

Performing Arts

Year 11

Curriculum Overview



Intent: By the end of the year... learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Students will be given a brief that outlines the performance requirements and asks students to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, students will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to their audience.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2
	Assessment 1		Assessment 2	
<p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p>	<p>Component Three: Responding to a Brief Examination Preparation</p>	<p>Component Three: Responding to a Brief Examination Preparation</p>	<p>Component Three: Responding to a Brief External Examination Period</p>	<p>Component Three: Responding to a Brief External Examination Period</p>
<p>Additional support links: Here are links to additional resources which will help your child</p>	<p>Skills, Techniques, and Practitioners</p>	<p>Skills, Techniques, and Practitioners</p>	<p>Skills, Techniques, and Practitioners</p>	<p>Skills, Techniques, and Practitioners</p>
<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<ul style="list-style-type: none"> Key parameters for performance, including: target audience; performance space; panning and managing resources; running time; style of work Practical exploration starting points to generate ideas in response to the brief Ways to structure the work, such as improvisation around a key theme identified in the brief Stylistic techniques which can be employed to achieve the intention of the work 	<ul style="list-style-type: none"> Practical exploration starting points to generate ideas in response to the brief Ways to structure the work, such as improvisation around a key theme identified in the brief Stylistic techniques which can be employed to achieve the intention of the work Methods for creating responses to written exams: ideas log; skills log; evaluation report 	<ul style="list-style-type: none"> Key parameters for performance, including: target audience; performance space; panning and managing resources; running time; style of work Practical exploration starting points to generate ideas in response to the brief Ways to structure the work, such as improvisation around a key theme identified in the brief Stylistic techniques which can be employed to achieve the intention of the work 	<ul style="list-style-type: none"> Key parameters for performance, including: target audience; performance space; panning and managing resources; running time; style of work Ways to structure the work, such as improvisation around a key theme identified in the brief Stylistic techniques which can be employed to achieve the intention of the work
<p>Skills: Included here is the specific skills your child will learn in detail</p>	<ul style="list-style-type: none"> Understand how to respond to a brief – interpretation, inference, improvisation, judging and selecting ideas Working effectively as a member of a group; for example, making an individual contribution, and responding to the contribution of others Select and develop skills and techniques in response to a brief; for example, research skills, collaborative skills, ability to contribute ideas through non-verbal media (diagrams and model boxes,...) Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Peer assessment 	<ul style="list-style-type: none"> Working effectively as a member of a group Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Perform to an audience with confidence and flair Evaluate the development process and outcome in response to a brief Peer assessment 	<ul style="list-style-type: none"> Understand how to respond to a brief – interpretation, inference, improvisation, judging and selecting ideas Working effectively as a member of a group; for example, making an individual contribution, and responding to the contribution of others Select and develop skills and techniques in response to a brief; for example, research skills, collaborative skills, ability to contribute ideas through non-verbal media (diagrams and model boxes,...) Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief – skills log and ideas log 	<ul style="list-style-type: none"> Working effectively as a member of a group Peer assessment Select and develop skills and techniques in response to a brief; for example, research skills, collaborative skills, ability to contribute ideas through non-verbal media Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief – evaluation report
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Interpretation; ideas log; skills log; evaluation report</p>	<p>Interpretation; ideas log; skills log; evaluation report</p>	<p>Interpretation; ideas log; skills log; evaluation report</p>	<p>Interpretation; ideas log; skills log; evaluation report</p>