## **Performing Arts**

## Year 10

## Curriculum Overview

Intent: By the end of the year... Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performing arts by examining practitioners' work and the processes used to create performances. They will do this through the performances to creating works, and how they use stylistic features to achieve their creative aims and intentions. Through practical exploration of the repertoire they have studied, students will develop their performing skills and techniques. Students will take part in a range of workshops which will develop their technical, practical and interpretative skills through the rehearsal and performance process. In addition, learners will review their own progress and set their own targets for improvement.

	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.	Component One: Exploring the Performing Arts Repertoire One	Component One: Exploring the Performing Arts Repertoire Two	Component One: Exploring the Performing Arts Repertoire Three	Component One: Exploring the Performing Arts Comparison and evaluation of the three pieces of repertoire	Component Two: Developing Skills and Techniques in the Performing Arts Exploration Phase	Component Two: Developing Skills and Techniques in the Performing Arts Performance and Review Phase
Additional support links:	Purpose, aims and intentions Roles and responsibilities	Purpose, aims and intentions Roles and responsibilities	Purpose, aims and intentions Roles and responsibilities	<u>Style</u>	Performance Skills	<u>SMART</u>
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	<ul> <li>Theatre roles and responsibilities, including those of performers and non-performers</li> <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> <li>Practitioners' different approaches to create performance material, including how practitioners respond to stimuli, and how they conduct rehearsals</li> <li>Different methods of structuring art</li> </ul>	<ul> <li>Theatre roles and responsibilities, including those of performers and non-performers</li> <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> <li>Practitioners' different approaches to create performance material, including how practitioners respond to stimuli, and how they conduct rehearsals</li> <li>Different methods of structuring art</li> </ul>	<ul> <li>Theatre roles and responsibilities, including those of performers and non-performers</li> <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> <li>Practitioners' different approaches to create performance material, including how practitioners respond to stimuli, and how they conduct rehearsals</li> <li>Different methods of structuring art</li> </ul>	<ul> <li>Differing approaches to the structure and interrelationships of theatre roles and responsibilities</li> <li>The different key features of contrasting styles</li> <li>The significance of the context in which repertoire was first produced, and how its reception may change with a contemporary perspective / 2021-22 audience</li> </ul>	<ul> <li>The range of skills required to successfully perform the chosen repertoire – what they are and why they are important</li> <li>The range of techniques needed to successfully communicate the creative intentions to the audience – what they are, and how and why they are employed</li> <li>Methods for self-review and being responsible for own improvement</li> </ul>	<ul> <li>The range of skills required to successfully perform the chosen repertoire – what they are and why they are important</li> <li>The range of techniques needed to successfully communicate the creative intentions to the audience – what they are, and how and why they are employed</li> <li>Methods for self-review and being responsible for own improvement</li> </ul>
Skills: Included here is the specific skills your child will learn in detail	<ul> <li>Independent and small-group research</li> <li>Selecting information and outlining findings in their own words</li> <li>Describing the influence of life on art, and of art on life</li> <li>Judging the success of the practitioners' creative intentions, justifying their opinions with detailed knowledge of the style and techniques employed by the practitioners to create effects for the audience</li> </ul>	<ul> <li>Independent and small-group research</li> <li>Selecting information and outlining findings in their own words</li> <li>Describing the influence of life on art, and of art on life</li> <li>Judging the success of the practitioners' creative intentions, justifying their opinions with detailed knowledge of the style and techniques employed by the practitioners to create effects for the audience</li> </ul>	<ul> <li>Independent and small-group research</li> <li>Selecting information and outlining findings in their own words</li> <li>Describing the influence of life on art, and of art on life</li> <li>Judging the success of the practitioners' creative intentions, justifying their opinions with detailed knowledge of the style and techniques employed by the practitioners to create effects for the audience</li> </ul>	<ul> <li>Describing the influence of life on art, and of art on life</li> <li>Judging the success of the practitioners' creative intentions, justifying their opinions with detailed knowledge of the style and techniques employed by the practitioners to create effects for the audience</li> <li>Comparison of a range of styles, intentions and approaches</li> <li>Judgement of the degrees of success across the three pieces of repertoire studied</li> </ul>	<ul> <li>Interpretative skills for understanding the aims and intentions of the piece and being able to communicate them to an audience</li> <li>Self-reflection and target- setting</li> <li>Interpersonal teamwork skills, exploring different roles and taking on different responsibilities</li> <li>Application of skills and techniques to the section(s) of repertoire being rehearsed</li> <li>Exploration and rehearsal skills</li> <li>Time management</li> </ul>	<ul> <li>Interpretative skills for understanding the aims and intentions of the piece and being able to communicate them to an audience</li> <li>Self-reflection and target- setting</li> <li>Interpersonal teamwork skills, exploring different roles and taking on different responsibilities</li> <li>Application of skills and techniques to the section(s) of repertoire being rehearsed</li> <li>Performance skills</li> <li>Evaluation skills</li> </ul>
<b>Common Lexicon:</b> These are the key words and terms learnt. These can be found on knowledge organisers.	Inference; creative intentions; stylistic features; context; scenography; interrelationships	Inference; creative intentions; stylistic features; context; scenography; interrelationships	Inference; creative intentions; stylistic features; context; scenography; interrelationships	Inference; creative intentions; stylistic features; context; scenography; interrelationships	Inference; creative intentions; stylistic features; context; scenography; interrelationships	Inference; creative intentions; stylistic features; context; scenography; interrelationships

