



Academic Overview 2018-19

DRAMA & PERFORMING ARTS						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Introduction to Drama		Character		Script	
Year 8	Physical		Missing		Devising	
Year 9	Advanced Acting	Ghost Monologues	Wild West	Brecht Solo Performances	Genre Duet Performances	Movement Solo Performances
Year 10	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts
Year 11	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts	Component 3: Performing to a Brief	Component 3: Performing to a Brief	Component 3: Performing to a Brief	N/A



Year 11 Curriculum Content Overview 2018-19

PERFORMING ARTS – YEAR 11				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Examine live and recorded performances in order to develop an understanding of practitioners' work. Understand the meaning of influences, outcomes and purposes. Gain a practical appreciation of practitioners' work and how they respond to a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience. Examine the roles, responsibilities and skills of practitioners. 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. Understand techniques and approaches used in performance. Understand how to respond to a brief through discussion and practical exploration of activities. Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a performance brief. 	Reading <ul style="list-style-type: none"> BTEC assessment criteria Plays Poems Fact sheets Character/plot research 	Questioning Live student performance in lessons followed by questions Whole class feedback	1 assessment throughout the academic year sent to BTEC for sampling. 1 external assessment throughout the academic year sent to BTEC for external marking. This will include an end of topic performance two group and one solo.	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development. Examining professional practitioners work and theories. Link to employability factors with regards to preparing for the industry. Responding to a brief.
	Numeracy <ul style="list-style-type: none"> Ordering events Ranking & Hierarchy 	Student presentations Exit Strategies Debates Peer & Self Assessment		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> Rehearsal Performance Feedback Student discussion Key Words 	Filmed performances watched at home and self evaluated.		



Assessment Skills, Knowledge and Concepts Map

PERFORMING ARTS – YEAR 11	
Key Learning Questions	REHEARSAL
<ul style="list-style-type: none"> Why are specific behaviours and attitudes so important in order to be successful in the Performing Arts? What are the roles, responsibilities and skills of practitioners' and how do they contribute to performance? What are the key requirements to begin the process of a workshop performance? 	<ul style="list-style-type: none"> Gain an understanding of acting styles such as comedy, epic, naturalism, symbolism, theatre of cruelty. Gain an understanding of musical theatre styles such as book musicals, jukebox musicals, rock musicals. Understand the creative intentions of a practitioner. Understand the purpose of creating theatre. Develop devised work to consider structure, style and genre, skills and creative intentions. Work effectively as a member of a group by making an individual contribution and responding to the contribution of others.
Key Learning Questions	PERFORMANCE
<ul style="list-style-type: none"> Why would it be important to the success of you group dynamics to collectively complete get ins and get outs? How can you clearly communicate the meaning of a piece to your intended target audience? What is the purpose of your performance? 	<ul style="list-style-type: none"> Respond to stimuli to generate ideas for performance material. Explore and develop ideas to develop material. Discussion with performers. Setting tasks for performers. Sharing ideas and intentions. Teaching material to performers. Developing performance material. Organising and running rehearsals.
Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK
<ul style="list-style-type: none"> How can effective evaluation help improve rehearsals and performance? How do I identify strengths and areas for development? Why is watching filmed recordings of your performances one of the most effective approaches to improve? 	<ul style="list-style-type: none"> Refining and adjusting material to make improvements. Providing notes and/or feedback on improvements. Communicate effectively with other performers. Reflect on the process and initial ideas and explore activities to ensure you have responded appropriately to the brief, the stimulus and the contributions from others. Reflect on the outcome and effectiveness of the response to the brief, individual strengths and areas for improvement as well as overall impact of the work of the group.

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> Reading Scripts Reading Poems Key Words & Terminology
Oracy and Literacy
<p>Language for Learning – characterisation, physicality, vocal techniques, improvisation, sustaining character, theme, target audience, structure, style, genre, brief and stimulus.</p> <p>Oracy Student discussion and student feedback. Student responses to questions. Student to student discussion on evaluation of performance.</p>
Numeracy
<ul style="list-style-type: none"> Ordering events Ranking & Hierarchy