

What are the aims and intentions of this curriculum?

The aim of the Year 11 Performing Arts curriculum is to prepare students for their final performance piece. Building on the skills and knowledge learned, students will continue to develop a multifaceted approach to creating work, which will prepare them for their synoptic assessment piece – Component 3.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<p>STUDY OF A PRACTITIONER – Fosse/Jazz</p> <ul style="list-style-type: none"> Style and Genre Creating work Performers log Performance <p>Employability and life skills: Team work, Time Management, Creative thinking, Research skills, Exploring SMSC, Public Speaking and Presentation skills, Evaluation skills.</p>	<p>Students will study the historical context of Fosse, and the theatrical techniques of Jazz. Students will learn a piece of set repertoire ‘All that Jazz’ from Chicago. Students will gain deep knowledge and understanding of the style through research and practical workshops. Students will also have the opportunity to choreograph their own Jazz performance.</p>	<ul style="list-style-type: none"> Dance skills through improvisation and set tasks Techniques and performance skills Performance confidence Stage presence Movement physicality RADS 	<p>Create: All students will be involved in the creative process for their final performance of All that Jazz.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>
Autumn 1	<p>COMPONENT 2: Developing Skills and Techniques in the Performing Arts</p> <ul style="list-style-type: none"> Style and Genre Learning set repertoire Performers log Performance <p>Employability and life skills:</p>	<p>During Component 2 students will:</p> <ul style="list-style-type: none"> Gain physical, interpretative, vocal and rehearsal skills during workshops and classes Apply their technical, stylistic and interpretative skills in performance Reflect on their progress and use of skills in performance, as well as how they could improve 	<ul style="list-style-type: none"> Workshop skills Performance skills Choreographic devices 	<p>Create: All students will learn the piece of set repertoire for final performance.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p>

	<p>Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Exploring SMSC, Presentation and Performance skills</p>	<p>Students will develop their performing arts skills and techniques through the reproduction of acting, dance or musical theatre repertoire. They will have the opportunity to specialise in one discipline and take part in workshops, classes and develop technical, practical and interpretative skills through rehearsal and performance. Learners will learn existing repertoire, applying relevant skills to reproduce the work. Throughout the development own progress will be reviewed.</p>		
<p>Autumn 2</p>	<p>COMPONENT 2: Developing Skills and Techniques in the Performing Arts</p> <ul style="list-style-type: none"> • Performers log • Performance • Review <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Exploring SMSC, Presentation and Performance skills</p>	<p>Students will continue to learn the set repertoire and develop their performance skills. Students will break down the repertoire and assess every move. They will write an Ideas log Skills log and Evaluate their performance.</p>	<ul style="list-style-type: none"> • Choreography skills • Movement skills • Performance skills • RADS • Choreographic devices 	<p>Create: All students will be involved in the creative process for their final performance. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p>
<p>Spring 1</p>	<p>COMPONENT 3: Responding to a Brief</p> <ul style="list-style-type: none"> • Planning • Ideas log • Skills log • Devising work 	<p>Students will draw on the knowledge, skills and techniques they have developed throughout the course and apply them in response to a set task. They will participate in collaborative creative work, develop their ability to work as part of a team as well as individually contribute to a group project. They will be given a brief and stimulus to create performance material. In groups consisting of 3-7 learners will respond to</p>	<ul style="list-style-type: none"> • Devising skills • Research skills • Responding to a stimulus • Developing dramatic techniques • Performance skills • Interpretative, stylistic skills 	<p>Create: All students will be involved in the creative process for their final performance. Perform: All students will perform on stage to a live audience. Respond: All students will take the controlled assessment.</p>

	<p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Cultural Appreciation of styles of Theatre, Historical and social context, Presentation skills, Report writing, Evaluation skills</p>	<p>the stimulus to create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.</p>		
<p>Spring 2</p>	<p>COMPONENT 3: Responding to a Brief</p> <ul style="list-style-type: none"> • Rehearsal • Performance • Evaluation log • Controlled assessment <p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Cultural Appreciation of styles of Theatre, Historical and social context, Presentation skills, Report writing, Evaluation skills</p>	<p>Students will: Use the brief and what they've learned to come up with ideas for the performance Choose the skills and techniques they'll need Build on their skills in classes, workshops and rehearsals Review the development process, ideas and skills log Perform a piece lasting 10-15 minutes (which is filmed) to their chosen target audience Reflect on the performance in an evaluation report</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Devising skills • Choreographic skills • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance. Perform: All students will perform on stage to a live audience. Respond: All students will take the controlled assessment.</p>