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. Leaners 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. Learners will have explored and integrated creative, physical and vocal skills and techniques, and worked collaboratively to create a performance in response to a given stimulus.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	Assessment 1			Assessment 2			
Course Topic: These topics are taught through the identifie d terms. They are taught in small bitesize chunks and revisited regularly.	Investigating Practitioners' Work Investigate the work of two prominent theatre/Dance practitioners	Investigating Practitioners' Work Intensive Exam Preparation – Dec/Jan exam series	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	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	Preparation for Group Performance Workshop Developing devising skills in preparation to create new performance material in response to a specific commission to meet the needs of a target audience, or explore an artistic theme or idea	Unit three: Preparation for Group Performance Workshop Evaluate devised performance material produced in response to the brief – May/June exam series	
al	Purpose, aims and intentions Style	<u>intentions</u>	Purpose, aims and intentions Roles and responsibilities Performance Skills	Roles and responsibilities Performance Skills	intentions Roles and responsibilities	Purpose, aims and intentions Roles and responsibilities Performance Skills	
Knowled ge:	How contextual factors	How contextual factors	 Understa nding the professional 	 Understa nding the professional 	How to respond	How to respond	

Included	influence	influence	industry and	industry and	to a given	to a given
here is	and inform	and inform	working	working	stimulus	stimulus
the	the work of	the work of	conditions	conditions	• How	• How
specific	practitioners	practitioners	 How to 	 How to 	to develop	to develop
knowled	- their styles,	- their styles,	develop skills	develop skills	performance	performanc
ge your	genre and	genre and	and techniques	and techniques	material	e material
child will	purpose	purpose	performers need	performers need	• How	• How
learn in	 Key 	Key	for live	for live	to structure a	to structure
detail	features of	features of	performance	performance	series of	a series of
	the chosen	the chosen	 Educatio 	 Educatio 	rehearsals	rehearsals
	style of the	style of the	n/training	n/training	How	How
	production	production	pathways	pathways	to shape	to shape
	• The	• The	progression for	progression for	new work	new work
	social,	social,	the performer.	the performer.	How	How
	historical,	historical,	Taking	 Taking 	to refine	to refine
	political, and	political,	part in	part in	work	work
	cultural	and cultural	workshops	workshops	Theat	Theat
	context in	context in	 Developi 	 Developi 	re roles and	re roles and
	which the	which the	ng a piece of	ng a piece of	responsibilitie	responsibiliti
	repertoire	repertoire	repertoire.	repertoire.	s, including	es, including
	was	was	Setting	Setting	those of	those of
	created,	created,	SMART targets to	SMART targets to	performers	performers
	and how this	and how this	chart.	chart.	and non-	and non-
	influences	influences		 Performin 	performers	performers
	the aims /	the aims /		g a professional		
	intentions of	intentions of		piece of		
	the	the		repertoire		
	practitioner,	practitioner,				
	and the	and the				
	reception of	reception of				
	the	the				
	audience	audience				
Skills:	Perso	Perso	 Independ 	 Independ 	Indep	Indep
Included	nal	nal	ent and small-	ent and small-	endent and	endent and
here is	evaluation of	evaluation	group research	group research	small-group	small-group
the	the	of the			research	research

specific skills your	performance works	performanc e works	Teamwork and	Teamwor k and	Team work and	Team work and
child will	• Basin	 Basin 	collaboration	collaboration	collaboratio	collaboratio
learn in detail	g judgments on effective research and secure critical analysis • Exten ded writing • Indep endent and small-group research	g judgments on effective research and secure critical analysis • Exten ded writing • Indep endent and small-group research	skills Performa nce skills Creativity Reflection of individual contribution,	 Rehearsal skills Performa nce skills Creativity 	n Rehe arsal skills Perfor mance skills Creat ivity Refle ction of individual contribution, developmen	n Rehe arsal skills Perfor mance skills Creat ivity Refle ction of individual contribution, developme nt process Evalu ation of the potential of an idea or work in progress Perso nal
					managemen t	manageme nt
Commo			Skills, Techniques,	•		Stimulus; primary
n			Rehearsal, Repertoire,	Rehearsal, Repertoire,		research; secondary
		scenography	context, professional industry, workshop, skills development	industry, workshop, skills development	intentions; stylistic features;	research; creative intentions; stylistic features; scenography