

## Year 12 PERFORMING ARTS Curriculum Map

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)
<b>Autumn 1</b>	<b>Unit 3</b> - 'Influential Performance Practice'.	<p><b><u>Unit 3</u></b></p> <p>Students will study genres, styles, conventions and historical periods of theatre.</p> <p>Students will select, adapt, and apply research elements into performance concepts and practical performance.</p>	<p>Know the historical context of performance material.</p> <p>Understand the work of practitioners.</p> <p>Be able to demonstrate practical ideas in context.</p> <p>Be able to present and evaluate research findings.</p>
<b>Autumn 2</b>	<p><b>Unit 3</b> - 'Influential Performance Practice'.</p> <p><b>Unit 2</b> - 'Proposal for a Commissioning Brief'.</p>	<p>See above</p> <p><b><u>Unit 2:</u></b></p> <p>Understand the concept of community arts and how it encompasses a broad range of community activities.</p>	<p>See above</p> <p>Understand the key features of projects.</p> <p>Be able to plan and develop a project from a commissioning brief.</p> <p>Know how to write a final proposal for a project</p>

		<p>The different performance venues that. CA. can take place.</p> <p>The social and environmental factors of community arts.</p> <p>How performing arts can be used in the community to improve the lives of local people</p>	
<b>Spring 1</b>	<p><b>Unit 2</b> 'Proposal for a Commissioning Brief.'</p> <p><i>Unit 2 is examined under controlled conditions and marked externally.</i></p> <p><b>Unit 3</b> - 'Influential Performance Practice' continued.</p>	See above	See above
<b>Spring 2</b>	<p><b>Unit 3</b> - 'Influential Performance Practice'.</p> <p><i>Unit 3 is examined under controlled conditions and marked by the board.</i></p>	See above	See above

<b>Summer 1</b>	<b>Unit 4: Combined Arts.</b>	<p><b><u>Unit 4:</u></b></p> <p>Students will explore that modern theatre companies combine more than one arts discipline.</p> <p>That integrating art forms is a legitimate art form in its own right.</p> <p>Students will look at influential historical and contemporary performance practice.</p> <p>Students will be inspired to create, devise, rehearse and perform their own reimagining of a piece of text.</p> <p>Students will learn to be flexible and versatile in their combining of art forms.</p>	<p>Understand the ways in which different art forms and styles have been combined.</p> <p>Be able to develop skills for a combined arts performance.</p> <p>Be able to rehearse and perform in a combined arts performance.</p> <p>Be able to evaluate combined arts.</p>
<b>Summer 2</b>	<b>Unit 4</b>	See above	See above

### Year 13 PERFORMING ARTS Curriculum Map

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 4 - 'Combined Arts' continued.	<p><b><u>Unit 4</u></b></p> <p>Students will explore that modern theatre companies combine more than one arts discipline.</p> <p>That integrating art forms is a legitimate art form in its own right.</p> <p>Students will look at influential historical and contemporary performance practice.</p> <p>Students will be inspired to create, devise, rehearse and perform their own reimagining of a piece of text.</p> <p>Students will learn to be flexible and versatile in their combining of art forms.</p>	<p>Understand the ways in which different art forms and styles have been combined.</p> <p>Be able to develop skills for a combined arts performance.</p> <p>Be able to rehearse and perform in a combined arts performance.</p> <p>Be able to evaluate combined arts.</p>

	<b>Unit 1-</b> 'Prepare to work in the performing arts sector'.		
<b>Autumn 2</b>	<p><b>Unit 1-</b> 'Prepare to work in the performing arts sector' continued.</p> <p><b>Unit 4 is examined:</b> <i>internal performance and coursework and is marked externally.</i></p>	<p><b><u>Unit 1:</u></b></p> <p>Students will learn about the wide range of employment opportunities the industry offers.</p> <p>Students will develop their knowledge of the performing arts industry.</p> <p>Students will learn how to work collaboratively and/or individually by developing skills, exploring ideas and promoting themselves.</p> <p>Students will look at the current and changing economic circumstances and how logistical problems affect job prospects.</p> <p>Students will learn how the industry is financed.</p>	<p>Understand the performing arts sector.</p> <p>Know the organisations and roles in the performing arts sector.</p> <p>Understand progression and opportunities in the performing arts sector.</p> <p>Be able to produce strategies for sustaining a freelance career.</p>

<b>Spring 1</b>	<p><i><b>Unit 1</b> is examined under controlled conditions and is marked externally.</i></p> <p><b>Unit 8</b> - 'Performing Repertoire'</p>	<p><b><u>Unit 8:</u></b></p> <p>Students will explore the repertoire from a prominent practitioner. In this case, Stanislavski.</p> <p>We will consider how Stanislavski was influenced by historical and cultural factors.</p> <p>Students will analyse the key elements of Stanislavski's work to appreciate its form and function.</p> <p>As performing artists, knowledge gained will provide a platform on which to structure their own ideas.</p>	<p>Know the defining features of a repertoire.</p> <p>Be able to develop skills required for a repertoire.</p> <p>Be able to replicate key elements of repertoire.</p> <p>Be able to perform from a repertoire</p>
<b>Spring 2</b>	<b>Unit 8</b> - 'Performing Repertoire'	See above	See above
<b>Summer 1</b>	<p><b>Unit 8:</b> Performing Repertoire</p> <p><i>Examined internally as a performance and portfolio, moderated externally.</i></p>	See above	See above

