



Performing Arts Curriculum Overview

The Appleton School.





Subject: Performing Arts

Curriculum Intent (Covering Year 10 to 13)

Vision.

As a department, Performing Arts is an exciting, fun and vibrant subject, where we aim to provide a safe environment for talented students. Students overtime will develop an understanding of a performers life within the industry. Our main aim is to build students confidence and self-belief, through enjoyable tasks and achievements. We shall encourage students to assess the wider life to Performing Arts, enriching a love for the subject through trips and visits with the intention to spark future prospects, for example University and/or 6th Form. We want to provide an environment where students can explore their interests without a strict academic structure, allowing them to make mistakes without feeling as though they 'got the answer wrong'.

How is the curriculum delivered?

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed

The Components are split accordingly throughout a three or two year course. The course is always delivered with Component One first, as this is a key component to students developing an understanding of the skills before embedding them in to practical explorations and performances. Component Two intertwines extremely well with Component Three and prepares students for their exam content without the pressure of being under exam conditions whilst learning vital skills and knowledge.

Regarding Post 16, the course is delivered by two teachers. This means the students are working with teachers within their specialisms and can therefore access extensive subject knowledge and evidence of appropriate skills. Post 16 is delivered with parallel teaching, in order for the prospect of 2 A Levels being achievable. Unit 1, is the heaviest weighted unit, with an offered resit, therefore this is sat early in January with the options to resit in June, allowing



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enough calendar time between the exams to improve and assess any mistakes made. As there are two external units in Year 13, this relieves pressure to secure an external exam early in to the course, enhancing student enjoyment and overall success.

How is the curriculum assessed?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques at Levels 1 and 2.

Internal assessment Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Synoptic external assessment There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Responding to a Brief requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

The assessment criteria is provided alongside Assignment Briefs for teachers and assessors to plan and assess regularly, fitting with the specification criteria and expectations of moderators and examiners.

This remains the same for Post 16, however this can change slightly dependent on the size of course the students are certificated for.



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Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Examine professional practitioners' performance work				
<p>A.1P1 Outline some key features of practitioners' work, using limited examples from one or more performance styles.</p> <p>A.1P2 Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.</p>	<p>A.1M1 Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.</p> <p>A.1M2 Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.</p>	<p>A.2P1 Describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles.</p> <p>A.2P2 Describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles.</p>	<p>A.2M1 Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p>	<p>A.2D1 Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p>
Learning aim B: Explore the interrelationships between constituent features of existing performance material				
<p>B.1P3 Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.</p> <p>B.1P4 Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.</p>	<p>B.1M3 Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.</p> <p>B.1M4 Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.</p>	<p>B.2P3 Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.</p> <p>B.2P4 Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.</p>	<p>B.2M2 Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.</p>	<p>B.2D2 Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>

These criteria grades, equivalent to certain points per component, which are too combined with the guided learning hours.

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Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Both internal components are calculated together, combined with the external exam to secure set points overall. There is no range for internal components. One grade, equals one point scale.

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114



Students are assessed in class through the following methods:

Practical Performances / Assessments :
Peer and Teacher Assessments, providing of feedback
Self Assessment
Use of Skills audits
Mock Performances
Video recorded rehearsals - Aimed at SMART target setting
Reflection of Video recordings
Final Performances
Teachers Feedback linked with Pass, Merit, Distinction criteria.
Theoretical Assessments:
Coursework Submissions - with ongoing feedback and improvements
Component One and Two Personalised Learning Checklist - Informative Research and Power-point
Homework Submissions
Exam Written Submission (mocks appropriately applied).

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The Performing Arts department is a busy enrichment subject, with many opportunities offered to all students in The Appleton School, not just the Performing Arts department.

- Visits: Students are encouraged to attend all theatre trips offered to them throughout the course. Students are to analyse pre-recorded but also live work, therefore is imperative they observe work in a live setting. Trips include, Blood Brothers, Lion King, Women in Black (these change varying on works students are studying each year).
- Speakers / Visitors: Steven Hardcastle is a current west-end performer, covering content for 6th form and Component One criteria. Students develop and gain knowledge of the industry and a life as a performer. It is the intention with Jack Petchey money students will experience



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workshop environments, relevant to Musical Theatre and Dance, to further extend knowledge of performing arts outside of school settings.

- Extra Curricular Clubs: Harmonics (auditioned choir). KS3 choir (offered to all). Band (invited musicians). Keyboard Club (offered to all). Dynamix (auditioned dance company) KS3 Dance Club (offered to all). Drama Club (offered to all)

What are our learning aims (per year group) connecting with the NC and Exam Criteria?

Year 10 Term 1

To understand the historical background of Practitioners and Musical Theatre
To develop physical and interpretive skills suitable to Practitioner Stylistic Qualities and Musical Theatre
To develop an understanding of the roles and responsibilities within the Performing Arts Industry.
To begin to explore and learn workshop content relevant to Musical Theatre
To develop an understanding and ability of types of skills required within the performing arts industry.
To develop an understanding of the purpose and intentions linking to performance.
To develop an understanding of the Contextual Factors linking to performance.

Year 10 Term 2-3

To understand the what makes a performance piece 'repertoire'
To recognise the physical and interpretive skills suitable to chosen repertoire
To develop physical and interpretive skills suitable to chosen repertoire, allowing the ability to perform the repertoire accurately.
To develop an understanding of the stylistic qualities of the repertoire.
To begin to explore and learn content within chosen repertoire
To understand the style and intentions of the practitioner
To take part in milestone performances, reviewing progress regularly.
To continue to self-assess through the use of target setting



Year 11

To review the brief released by BTEC
To develop an understanding of exam expectations and controlled conditions
To continue to develop an understanding of the given brief, understanding and assessing the given stimulus and theme.
To continue to communicate with your group to create ideas, meeting intentions, purpose, themes and a target audience.
To begin to structure ideas which meet the outlined brief requirements
To begin to structure a performance piece lasting 7-15 minutes.
To participate in several milestone performances in order to receive effective feedback.
To complete ongoing reviews of group progress and individual contributions.
To complete ongoing reviews of physical, interpretive and performance skills used throughout the performance.
To complete a critical evaluation based upon your final performance, with the inclusion of SMART targets.

What skills and knowledge do students bring with them from Key Stage 2 to Year 7?

Students do not study Performing Arts in Year 7 or 8. The skills listed below are those taken from Music Schemes.

- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Call and Response
- Ensemble (working within groups, duets, supporting solo performances)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment



What skills and knowledge do students bring with them from Year 9 to Year 10?

Analytically writing

- Understanding of stylistic qualities
- Knowledge and recall of practitioners and influencers within performing arts
- Understanding of Musical Theatre as a genre.
- Understanding of all three different disciplines within performing arts
- Knowledge of performing arts as an industry
- Performer and non performer job roles and responsibilities
- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment
- SMART target settings

What skills and knowledge do students bring with them from Year 10 to Year 11?

- Knowledge and application of technical elements
- Knowledge and application of design elements
- Application of physical, interpretive and performance skills required for all disciplines
- Application of physical, interpretive and performance skills required for all performance styles
- Knowledge and understanding of rehearsal processes
- Knowledge and application of personal management skills
- Knowledge and application of safe practice.



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- Understanding of stylistic qualities
- Knowledge and recall of practitioners and influencers within performing arts
- Understanding of Musical Theatre as a genre.
- Understanding of all three different disciplines within performing arts
- Knowledge of performing arts as an industry
- Performer and non performer job roles and responsibilities
- Performing (relevant to all disciplines and tasks within performing arts).
- Composing (link to choreography, directing, creating)
- Dynamics (link to dance and singing)
- Improvisation (links to all disciplines within performing arts).
- Structure (beginning, middle, end. Chorus, Verses, Motifs)
- Voice Ranges (relevant to singing and acting)
- Tone and Pitch (relevant to singing and acting)
- Motif Development
- Peer and Self Assessment
- SMART target settings

What skills and knowledge do students bring with them from Key Stage 4 to Key Stage 5?

- Knowledge of practitioner works, famous influences and impacts these have had on the performing arts industry.
- Knowledge of stylistic qualities within all disciplines and styles
- Appreciation for physical, interpretive, performance, vocal and musical elements
- Extensive ability to perform with relevant physical and interpretive skills, reflective of discipline and style.
- Extensive knowledge of sourcing, using bibliographies
- Ability to critically judge and articulate professional works
- Ability to set and use effective SMART targets
- Ability to compromise and work within group settings
- Confidence to work and perform alone.



How will we re-visit prior learning and skills?

- Students will explore and complete a variety of practical tasks which will require them to access prior learning regarding physical, interpretive and performance skills. Students will need to develop this learning, by applying the skills in different task environments, relevant to acting, singing or dancing and therefore requiring individual execution.
- Students will have the opportunity to revisit coursework from component one and component two throughout the year, this will enable them to refer to and build upon prior learning throughout the course.
- Students will take part in a number of performance tasks, at the end of each work (as well as component) students will complete mock and final assessments. Students will access prior learning through milestone assessments and recordings, setting targets (SMART), referencing and using prior learning regularly in order to improve.
- Prior learning will be accessed through starter and homework tasks regularly within the scheme of work in order to students to retain information learnt throughout components.

What aspects of the NC or Exam Criteria do these Components fulfil?

Links to Specification.

Performing Arts four main focuses are for:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Component One: Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.



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Component Two: Demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.

Component Two: Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement

Component Three: Apply skills and techniques in a workshop performance in response to a brief and Evaluate the development process and outcome in response to a brief



What will students study?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Introduction to Performing Arts</p> <p>Students will explore the performing arts industry, looking at different performer job roles; dancers, actors and singers but also developing an understanding of non performer job roles and their vitalness such as choreographers and directors.</p> <p>Students will begin to practically explore physical and interpretive skills needed within all disciplines.</p> <p>Learning to be revisited. Students would have explored some of these physical skills within music lessons and therefore can be drawn upon.</p>	<p>Exploration of Dance as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will begin their performing arts practical looking at dance as a discipline. Focusing on the physical demands a dancer can face.</p> <p>Students will develop key knowledge of health and safety requirements such as warming up and cooling down, appropriate attire etc.</p> <p>Learning to be revisited. Students will be responsible for leading and participating in safe practice such as warming up, therefore this will be recapped at the start of each lesson before any practical explorations.</p>	<p>Exploration of Acting as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will begin to explore acting as a discipline, taking part in a variety of drama workshops such as hot seating and marking the moment.</p> <p>Students will develop an understanding of how physical skills will be the same as dance, however required to be executed in a different manner, to be suitable to this new discipline.</p> <p>Learning to be revisited. Students will need to draw upon their knowledge of physical skills used within dance. However will build upon this understanding by using the skills in different ways.</p>	<p>Exploration of Singing as a Discipline - Links to Physical and Interpretive Skills</p> <p>Students will lastly explore singing as an independent discipline, developing a knowledge of vocal skills that have not been explored within dance workshops.</p> <p>Students will continue to look at the importance of warming up and cooling down, focusing on different muscles expected within dance.</p> <p>Learning to be revisited. The importance of warm up and cool downs, the impact this can have on a performance.</p>	<p>Introduction to Musical Theatre</p> <p>Students will be working within this style when exploring their coursework. Musical Theatre is a combination of all three disciplines, therefore has been sequenced in this way for students to be able to develop appropriate and relevant skills independently before having to combine them together.</p> <p>Prior learning to be revisited. All skills and styles explored when working with disciplines individually.</p>	<p>Introduction to Component One</p> <p>Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p>



<p>Year 10 Cont.</p>	<p>Analysis of Three professional Musical Theatre works.</p> <p>Analysis of Work 2 Wizard of Oz History of Work Character analysis Interpretation of Influences, starting points and stimulus. Creative team – Job roles & Responsibilities Creative intentions, Themes, Contextual factors and influences.</p> <p>Links to Learning Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p>	<p>Analysis of Three professional Musical Theatre works.</p> <p>Analysis of Work 3 Blood Brothers History of Work Character analysis Interpretation of Influences, starting points and stimulus. Creative team – Job roles & Responsibilities Creative intentions, Themes, Contextual factors and influences.</p> <p>Links to Learning Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p>	<p>Component One – Power-point Students will begin to structure research findings and workshop explorations in to coursework. Structure will follow a research PowerPoint, containing analysis of works, research, understanding of purpose, intentions and themes within three set work performances. Students will explore distinction criteria by including stylistic qualities of practitioners and contextual influences. Students will include all practical evidence, reflecting on the tasks undertaken in class and the benefits these would have to a performer / understanding the roles within each professional work more. Students will observe live performances to detail the use of production techniques.</p>	<p>Component One – Informative Blog</p> <p>Informative Research Students need to develop their knowledge of roles and responsibilities within performing arts industry. This task requires students to develop an understanding of a designer route in preparation for opportunities during component three exam. Students will explore production elements such as lighting, sound, props, setting, venue and stage set ups. Job roles, both performer and non performer such as Choreographer, Director, Actor, Singer in a development task for component two (repertoire).</p> <p>Links to Learning Students will be expected to use knowledge gained from research within Component two when exploring practitioner stylistic qualities as well as Component Three exam, when considering design elements such as staging and props.</p>	<p>Component Two – Recognising Repertoire work.</p> <p>Students will begin to use their knowledge from Component One of Musical Theatre works and select an appropriate production to replicate within a chosen discipline linked to Musical Theatre.</p> <p>Links to Learning Students will have to refer back to the disciplines explored in Year 9, acknowledging their areas of strengths in terms of physical and interpretive skills in order to recreate repertoire effectively and accurately.</p>	<p>Component Two – Learning Repertoire.</p> <p>Once students have selected an appropriate work, they are responsible for learning the content.</p> <p>Links to Learning Students will have to draw on previous learning of personal management skills and safe practice in order to execute rehearsal processes to aid their progress when learning chosen repertoire.</p> <p>Students will participate in a variety of milestone performances to review progress, setting targets to further aid success.</p>
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<p>Year 11</p>	<p>Component Two – Learning Repertoire.</p> <p>Once students have selected an appropriate work, they are responsible for learning the content.</p> <p>Links to Learning Students will have to draw on previous learning of personal management skills and safe practice in order to execute rehearsal processes to aid their progress when learning chosen repertoire.</p> <p>Students will participate in a variety of milestone performances to review progress, setting targets to further aid success.</p> <p>Students will take part in a final performance under controlled exam conditions.</p>	<p>Component Three - Exam released by BTEC</p> <p>Students will need to review the brief released, developing an understanding of exam expectations and controlled conditions. They will be required to develop an understanding of the given brief, understanding and assessing the given stimulus and theme.</p> <p>Which links to prior learning from Component one and two.</p> <p>Students will work in groups to create ideas, meeting intentions, purpose, themes and a target audience.</p>	<p>Component Three –</p> <p>Students will now need to begin to structure ideas which meet the outlined brief requirements of a performance piece lasting 7-15 minutes.</p> <p>To meet the written requirements, students need to complete ongoing reviews of group progress and individual contributions as well as a critical evaluation based upon their final performance, with the inclusion of SMART targets. Which students would have explored in Component Two.</p>	<p>EXAMS</p>	<p>COURSE IS FINISHED</p>	<p>COURSE IS FINISHED</p>
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What will students study: Key Stage 4 Summary.

Year 9 Students will only cover Component One
Year 10 will cover both Component One and Two
Year 11 will cover both Component Two and Component Three
Component One: Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. A Examine professional practitioners' performance work. Students will observe live and recorded professional works, analysing the practitioner influences and style. The rehearsal process and skills required for production success. B Explore the interrelationships between constituent features of existing performance material. Students will be able to analyse and discuss how technical and performance elements support a production, such as staging, choreography, costume, contextual factors and intentions.
Component Two: Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. A Develop skills and techniques for performance. Students will refer to prior learning, embedding their knowledge and understanding of practical skills within a chosen repertoire performance. B Apply skills and techniques in rehearsal and performance. Students will perform their chosen repertoire accurately within milestone performances, mock and final assessments receiving ongoing feedback. C Review own development and contribution to the performance. Students will reflect on all performance opportunities, using prior learning of SMART targets, to set effective targets, critically reviewing their progress overtime.
Component Three: Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Externally set task - Students will respond to a given brief, in groups. Students will work on selecting and applying practical and performance skills to respond to the brief accurately.



What will students study?

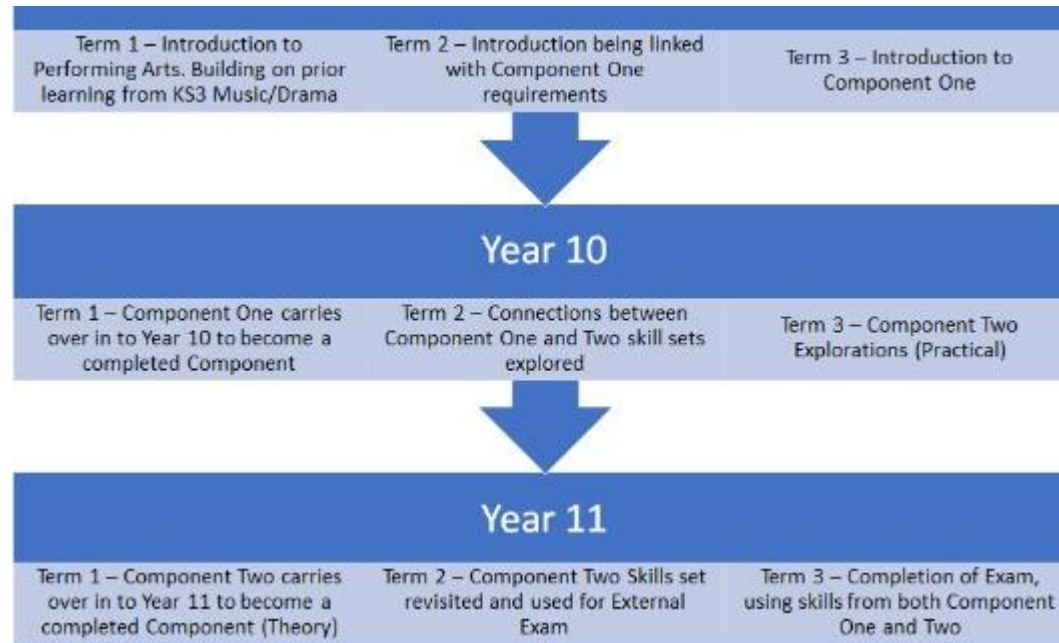
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Unit 28 Variety Performance</p> <p>Students will look at the history of Variety Performances, how talents have grown from sketches in to inspiring and unique performances.</p> <p>Students will research the History of Vaudeville, presenting their understanding of how this industry has developed over time, how and why.</p> <p>Links to Prior Learning This links with the analysis skills explored in Component One, analysing style, performance influences and developments.</p>	<p>Unit 28 Variety Performance</p> <p>Students will create their own performance piece lasting 30-60mins. This will involve group and solo performances, looking at a variety of different disciplines and styles to entertain the audience.</p> <p>Students will use prior learning from Term 1, to make sure they are meeting the style and expectations of variety performances, using the royal variety show as reference.</p> <p>Links to Prior Learning Component Two and External Exam Component Three, required students to perform against a brief, in solo or group performances.</p>	<p>Unit 2 Developing Performance Work</p> <p>Students will complete research in to the 'life of a performer'. This will require students to source existing performers and participate in visits and guest speaker talks.</p> <p>Students will look in to the job roles and responsibilities of a performer. Assessing and presenting all of the factors an actor, singer or dancer has to take into account before entering the industry.</p> <p>Links to Prior Learning Job roles and responsibilities are explored in detail in Key Stage 4.</p>	<p>Unit 2 Developing Performance Work</p> <p>Students will choose an existing work, often repertoire, relevant to their strengths and disciplines.</p> <p>Students will work on being a successful performer, for example, learning lines, sourcing costume, attending additional rehearsals, before committing to a final performance in front of an audience.</p> <p>Links to Prior Learning This content is similar to the way in which students access Component Two in Key Stage 4.</p>	<p>Unit 1 Investigating Practitioners Work</p> <p>External Unit</p> <p>Students will analyse two famous practitioners and a variety of their works. Analysing the content such as intentions, purpose, content and influences.</p> <p>Students will complete an exam, where questions are relevant to a particular theme. For example, how does the work of your chosen practitioner show the theme of modernisation?</p> <p>Links to Prior Learning Analysing works in this way is explored in Component One at Key Stage 4.</p>	<p>EXAMS</p>
Year 13	<p>Unit 3 Group Performance – External Exam</p> <p>Students will receive a released brief from Pearson Links to Component Three Exam in KS4.</p>		<p>Unit 4 Community Performance</p> <p>Students will consider a community they would like to produce a performance for, eg. Carehome, primary school. The group will need to assess their</p>		<p>EXAMS</p>	<p>COURSE IS FINISHED</p>



	Students will work in groups to meet the idea of the brief, within a chosen performance discipline.	intentions such as educating or entertaining purposes. Students will carry out this performance in their chosen environment.		
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When will learning be built upon in subsequence units or years?

<p>Students will build upon Component One throughout Year 9 within their introduction to Performing Arts. This basic foundation of knowledge will be built upon during Term 2, beginning to explore coursework content, practical content relevant for BTEC moderation.</p>
<p>Component One will be continued theoretically in Year 10, this will give students the opportunity to improve and develop coursework as learning of skills and terminology continues to develop within other component tasks. Knowledge of component one will be extended automatically with the new explorations and requirements of component two, therefore will be necessary to refer back to prior components to include knew understanding.</p>
<p>Component two will be the most useful component to prior components, but also the external exam. Component two is a combined unit, developing application of both theoretical skills such as analysis, explanation, sources and research as well as application of physical technical, interpretive and performance skills. Component Two will be explored through the majority of Year 10. This will be a key component to developing practical skills relevant to the external exam and will be built upon throughout the years in workshop explorations and repertoire performances.</p>
<p>Component three will occur at the end of the course in Year 11, but will draw on knowledge and skills explored and embedded from both Component one and Component Two. Component one will allow students to complete the theoretical controlled conditions within the exam, Component two will allow students to complete their practical assessment.</p>
<p>Students moving in to 6th Form to study Performing Arts will have obtained necessary and vital skills and knowledge required for all units, particularly those completed in Year 12.</p> <p>Unit 1, is an analysis unit, observing and critically reviewing professional works (covered in Component One), students will revisit their knowledge of Themes, Purpose, Intentions, Contextual Factors and Practitioners – building upon this foundation of knowledge to suitably enhance their extended writing.</p> <p>Unit 2 and 28 will require students to draw upon their practical abilities and recall, as will be necessary for them to apply physical, interpretive and performance skills to a range of disciplines and workshops (covered in Component Two).</p>



As you can see from this flowchart, it is clear to see concepts, skills and knowledge are sequenced in a revisiting manner across the whole course. There is an overlap of tasks in a way to revisit coursework to improve grades, but also as a way to continue to embed and enhance the use of knowledge and skills gained early on, therefore do not become obsolete.



Why has learning been sequenced in this way?

Year10	
	<p>Introduction to Performing Arts Students will be introduced to Performing Arts, looking at a variety of different disciplines and relevant skills. Students will explore practical skills such as: Accuracy (performing material accurately as taught), to connect with repertoire work relevant to coursework component two. Co-ordination, to prepare students for all three disciplines, having to combine together in order to fulfil the requirements of a musical theatre performance. Teamwork, to enable students to acknowledge the strengths and benefits of performing as a duet, trio or group, in preparation for exam group work in component two and component three. Analysis of work, to respond and reflect on the strengths and weaknesses of a professional piece in support analytical coursework within component one. This will be the key foundation learning to understanding Performing Arts</p>
	<p>Introduction to Musical Theatre Students will work within all disciplines when exploring performing arts, therefore need to recognise a combination of these disciplines and relevant skills meet the requirements of musical theatre. Students will explore Book Musicals, Revivals, Film Musicals, Concept Musicals, Revue and Rock Musicals in order to develop a range of verbal, physical and interpretive skills relevant to component two and component three. Students will be introduced to musical theatre, to be able to analyse and support coursework within component one, as all professional works analysed will be within this genre category. Students will work with musical theatre to work within their strongest disciplines, whilst allowing teachers access to a range of available primary and secondary resources. This knowledge will be vital to students exploring Component One coursework and Component Two repertoire performance work.</p>
	<p>Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions. This exploration will build students academic level when exploring theory within Component Two and Component Three exam. It will be vital to develop written ability and use of terminology</p>



	<p>Analysis of works will continue through Term 1 - Term 2. This will be an ongoing coursework task. Improving written work will build students understanding of expectations and encourage written standards in preparation for component two milestones and component three exam. Theory of Set Works Students will look at a number of musical theatre pieces, Matilda, Wizard of Oz, Grease, Lion King, Blood Brothers as a way to build on student ability and understanding of job roles and responsibilities, creative intentions, themes, contextual factors and influences. Building this knowledge will allow students to analyse and explain in detail, the purpose of a variety of works meeting the criteria descriptions.</p> <p>Component One - Powerpoint Students will begin to structure research findings and workshop explorations in to coursework. Structure will follow a research powerpoint, containing analysis of works, research, understanding of purpose, intentions and themes within three set work performances. Students will explore distinction criteria by including stylistic qualities of practitioners and contextual influences. Students will include all practical evidence, reflecting on the tasks undertaken in class and the benefits these would have to a performer / understanding the roles within each professional work more. Students will observe live performances to detail the use of production techniques.</p> <p>Informative Research Students need to develop their knowledge of roles and responsibilities within performing arts industry. This task requires students to develop an understanding of a designer route in preparation for opportunities during component three exam. Students will explore production elements such as lighting, sound, props, setting, venue and stage set ups. Job roles, both performer and non performer such as Choreographer, Director, Actor, Singer in a development task for component two (repertoire).</p>
Year 11	<p>Component Two – Repertoire. <u>This exploration will carry over from Year 10 and be a vital component to students having a successful component three practical exam. Students will explore physical, interpretive and performance skills in extensive detail which will be vital to students final exam in Year 11. This component is preparing students effectively for a practical exam.</u></p>
Year 12	<p>Year 12 begin to explore two internal units at the start of their course, as the external exam is not released from Pearson until January. This means students can complete and secure grades within these two units quickly and efficiently, allowing for the possibility to secure more than 1 A Level at the end of the year. Completing Unit 1 in January is particularly early for new students, however this also allows for the option of a resit in June.</p>
Year 13	<p>If Unit 1 is completed in Year 12 this means in Year 13 students have already secured 1 A Level. Unit 1 is one of the heaviest weighted external units, therefore can drastically improve an overall grade in comparison to a small internal unit. Students can resit this in Year 13 once they have matured and knowledge has grown extensively. Year 13 however focuses on two other external units to secure the 2nd A Level and would therefore place too much pressure and exam deadlines on the students, potentially impacting their overall success.</p>



What cross-curricular have been identified?

Links to Performing Arts:

Music – Students will explore and build on their vocal skills such as Projection, Tone, Pitch, Volume, Breath Control, Rhythm, Dynamics. All skills which are studies within the music curriculum through Key Stage 3 and 4 will be relevant through students introduction of Performing Arts, Component Two and potentially their Component Three exam.

Drama – Students will explore and build upon interpretive and performance skills, particularly during Component Two when working with Repertoire performances. Skills studies in both Drama and Performing Arts are such as Body language, Facial expressions, Characterisation, Improvisation

DT – Students will explore and design ideas surrounding costume, props, staging, lighting and set. These technical elements will require them to use creative design skills relevant to graphics, textiles and art,

Links to Other Subjects:

English – Students will regularly need to complete analytical, descriptive essay writing. Students will need to observe and critically discuss their opinions of works, as well as reflective and evaluative writing of their own performance. Students will be assessed according to their ability to use subject specific terminology accurately.

Business – Students throughout Component One and Component Three will have to focus on academic content such as contextual factors; social, economical and historical factors and influences. Regularly considering and working with appropriate target audiences and audience patterns regarding watching habits. Considering all elements within audiences such as age, gender, race, social class etc.

ICT – Students will have to construct all research findings and coursework in power-point, template or informative blog structures. These will need to be visual and well organised to meet the different requirements of criteria.



What will students be expected to know and remember?

Year 10 KEY:

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
Differences between all three disciplines, Acting, Singing and Dancing	History of Practitioners and Professional Works	Analytical and Observational Skills
Knowledge of Musical Theatre styles such as: book, revival, film, concept.	Understanding of Purpose used within set work performances.	Understanding of how production content creates a mood
Knowledge of relevant Physical and Interpretive Skills: aimed at Acting, Singing, Dancing, Musical Theatre	Understanding of Creative Intentions used within set work performances.	Knowledge of lighting, costume, props, setting purposes
Application of relevant Physical and Interpretive skills aimed at Acting, Singing, Dancing, Musical Theatre	Knowledge of Contextual Factors overall	Knowledge of stage set ups such as; end on, proscenium arch, thrust staging
Knowledge of Personal Management Skills	Knowledge of Contextual Factors used within set work performances as influences	Confidence to explore personal opinions and judgements of set works
Application of Personal Management Skills	Understanding of Themes used within set work performances	Ability to recreate repertoire work
Understanding of Rehearsal Processes	Knowledge of Job Roles used within set work performances	Understanding of production style
Roles and Responsibilities as a Performer	Ability to explore Motif Developments	Understanding of practitioner stylistic qualities



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Roles and Responsibilities as a Non-Performer	Ability to explore Improvisation	Ability to include relevant terminology correctly within coursework
Job Roles within Performing Arts Industries	Ability to participate in workshop environments	Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence
Knowledge of Performance Skills	Ability to participate in group and solo tasks	Understanding and effective use of primary and secondary research
Application of Performance Skills	Ability to perform in groups and solo settings	Application of skills and techniques suitable to repertoire explorations in component two.

What will students be expected to know and remember?

YEAR 11

What will students be expected to know and remember?
What skills have been developed?
Knowledge

Term 1	Term 2	Term 3
Confidence to explore personal opinions and judgements of set works	Understanding of rehearsal processes – the impact these can have on progress.	Ability to communicate ideas within a group setting.
Ability to recreate repertoire work	Ability to set SMART targets and use them effectively in rehearsals.	Ability to use relevant physical and interpretive skills linked to the ideas and intentions.
Understanding of production style	Understanding of safe practice tasks.	Knowledge of lighting, costume, props that could be used within the performance.
Understanding of practitioner stylistic qualities	Application of safe practice.	Knowledge of purposes, how to entertain, educate or inform their audience through a performance.



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Ability to include relevant terminology correctly within coursework	Knowledge of Personal Management skills.	Confidence to perform regularly throughout the workshop performance, challenging themselves for a solo part.
Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence	Application of Personal Management.	Ability to use performance skills relevant to the mood and intentions decided by the group.
Understanding and effective use of primary and secondary research	Understanding of Exam Conditions – requirements of Component Three	Understanding of production style and influences to ideas.
Application of skills and techniques suitable to repertoire explorations in component two.	Ability to review and assess released brief for Component Three.	Ability to review ones own performance critically.
Roles and Responsibilities as a Non-Performer	Understanding of the given brief and theme.	Ability to include relevant terminology correctly within exam answers.
Job Roles within Performing Arts Industries	Knowledge of the stimulus provided with the brief.	Knowledge of starting points and influences of set works, for example Stimulus, Practitioner influence
Knowledge of Performance Skills	Understanding of an appropriate target audience relevant to the brief.	Understanding and effective use of primary and secondary research
Application of Performance Skills	Understanding the intentions and purpose of the given brief.	

What will students be expected to know and remember?

YEAR 12 and 13

Recall	Skills	Knowledge
Influence of Practitioners	Choreography / Motif Development	Target Audience Segmentations
Themes of Performance	Analytical Skills	Stage and Venue Set ups
Stylistic Qualities of Practitioners	Extended Essay Writing	Production Elements



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Contextual Factors of Performances	Execution of Stylistic Qualities	Technical Elements
Choreography Content and Intentions	Application of Physical and Performance Skills	Physical, Interpretive and Performance Skills
Intentions and Purposes of a Performance	Creative Development	Musical Theatre Styles and Genres
Key Practitioner Theories	Collaborative Skills	Interrelationships within production
Performance Methods	Independence	Rehearsal structures and processes
Techniques for Live Performance	Effective Investigation	Personal Management and Responsibilities