



CURIOSITY

COMPASSION

COURAGE



Academic outline 2023-24

Subject - Performing Arts

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 and 4 Jan-March	Term 5 Apr-May	Term 6 Jun-Jul
Year 10: Level 1/2 Performing Arts	<p>Unit 1 and 2 Introductory skills workshops – Students will participate in practical workshops to develop their performance skills. These will serve as an introduction to professional approaches and skills development. They will explore influential Drama and Dance Practitioners that will help guide their skills throughout the course. The musical workshops will explore the current trends at the time and will be changed each year.</p> <p>Unit 2 – Creating Eduqas release the brief that the students are to base their performance on. Students will build on knowledge and understanding and explore production/ performance in a creative yet structured form as both an individual and as a member of a group. Students will build on the knowledge, disciplines and specific</p>	<p>Unit 1- Performance – Students will be assessed based on several tasks. They will develop theoretical knowledge based on the learner’s chosen discipline (drama/musical theatre). Students will be able to apply their practical skills developed through workshops to demonstrate their understanding of a chosen script/musical. Learners will demonstrate core knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Research • Influence and Impact • Rehearsal Schedule <p>Unit 2 – Creating Based on the students chosen discipline (devising, choreographing, production) they will begin to explore and develop their ideas based on the released brief. Students will be</p>	<p>Unit 2 – Creating Students will continue to develop their original work through targeted feedback and be able to evaluate the success of their work in relation to the brief. Students will also be able to effectively evaluate their chosen skills and how these have been used and exemplified. Students will be able to respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not been acted on.</p>	<p>Unit 2 – Creating Internal assessment Students will demonstrate their skills through a final performance of their original work. Students will evaluate their work in relation to the brief.</p> <p>Submission of Unit 2 – May.</p>	<p>Unit 1 – Performing Students will continue to develop the knowledge and understanding of the creative skills necessary when performing their chosen script/musical. Students will create a reflective log demonstrating their understanding of how they have developed their skills throughout the unit so far in preparation for their performance.</p>



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skills areas developed in the workshops and work as a member of an ensemble in creating a performance suitable for an audience. Students will be expected to make informed choices about the disciplines and skills to be employed and should work collaboratively with others.

able to transfer the knowledge gained and apply practically to create their original work.

Year 11:
Level 1/2
Performing
Arts

Unit 1 – Performing
Internal assessment
Students will demonstrate their knowledge and performance skills through a performance of their chosen script/musical. Students will evaluate their work in relation to the brief.

Submission of Unit 1 - Dec

Unit 3 – Performing Arts in Practice
Students will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.
Students will complete a 'mock 'of Unit 3, ready for the start of September when the exam board release the given brief.
Students will develop knowledge of what it takes to create your own theatre company and performance and create a portfolio of evidence.

Unit 3 – Performing Arts in Practice
Brief released by Exam board
Students will complete research on key factors influencing the creation of performance work. This knowledge will inform their judgements of selecting appropriate material when creating their own original work. Students will understand key job roles within the performing arts sector and how each of these roles are important in the creation of a performance.
Students will develop their skills on pitching their ideas to an audience and evaluate their final pieces.

Students will create extracts of their final idea along with creating a pitch. This will be based on the brief released.
They will continue to build on their portfolio of evidence making sure their journey both individually and as a group is documented.

Students will perform and present their final idea to an audience who will provide feedback.

Unit 3 – Performing Arts
in Practice
Students will use the feedback provided to produce a detailed evaluation of skills and complete any evidence for portfolio to support their journey from brief to pitch/performance.

**Submission of Unit 3 –
May**

**Students will be
completed the course by
beginning of May.**