

CURRICULUM OVERVIEW FOR KS4 – PERFORMING ARTS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Topic / Knowledge	Component 1 Learning aim A Examine professional practitioners' performance work. (Blood Brothers, Romeo and Juliet, Curious Incident of the Dog in the Night) Students will access recorded and/or live examples of performance styles and discipline(s). This will give them the opportunity to examine practitioners' work in order to develop their understanding of influences, outcomes and purpose.		Component 1 Learning aim B Explore the interrelationships between constituent features of existing performance material. Students will explore short extracts of repertoire in workshops and classes as a performer, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances.		Component 1 Students must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships. Evidence Evidence must fully meet the requirements of the assessment criteria and should include: teacher observations, recordings of workshops, extended writing, a blog, a PowerPoint presentation.	
Key Marked Piece (Summative Assessments in bold)	Practitioner research	Workshop performance	Interrelationships between constituent features of existing repertoire	Extract performance	Roles, responsibilities and skills	Final assessment for C1
Year 10 Topic / Knowledge	Component 2 Learning aim A Develop skills and techniques for performance Students will participate in workshops and classes to develop performance and interpretative skills and techniques appropriate to the selected discipline. Students will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.		Component 2 Learning aim B Apply skills and techniques in rehearsal and performance Students will apply skills and techniques during the rehearsal, development and performance process, of existing repertoire, to support their development. Application of performance skills appropriate to performance repertoire. Application of interpretative skills such as expression, character, mood and atmosphere. Application of stylistic characteristics particular to the style or genre.		Component 2 Learning aim C Review own development and contribution to the performance Students must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.	

Key Marked Piece (Summative Assessments in bold)	Skills audit – Identifying strengths and areas for development. Actions and targets for improvement.	Application of skills – physical, vocal, interpretative.	Professional working practices.	Performance – interpretation and realisation of creative intentions, appropriate style and influences, expressive voice and movement.	Skills audit Detailed log books.	Final Performance
Year 11 Topic / Knowledge	<p>Component 3</p> <p>Responding to a brief</p> <p>Task set and marked by Pearson completed under supervised conditions.</p> <p>Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a given brief and stimulus.</p>		<p>Component 3</p> <p>Responding to a brief</p> <p>Students will recall the knowledge they have built up over the two years to complete four assessment objectives for the externally set task. These objectives are the same as the ones they have completed for their coursework.</p>		<p>Component 3 Assessment objectives</p> <p>A01 Understand how to respond to a brief</p> <p>A02 Select and develop skills and techniques in response to a brief</p> <p>A03 Apply skills and techniques in a workshop performance in response to a brief</p> <p>A04 Evaluate the development process and outcome in response to a brief</p> <p>End of the BTEC course.</p>	
Key Marked Piece (Summative Assessments in bold)	Research the themes of the brief.	A Developing ideas in response to the brief.	B. Selecting and developing skills and techniques in response to the brief.	C. Contributing to a workshop performance.	D. Evaluating the development process and workshop performance outcome.	Course completed.