




# CURRICULUM AND ASSESSMENT PLAN

## PERFORMING ARTS YEAR 10

### INTENT

Performing Arts offers a wide array of benefits for students, including enhanced creativity, improved communication and social skills, increased confidence, and a deeper understanding of themselves and others. Performing arts, encompassing drama, music, and dance, provides a unique platform for self-expression and personal growth, while also fostering teamwork, problem-solving abilities, and emotional intelligence.

	<b>Prior learning</b>	Student experience knowledge and skills in KS3 English, Art and Design and Music lessons.			
	<b>BTEC course</b>	Exam board and course: BTEC Level 1/ Level 2 Tech Award in Performing Arts Component 1: Exploring the Performing Arts Component 2: Developing Skills and Techniques in the Performing Arts Component 3: Responding to a Brief			
	<b>Enrichment opportunities</b>	Students will have the opportunity to watch a production at a Theatre and attend the annual OAT's Got Talent Final, held at The Rep. Students have the chance to participate in the Annual Christmas Showcase, the Annual Musical Production and bi-annual 'In the Spotlight' showcase.			
	<b>AUTUMN 1</b>	<b>AUTUMN 2 and SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>TOPIC/KNOWLEDGE</b>	<p><b>COMPONENT 1</b> <u>All students will know:</u> To examine pre-recorded pieces of live theatre for example Hamilton, Barber shop Chronicles, Hedda Gabler. During this, students will be looking at the acting styles used within these performances these include:</p> <p>Commedia dell'arte - Commedia dell'arte, also known as "Italian comedy," includes aspects of Comedy throughout the performance.</p> <p>Epic theatre – This is a Brechtian technique consists of Critical thinking and social commentary over social engagement with the audience.</p> <p>Melodrama – This includes over the top and exaggerated characters and actions within the performance to portray the characters thoughts and feelings.</p> <p>Naturalism – This is a style of theatre that strives to create a illusion of reality while watching the performance.</p>	<p><b>Director</b> - A creative professional who checks live theatre productions during all phases, from casting calls to performances. The director's job involves making a creative vision for a specific script and working to <b>bring that vision to life through live performance.</b></p> <p><b>Lighting designer</b> - A person responsible for the <b>design, installation, and operation</b> of the lighting and special electrical effects used in the production.</p> <p><b>Costume designer</b> - Tells a story through clothing, <b>using fashion to help express aspects</b> of a play's setting, mood, and characters.</p> <p><b>Set Designer</b> - A person <b>responsible for the worlds that characters on the stage are in</b>, like the rooms, buildings, and outdoor spaces they move through. and even aspects like the set's angle.</p>	<p><b>Sound Designer</b> - Creating all <b>sound and audio for a production</b>. Depending on the type of show, this can include sound effects, music, and how the performers are heard.</p> <p><b>Prop Designer</b> - Designers that create, find and modify different items to be used on stage.</p>	<p><b>PSA Window and completion of work.</b></p>	<p><b>COMPONENT 2</b> <u>DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS</u> <u>All students will know:</u> Students to understand the different stylistic qualities of performances by looking into styles of theatre, such as naturalism, expressionism, Physical theatre. Students to explore the works of these styles through practical workshops.</p> <p>Students must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. They do this through 2 skills audit, one at the start of the Component 2 PSA Window and another at the end of the Component 2 PSA Window.</p>
<b>SKILLS</b>	Students will be able to demonstrate an understanding of the following skills, techniques and approaches used by professionals to create performance/ production work, including the development process of the rehearsals: Responding to a stimulus to generate ideas for performance and design material Exploring and developing materials for the performance Discussions with performers and designers Ability to set tasks for performers and designers Share intentions and ideas				
<b>ASSESSMENT</b>	<p><b>Assessments at BTEC will be marked using two learning outcomes:</b> Learning Aim A: Investigate how professional performance or production work is created. Learning Aim B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p>				
<b>VOCAB</b>	<p><b>Literary elements</b> include story line (plot), character, story organization (beginning, middle, end), plot structures (rising action, turning point, falling action), conflict, suspense, theme, language, style, dialogue, monologue. movement).</p>	<p><b>Technical elements</b> include scenery (set), costumes, props, lights, sound, music, makeup.</p>	<p><b>Performance elements</b> include acting (e.g., character motivation and analysis, empathy), speaking (breath control, vocal expression and inflection, projection, speaking style, diction), and nonverbal expression (gestures, body alignment, facial expression, character blocking).</p>	<p><b>Literary, Technical and Performance elements</b></p>	<p><b>Literary, Technical and Performance elements</b></p>

#### READING SKILLS

In performing arts, we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key evidence and explanations of key performing arts vocabulary; after reading we complete comprehension questions and discuss and challenge ideas.

#### PERSONAL DEVELOPMENT

**CAREERS** – Students to be exposed to careers involved in performance, production, recording and studio roles.

**CORE** – Students are given an opportunity to attend theatre trips, watch performances and be involved in shows/productions.

#### SUPPORTING STUDENT'S AT HOME

Students will be given a homework tasks each week in line with the Academy Home Learning Policy. The exact task will be uploaded to classcharts each week.

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## PERFORMING ARTS

### YEAR 11



**INTENT** Performing Arts offers a wide array of benefits for students, including enhanced creativity, improved communication and social skills, increased confidence, and a deeper understanding of themselves and others. Performing arts, encompassing drama, music, and dance, provides a unique platform for self-expression and personal growth, while also fostering teamwork, problem-solving abilities, and emotional intelligence.

	<b>Prior learning</b>	Students will have studied live theatre examples and will have looked at various job roles.
	<b>BTEC course</b>	Exam board and course: BTEC Level 1/ Level 2 Tech Award in Performing Arts Component 1: Exploring the Performing Arts Component 2: Developing Skills and Techniques in the Performing Arts Component 3: Responding to a Brief
	<b>Enrichment opportunities</b>	Students will have the opportunity to watch a production at a Theatre and attend the annual OAT's Got Talent Final, held at The Rep. Students have the chance to participate in the Annual Christmas Showcase, the Annual Musical Production and bi-annual 'In the Spotlight' showcase.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<b>TOPIC/KNOWLEDGE</b>	<b>COMPONENT 2 DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS</b> All students will know: Students 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. This component will allow learners to develop their knowledge and understanding of performance styles, roles and responsibilities to develop their techniques and practical and interpretative skills through the rehearsal, development and performance process.  They will also learn how to review their own practices to support development and progress in one or more of acting, dance and musical theatre disciplines through workshops, classes and performance and/or design.	<b>COMPONENT 2 MUSIC SKILLS DEVELOPMENT</b> All students will know: Students to understand the different stylistic qualities of performances by looking into styles of theatre, such as naturalism, expressionism, Physical theatre. Students to explore the works of these styles through practical workshops.  Students must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. They do this through completing two skills audits, one at the start of the Component 2 PSA Window and another at the end of the Component 2 PSA Window.	<b>COMPONENT 3 RESPONDING TO A BRIEF</b> All students will know: Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus, set by Pearson examination board. This performance will be around 7-15 minutes long and students will be working in groups of 4/6. They also need to understand how to respond to a brief through discussion and practical exploration activities taking into consideration:  Target audience, the specific group of people that a play or theatrical production is primarily intended for and aimed at Performance space – S18, Providence Hall, Lecture Theatre Running time, for example how long the performance lasts for. Style of work, the style of work in theatre refers to the specific techniques and approaches used to create a theatrical performance	<b>COMPONENT 3 RESPONDING TO A BRIEF</b>  Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus could include: A theme: concept such as distance or keyword such as discovery An issue: Social, health and safety issues A prop: an umbrella, an apple, a bin. Time and place: for example, Beach in winter, nighttime in a hospital, early morning in the park. Existing repertoire: A play, composition, that can be investigated and explored to inform a response. The development of ideas for the work will be informed by: Structure of work Style and genre of the work Skills required Creative intentions	<b>COMPONENT 3 RESPONDING TO A BRIEF</b>  <b>PSA Window and completion of work.</b>
<b>SKILLS</b>	Communication skills, Communicating effectively with other performers: In preparation for performance (If performing) during performance, if performing) applying stage etiquette. Following industry standards.  If designing, during the presentation, demonstrate that the following skills were used during the development process: Research skills – Mind mapping, finding facts and dates when looking at topics of a Fictional nature, when finding inspiration consider the sources that students use for their research and whether or not they are reliable sources. Interpretative skills – the abilities to understand, analyse, and convey meaning from various forms of communication, including text, speech, and visual media Collaborative skills (with performers/other designers) - These skills include effective communication, active listening, adaptability, conflict resolution, and a shared vision. Ability to communicate ideas through non-verbal media, for example, Diagrams, model boxes.  Communicating ideas through performance: Taking part in/contributing towards a performance for an audience. Communicating ideas and intentions effectively to an audience. If using designing present ideas to an audience, which will include: An explanation of creative intentions and processes A demonstration of the final design for the workshop performance, for example, Model box, lighting grid plans and a lantern schedule.  Designs are realised in workshop performance.				
<b>ASSESSMENT</b>	<b>Assessments at BTEC will be marked by Pearson and will be based on four assessment objectives:</b> <b>External Component</b> A01 Understand how to respond to a brief A02 Select and develop skills and techniques in response to a brief A03 Apply skills in a workshop performance in response to a brief A04 Evaluate the development process and outcome in response to a brief				

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