

Year 10 PERFORMING ARTS Curriculum Map 2023-24

| Term | Topic/Unit title | Essential knowledge (what students should know and understand by the end of the unit/topic) | Essential skills (what students should be able to do by the end of the unit/topic) |
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| Autumn 1 & 2 | Unit 1 - Performing | <p>In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.</p> <p>The unit has 5 tasks:</p> <p><i>1a: Research.</i> <i>1b: Application to performance.</i> 2: <i>Rehearsal schedule.</i> 3: <i>Reflective report.</i> 4: <i>Recorded performance</i> 5: <i>Written evaluation</i></p> <p><i>1a/1b/2 & 3 are all completed under controlled conditions (notes can be taken into these conditions, work is completed on the computer)</i></p> <p>Students will look at a chosen play text and explore, perform and research through a variety of genres and practitioner styles.</p> <p>Over the half term, the students will understand the following areas:</p> <ul style="list-style-type: none"> ● Research and influence of this on performance. ● Practice 1a & 1b will be undertaken. ● Practice 2 will be completed. ● Students will explore the text practically each lesson, ensuring they write up all activities, research, | <p>Research Areas:</p> <ul style="list-style-type: none"> ● the original author/composer/choreographer and their intentions for the piece ● intended mood and style/genre ● themes and ideas ● performance space ● purpose ● the relationship between audience and the performer ● original target audience ● new target audience. <p>Rehearsal Areas:</p> <p>Learners should know and understand the methods used to plan and learn from rehearsals. This must include:</p> <ul style="list-style-type: none"> ● rehearsal schedule ● the use of a reflective journal ● action planning ● rehearsal preparation away from the rehearsal space (e.g., line learning/familiarisation with score/practice of dance moves, preparing virtual instruments/sounds) ● responding to direction/choreography ● receiving and recording blocking; annotating scripts/choreographic notation/scores ● refining |

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| | | <p>workshops as an ongoing reflective report.</p> <ul style="list-style-type: none"> • Students will learn how to apply research to the play and create a practical performance layered with their accumulating knowledge. • Practice performance (task 4) will be recorded. • A practice task 5, evaluation completed under controlled conditions. | <ul style="list-style-type: none"> • different types of rehearsal (e.g., band call, sit probe, stagger through, technical run, dress rehearsal) • observing appropriate health and safety requirements |
| <p>Spring &2 & Summer 2</p> | <p>Unit 1 - Performing</p> | <p>Over the half term, the students will understand the following areas:</p> <ul style="list-style-type: none"> • rehearsal techniques. • Completion of all 5 tasks. • Performance. • Review and reflect. <p>Students will support their knowledge with external workshops (online, Theatre by the Lake, visiting practitioners.) and visits to the Theatre (online and live theatre experiences.)</p> <p>During this term students will complete Unit 1: Performing.</p> <p>Internally assessed Moderated by WJEC</p> | <p>Learners should be able to develop and present the following skills across all performances:</p> <ul style="list-style-type: none"> • accuracy • coordination • communication • control • dealing with mistakes; coping under pressure • interpretation. • interpretation and development of character • clarity of chosen acting style/genre • use of movement and gesture • use of voice • response to text. |

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| <p>Summer 2</p> | <p>Unit 2 - Creating</p> | <p>This is a devised assignment where students create & refine original work. This is completed as a group. There are 4 tasks in this unit.</p> <p>Tasks are as follows :</p> <p>Task 1 Research task 2 development log Task 3 performance task 4 reflection, evaluation</p> <p><i>Task 1, 3 and 4 are all completed under controlled conditions (notes can be taken into these conditions, work is completed on the computer)</i></p> <p>Over the half term, the students will cover the following areas:</p> <ul style="list-style-type: none"> ● Researching ● Completion of task 1 under controlled conditions ● start task 2 ● Practical workshops ● Exploring ● Developing ● How to interpret a devised theme or idea. ● How to select appropriate sections of script. ● Approaches to rehearsal. ● How to perform their chosen extract in front of an audience. ● How to use technical elements within their performance. | <p>Students will be aware of the following components to explore when responding to a creative brief::</p> <ul style="list-style-type: none"> ● the intended purpose ● the intended effect ● the intended performance space/occasion ● the intended audience ● themes and ideas (e.g., consideration of social or historical factors) ● the scale of the piece(s) (e.g., number of performers) ● their own interests and previous experience resources available (e.g., software, physical resources) ● different styles and their demands ● the work of at least two named practitioners. <p>As part of their developing drama, students should be able to consider the following:</p> <ul style="list-style-type: none"> ● communication ● creativity (including quality of original ideas) ● development of ideas ● appropriate health and safety <p>As part of their developing drama, students should be able to demonstrate the following:</p> <ul style="list-style-type: none"> ● knowledge and use of devising processes ● communication of character ● use of movement and gesture ● use of voice in relation to character ● interaction with other performers (if relevant). |
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| | | <ul style="list-style-type: none"> • How to document the rehearsal and performance process through their logbook. • Internally assessed. • Moderated by WJEC | |
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Year 11 PERFORMING ARTS Curriculum Map 2023-24

| Term | Topic/Unit title | Essential knowledge (what students should know and understand by the end of the unit/topic) | Essential skills (what students should be able to do by the end of the unit/topic) |
|-----------------|-------------------------|--|---|
| Autumn 1 | Unit 2 - Creating | <p>Refining original work.</p> <p>Over the half term, the students will cover the following areas:</p> <ul style="list-style-type: none"> • Researching • continuation of task 2 • competition of task 3 and four • Practical workshops • Exploring • Developing • How to interpret a devised theme or idea. • How to select appropriate sections of script. • Approaches to rehearsal. • How to perform their chosen extract in front of an audience. | <p>As part of their developing drama, students should be able to demonstrate the following:</p> <ul style="list-style-type: none"> • respond to feedback from professionals (e.g., the teacher, specialist designers) • respond to feedback from peers • respond to audience feedback • evaluate the success of the original piece(s) in terms of the brief created in • review their own skills and how these have been used and exemplified. • respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not be acted on. |

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| | | <ul style="list-style-type: none"> ● How to use technical elements within their performance. ● How to document the rehearsal and performance process through their logbook. ● Internally assessed. ● Moderated by WJEC | |
| Autumn 2 | Unit 3 - Performing Arts in Practice. | <p>Students receive a commission. Plan a performance Pitch this to the Arts Council</p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This is closely aligned to the Industry of the Arts.</p> <p>This is in response to a creative brief.</p> | <ul style="list-style-type: none"> ● Recognise subject specific vocabulary from exam questions. ● Understand how a commission brief in performing arts works. ● Use various media to advertise and promote a production. ● Recognise key theatrical positions and locations. ● Discuss and evaluate examples of productions they have seen. |
| Spring 2 & Summer 1 | | Students present pitch/performance work which is recorded by us and sent securely to the exam board to be marked. | <ul style="list-style-type: none"> ● Recognise subject specific vocabulary from exam questions. ● Understand how a commission brief in performing arts works. ● Use various media to advertise and promote a production. ● Recognise key theatrical positions and locations. ● Discuss and evaluate examples of productions they have seen |