

**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. 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		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit One: Investigating Practitioners' Work</b> Investigate the work of two prominent theatre/Dance practitioners	<b>Unit One: Investigating Practitioners' Work</b> Intensive Exam Preparation – Dec/Jan exam series	<b>Unit two: Developing Skills and Techniques for live performance</b> 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	<b>Unit two: Developing Skills and Techniques for live performance.</b> 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	<b>Unit three: Preparation for Group Performance Workshop</b> 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	<b>Unit three: Preparation for Group Performance Workshop</b> Evaluate devised performance material produced in response to the brief – May/June exam series
<b>Additional support links:</b>	<a href="#">Purpose, aims and intentions</a> <a href="#">Style</a>	<a href="#">Purpose, aims and intentions</a> <a href="#">Style</a>	<a href="#">Purpose, aims and intentions</a> <a href="#">Roles and responsibilities</a> <a href="#">Performance Skills</a>	<a href="#">Purpose, aims and intentions</a> <a href="#">Roles and responsibilities</a> <a href="#">Performance Skills</a>	<a href="#">Purpose, aims and intentions</a> <a href="#">Roles and responsibilities</a> <a href="#">Performance Skills</a>	<a href="#">Purpose, aims and intentions</a> <a href="#">Roles and responsibilities</a> <a href="#">Performance Skills</a>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>How contextual factors</li> </ul>	<ul style="list-style-type: none"> <li>How contextual factors</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the professional</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the professional</li> </ul>	<ul style="list-style-type: none"> <li>How to respond</li> </ul>	<ul style="list-style-type: none"> <li>How to respond</li> </ul>

<p>Included here is the specific knowledge your child will learn in detail</p>	<p>influence and inform the work of practitioners - their styles, genre and purpose</p> <ul style="list-style-type: none"> <li>• Key features of the chosen style of the production</li> <li>• 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</li> </ul>	<p>influence and inform the work of practitioners - their styles, genre and purpose</p> <ul style="list-style-type: none"> <li>• Key features of the chosen style of the production</li> <li>• 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</li> </ul>	<p>industry and working conditions</p> <ul style="list-style-type: none"> <li>• How to develop skills and techniques performers need for live performance</li> <li>• Education/training pathways progression for the performer.</li> <li>• Taking part in workshops</li> <li>• Developing a piece of repertoire.</li> <li>• Setting SMART targets to chart.</li> </ul>	<p>industry and working conditions</p> <ul style="list-style-type: none"> <li>• How to develop skills and techniques performers need for live performance</li> <li>• Education/training pathways progression for the performer.</li> <li>• Taking part in workshops</li> <li>• Developing a piece of repertoire.</li> <li>• Setting SMART targets to chart.</li> <li>• Performing a professional piece of repertoire</li> </ul>	<p>to a given stimulus</p> <ul style="list-style-type: none"> <li>• How to develop performance material</li> <li>• How to structure a series of rehearsals</li> <li>• How to shape new work</li> <li>• How to refine work</li> <li>• Theatre roles and responsibilities, including those of performers and non-performers</li> </ul>	<p>to a given stimulus</p> <ul style="list-style-type: none"> <li>• How to develop performance material</li> <li>• How to structure a series of rehearsals</li> <li>• How to shape new work</li> <li>• How to refine work</li> <li>• Theatre roles and responsibilities, including those of performers and non-performers</li> </ul>
<p><b>Skills:</b> Included here is the</p>	<ul style="list-style-type: none"> <li>• Personal evaluation of the</li> </ul>	<ul style="list-style-type: none"> <li>• Personal evaluation of the</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and small-group research</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and small-group research</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and small-group research</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and small-group research</li> </ul>

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