

Intent: By the end of the year... students will have investigated the work of performing arts practitioners and developed their critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Learners will have explored what it takes to be a professional performer, receiving workshops and developing a piece of performance repertoire. They will develop and evaluate their own skills and techniques. They will learn a new style of theatre, charting the importance of improvisation as not only a useful skill within Performing Arts, but as a performance style of it's own.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Unit One: Investigating Practitioners' Work Investigate the work of two prominent theatre/Dance practitioners	Unit two: Developing Skills and Techniques for live performance Investigating the life of a professional performer, looking at areas such as skills, lifestyle, employability. Taking part in workshops to develop skills and techniques for live performance	Unit two: Developing Skills and Techniques for live performance Investigating the life of a professional performer, looking at areas such as skills, lifestyle, employability. Taking part in workshops to develop skills and techniques for live performance	Unit 21: Improvisation Developing skills and techniques in improvisation theatre.	Unit 21: Improvisation Developing skills and techniques in improvisation theatre.	Unit 21: Improvisation Developing skills and techniques in improvisation theatre.
Additional support links:	Purpose, aims and intentions Style	Purpose, aims and intentions Roles and responsibilities Performance Skills	Purpose, aims and intentions Roles and responsibilities Performance Skills	Performance Skills	Performance Skills	Performance Skills
Knowledge: Included here is	<ul style="list-style-type: none"> How contextual factors influence 	<ul style="list-style-type: none"> Understanding the professional industry and 	<ul style="list-style-type: none"> Understanding the professional industry and 	<ul style="list-style-type: none"> How to respond to a given stimulus 	<ul style="list-style-type: none"> How to respond to a given stimulus 	<ul style="list-style-type: none"> How to respond to a given stimulus

<p>the specific knowledge your child will learn in detail</p>	<p>and inform the work of practitioners - their styles, genre and purpose</p> <ul style="list-style-type: none"> • Key features of the chosen style of the production • The social, historical, political, and cultural context in which the repertoire was created, and how this influences the aims / intentions of the practitioner, and the reception of the audience 	<p>working conditions</p> <ul style="list-style-type: none"> • How to develop skills and techniques performers need for live performance • Education/training pathways progression for the performer. • Taking part in workshops • Developing a piece of repertoire. • Setting SMART targets to chart. • 	<p>working conditions</p> <ul style="list-style-type: none"> • How to develop skills and techniques performers need for live performance • Education/training pathways progression for the performer. • Taking part in workshops • Developing a piece of repertoire. • Setting SMART targets to chart. 	<ul style="list-style-type: none"> • How to develop performance material • Using the concepts of Keith Johnstone (offers/blocking) • How to shape new work • How to refine work 	<ul style="list-style-type: none"> • How to develop performance material • Using the concepts of Keith Johnstone (offers/blocking) • How to shape new work • How to refine work 	<ul style="list-style-type: none"> • How to develop performance material • Using the concepts of Keith Johnstone (offers/blocking) • How to shape new work • How to refine work
<p>Skills: Included here is the specific</p>	<ul style="list-style-type: none"> • Personal evaluation of the 	<ul style="list-style-type: none"> • Independent and small-group research 	<ul style="list-style-type: none"> • Independent and small-group research 	<ul style="list-style-type: none"> • research • Team work and 	<ul style="list-style-type: none"> • research • Team work and 	<ul style="list-style-type: none"> • research • Team work and

skills your child will learn in detail	<p>performance works</p> <ul style="list-style-type: none"> • Basing judgments on effective research and secure critical analysis • Extended writing • Independent and small-group research 	<ul style="list-style-type: none"> • Teamwork and collaboration • Rehearsal skills • Performance skills • Creativity • Reflection of individual contribution, development process • Evaluation of the potential of an idea or work in progress <p>Personal management</p>	<ul style="list-style-type: none"> • Teamwork and collaboration • Rehearsal skills • Performance skills • Creativity • Reflection of individual contribution, development process • Evaluation of the potential of an idea or work in progress • Personal management 	<p>collaboration</p> <ul style="list-style-type: none"> • Rehearsal skills • Performance skills • Creativity • Reflection of individual contribution, development process • Evaluation of the potential of an idea or work in progress • Personal management 	<p>collaboration</p> <ul style="list-style-type: none"> • Rehearsal skills • Performance skills • Creativity • Reflection of individual contribution, development process • Evaluation of the potential of an idea or work in progress • Personal management 	<p>collaboration</p> <ul style="list-style-type: none"> • Rehearsal skills • Performance skills • Creativity • Reflection of individual contribution, development process • Evaluation of the potential of an idea or work in progress • Personal management
Common Lexicon:	Creative intentions; repertoire; stylistic features; context; scenography	Skills, Techniques, Rehearsal, Repertoire, context, professional industry, workshop, skills development	Skills, Techniques, Rehearsal, Repertoire, context, professional industry, workshop, skills development	Stimulus; primary research; secondary research; Accepting offers; blocking;	Stimulus; primary research; secondary research; Accepting offers; blocking;	Stimulus; primary research; secondary research; Accepting offers; blocking;