

YEAR 10 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates. Watch live performances. Trips to other establishments to perform.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the arts and develop students into performers:

In year 10 students are exposed to a range of theatre, TV and film to broaden their knowledge of the performance industry. Students will explore how practitioners work in a professional environment to create a performance as well as the skills and responsibilities that each practitioner will need to work successfully. Students will know how theatre, TV and film are created and will learn about professional directors, actors, dancers, choreographers and the technical team. By the end of the year all students will be able to analyse professional theatre using technical terminology that demonstrates an in-depth understanding of theatre/film production.

They will also take part in practical workshops, where they will explore the practical skills needed in a variety of theatre genres. Students will be exposed to a wide range of theatre, through Digital Theatre+ as well as live theatre trips. Students will also have the chance to take part in workshops with professional performers to further enhance their knowledge and skills in the performance industry. Students will have the knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles. They will explore the cultural and historical influences that have shaped theatre, as well as the creative intentions. The year 10 course will prepare students for year 11 where they will use the knowledge and skills to complete a full performance of a professional piece of theatre.

HALF TERM 1

Exploring the performing arts.

All students will know:

- » Explore different forms of performance.
- » Look at the key factors of the different types of performance and what skills are needed to perform professionally.
- » Explore drama techniques, dance techniques and vocal works.
- » Explore non performance practitioners and identify their skills and how they contribute to the rehearsal process and end performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video recording of milestone performances/workshops, to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

YEAR 10 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates. Watch live performances. Trips to other establishments to perform.

HALF TERM 2

Examine professional practitioners performance work.

All students will know:

- » Examine live and recorded performances in order to develop their understanding of practitioners' work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.
- » Gain a practical appreciation of practitioners' work in using existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 3

Examine professional practitioners performance work.

All students will know:

- » Examine the roles, responsibilities and skills of practitioners, developing their knowledge and understanding of how they contribute to performance.
- » Performance roles such as: actor, dancer, singer.
- » Non-performance agreed roles such as: choreographer, director, writer, designer.
- » Responsibilities such as: rehearsing performing, contributing to the creation and development of performance material.
- » Skills such as: physical, vocal and music skills used by performers, managing and directing skills used by a choreographer, artistic director, casting director or musical director.
- » Communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer.
- » Creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter.
- » Organisational skills used to put on a performance by a director or choreographer.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students are encouraged to watch examples of live performance on YouTube, local theatres, TV and performance HUBS.

YEAR 10 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates. Watch live performances. Trips to other establishments to perform.

HALF TERM 4

Explore the interrelationships between constituent features of existing performance material.

All students will know:

Explore short extracts of repertoire in workshops and classes as a performer and/or designer, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances, from one or more of the three performance disciplines: acting, dance, musical theatre.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 5

Explore the interrelationships between constituent features of existing performance material.

All students will know:

Learners will access workshops and classes. This will allow them to take part in practical activities to develop knowledge and understanding of the interrelationships within short extracts of repertoire, from one or all performing arts disciplines, including acting, dance and musical theatre.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

HALF TERM 6

Explore the interrelationships between constituent features of existing performance material.

All students will know:

With reference to examples of repertoire, explore in practical workshops:

- » The processes, techniques and approaches used by practitioners.
- » The interrelationships between constituent features within the created performance work. Learners must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, Apply, Assess, Collaborate, Communicate, Compare, Confident, Define, Demonstrate, Creative, Discuss, Evaluate, Refine, Reflect, Justify, Secure, Summarise.

YEAR 11 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Students are taken to local theatres to explore how a theatre operates and watch live performances. Trips to other establishments to perform.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the arts and develop students into performers:

Building on the knowledge and skills that students have developed in year 10, students will recreate a professional theatre piece where they will conduct research, character analysis and partake in rehearsals to prepare for a final recorded performance. Students will develop their rehearsal skills through the exploration of characterisation, communication with their peers in rehearsals, time management and commitment. Students will also develop their understanding of devising theatre in response to a stimulus. They will use the skills and techniques they have gained in year 10 and year 11 to create their own performance. Students will be exposed to a variety of texts from plays and musicals as well as professional dance pieces and physical theatre. Students will be exposed to live theatre linked to their personal study so that they can analyse their character in preparation for their performance. By the end of the year students will have the skills to perform in a variety of theatre and will understand the importance of projection, diction, dynamics, communication and teamwork. The full course will enable students to continue their study in performing arts at college or sixth form, building firm foundations for a career in the arts.

HALF TERM 1 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

- » Participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.
- » Students to record skills and create an audit where they can identify their strengths and weaknesses throughout the year.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit - summative assessment.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

- » Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.
- » For performers: repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography.
- » Students will be able to self assess their workshops and make links to professional works and how they will be able to work as a professional performer in the industry.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 3 APPLY SKILLS AND TECHNIQUES IN REHEARSAL AND PERFORMANCE

All students will know:

- » Learners will apply skills and techniques during the rehearsal and development process to support their development.
- » Skills and techniques - physical, vocal and stylistic.
- » Students will be able to demonstrate the skills needed to work well with others, independently and demonstrate the rehearsal process.

All students will be assessed:

- » Q+A when exploring professional material to check understanding and key features.
- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

Reading scripts and information on famous performers and practitioners that have influenced theatre.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 4 APPLY SKILLS AND TECHNIQUES IN REHEARSAL AND PERFORMANCE

All students will know:

Application of skills and techniques in/for performance

- » Learners will apply/realise skills and techniques during the performance of existing repertoire.
- » Application of performance/design skills appropriate to performance repertoire.
- » Application of interpretative skills such as expression, character, mood and atmosphere.
- » Application of stylistic characteristics particular to the style or genre.
- » Communicating meaning of repertoire through: interpretation and realisation of creative intentions, demonstrating the appropriate style and influences, expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 5

All students will know:

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.

The review can include recordings, annotations and/or written content.

Review own development of skills and techniques in/for performance.

- » Developing skills such as physical, vocal, musical, design and interpretative.
- » Responding to feedback, eg teachers, instructors, peers.
- » Identifying strengths and areas for development.
- » Actions and targets for improvement.
- » Reference to professional working practices.
- » Use of terminology appropriate to the discipline/style of performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshops to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HALF TERM 6

All students will know:

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content.

- » Review own application of skills and techniques in/for performance.
- » Applying skills such as physical, vocal, musical, design and interpretative.
- » Responding to audience feedback.
- » Identifying strengths and areas for future development.
- » Actions and targets for future performances.
- » Reference to professional working practices.
- » Use of terminology appropriate to the discipline/style of performance.

All students will be assessed:

- » Peer assessment - students to work together to peer assess work.
- » Video Recording of milestone performances/workshop to include teacher and peer feedback.
- » BTEC Assessment feedback at the end of the unit.

Reading skills needed for this unit:

- » Reading key documents about the history of theatre performance.
- » Reading research for the completion of coursework.

Key vocabulary:

Analyse, apply, assess, collaborate, communicate, compare, confident, define, demonstrate, creative, discuss, evaluate, refine, reflect, justify, secure, summarise.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to watch examples of live performance on YouTube, local theatres,

TV and performance HUBS.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

English - exploring different texts and plays,

Geography - Different performance styles from a variety of cultures

Art - Exploring costumes and costume design

Technology - Exploring how lighting and sound is used to enhance a performance