

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	STUDY OF A PRACTITIONER Berkoff – The Trial <ul style="list-style-type: none"> • Style and Genre • Physical Theatre • Devising work • Performers log Performance	Students will study the practitioner Steven Berkoff and be introduced to the understanding of script work and how it can be used to create a performance using Physical Theatre. 2 art forms will be used to create a final performance.	<ul style="list-style-type: none"> • Drama skills through improvisation and set tasks • Physical Theatre • Techniques and performance skills • Performance confidence • Stage presence • Movement physicality 	Create: All students will be involved in the creative process for their final performance of The Trial. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.
Autumn 1	STUDY OF A PRACTITIONER - Bob Fosse <ul style="list-style-type: none"> • Style and Genre • Learning set repertoire • Performers log • Performance 	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.	<ul style="list-style-type: none"> • Jazz skills • Workshop skills • Performance skills • Choreographic devices • RADS 	Create: All students will learn the piece of set repertoire from Chicago ‘All that Jazz’. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.
Autumn 2	STUDY OF A GENRE - Jazz <ul style="list-style-type: none"> • Creating work • Performers log • Performance 	Students will use knowledge gained to create a dance performance using Jazz techniques in the style of Bob Fosse. They will collaborate, create and perform to a live audience.	<ul style="list-style-type: none"> • Physical Theatre skills • Choreography skills • Movement skills • Performance skills • RADS • Choreographic devices 	Create: All students will be involved in the creative process for their final performance in the style of Jazz. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.

Spring 1	COMPONENT 3: Responding to a Brief <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 the stimulus to create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.</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.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will take the controlled assessment.</p>
Spring 2	COMPONENT 3: Responding to a Brief <ul style="list-style-type: none"> • Rehearsal • Performance • Evaluation log • Controlled assessment 	<p>Students will:</p> <p>Use the brief and what they've learned to come up with ideas for the performance</p> <p>Choose the skills and techniques they'll need</p> <p>Build on their skills in classes, workshops and rehearsals</p> <p>Review the development process, ideas and skills log</p> <p>Perform a piece lasting 10-15 minutes (which is filmed) to their chosen target audience</p> <p>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.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will take the controlled assessment.</p>
Summer 1	Completion of all units and performances			