments	Understanding of production style
Understanding of Creative Intentions used within set work performances.	Ability to participate in group and solo tasks	Understanding of practitioner stylistic qualities
Understanding of Themes used within set work performances	Ability to perform in groups and solo settings	Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence
Analytical and Observational Skills	Application of skills and techniques suitable to repertoire explorations in component two.	Knowledge of Personal Management Skills
Understanding of how production content creates a mood	Application of Performance Skills	Knowledge of Performance Skills
Ability to include relevant terminology correctly within coursework		



What will students be expected to know and remember?

YEAR 11

Recall	Skills	Knowledge
Understanding of rehearsal processes – the impact these can have on progress.	Confidence to explore personal opinions and judgements of set works	Knowledge of lighting, costume, props that could be used within the performance.
Understanding of production style	Ability to recreate repertoire work	Knowledge of purposes, how to entertain, educate or inform their audience through a performance.
Understanding of practitioner stylistic qualities	Ability to include relevant terminology correctly within Coursework	Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence
Understanding of safe practice tasks.	Application of skills and techniques suitable to repertoire explorations in component two..	Roles and Responsibilities as a Non-Performer
Understanding of Exam Conditions – requirements of Component Three	Ability to set SMART targets and use them effectively in rehearsals.	Job Roles within Performing Arts Industries
Understanding of the given brief and theme	Application of safe practice.	Knowledge of Performance Skills
Understanding of an appropriate target audience relevant to the brief.	Ability to use relevant physical and interpretive skills linked to the ideas and intentions.	Knowledge of Personal Management skills.
Understanding the intentions and purpose of the given brief.	Ability to review and assess released brief for Component Three.	Knowledge of the stimulus provided with the brief.
Understanding of production style and influences to ideas.	Confidence to perform regularly throughout the workshop performance, challenging themselves for a solo part.	Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence
Understanding and effective use of primary and secondary Research	Ability to use performance skills relevant to the mood and intentions decided by the group.	
	Ability to review ones own performance critically.	
	Ability to include relevant terminology correctly within exam answers.	



What will students be expected to know and remember?

YEAR 12 and 13

Recall	Skills	Knowledge
Influence of Practitioners	Choreography / Motif Development	Target Audience Segmentations
Themes of Performance	Analytical Skills	Stage and Venue Set ups
Stylistic Qualities of Practitioners	Extended Essay Writing	Production Elements

Contextual Factors of Performances	Execution of Stylistic Qualities	Technical Elements
Choreography Content and Intentions	Application of Physical and Performance Skills	Physical, Interpretive and Performance Skills
Intentions and Purposes of a Performance	Creative Development	Musical Theatre Styles and Genres
Key Practitioner Theories	Collaborative Skills	Interrelationships within production
Performance Methods	Independence	Rehearsal structures and processes
Techniques for Live Performance	Effective Investigation	Personal Management and Responsibilities

