

Curriculum Overview – Performing Arts

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Introduction to Performing Arts course.</p> <p><i>Component 2</i></p> <p>Practical</p> <p>Explore Dance, Musical Theatre and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline</p> <p>Practical exploration of practitioners</p> <p>Dance/Musical Theatre</p> <p>Hairspray</p> <ul style="list-style-type: none"> - Jack O'Brien - Jerry Mitchell <p>Drama</p> <p>Who Cares</p> <ul style="list-style-type: none"> - Lung Theatre - Frantic Assembly <p><i>Component 1</i></p> <p>Theory</p> <p>Research the early life and inspirations of practitioners and create a fact file for each practitioner</p> <p>Review development of skills evaluating progress of individual skills</p>	<p><i>Component 2</i></p> <p>Practical</p> <p>Explore Dance and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline.</p> <p>Practical exploration of practitioners.</p> <p>Dance</p> <ul style="list-style-type: none"> - Gene Kelly <p>Drama</p> <ul style="list-style-type: none"> - DV8 <p><i>Component 1</i></p> <p>Theory</p> <p>Research the early life and inspirations of practitioners and create a fact file for each practitioner</p> <p>Review development of skills evaluating progress of individual skills using a skills audit.</p>	<p>Practical</p> <p><i>Component 2</i></p> <p>Physical Theatre workshops.</p> <p>Develop practical physical theatre skills focussing on movement and the unspoken word. Creating a physical theatre performance focussing on the skills required to perform successfully to an audience.</p> <p>Trestle Masks- explore performing in a mask. Developing the skills and rules of mask performing.</p> <p><i>Component 2</i></p> <p>Theory</p> <p>Research a range of performances that include mask work. Provide a list of do's/don'ts when performing in a mask</p> <p>Review development of skills evaluating progress of individual skills</p>	<p>Practical</p> <p><i>Component 2</i></p> <p>Musical Theatre workshops</p> <ul style="list-style-type: none"> - Chicago - Footloose - Hairspray <p>Practical exploration of Dance, Acting and Singing through workshops.</p> <p><i>Component 1</i></p> <p>Theory</p> <p>Intro into Curious incident of the Dog in the night</p> <p>Who are Frantic Assembly?</p> <p>Examine Curious Incident of the Dog in the night in its entirety consider-</p> <ul style="list-style-type: none"> - Creative intention and purpose - Performance and non-performance roles and related responsibilities. <p>Select 1 of the Musicals which have been practically explored and create a presentation of the musical in its entirety. Consider the constituent features</p> <ul style="list-style-type: none"> - Director - Choreographer - Musical Director - Cast - Lighting director - Stage director 	<p><i>Component 3</i></p> <p>Practical</p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board-sample/mock)</p> <p><i>Component 3</i></p> <p>Theory</p> <p>To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</p>	

Yr 10 Literacy Focus

Command words: comment, compare, contrast, describe, discuss, find, review, summarise, identify, evaluate, research, evidence, consider, investigate

<p>Year 2</p>	<p><u>Practical</u></p> <p>Component 1</p> <p>Explore Dance and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline</p> <p>Practical exploration of practitioners</p> <p>Dance - Akram Khan - Merce Cunningham</p> <p>Drama - Push Theatre Company</p> <p><u>Theory</u></p> <p>Component 1</p> <p>What is meant by the term constituent features? Explore each feature and select 3 pieces of professional works.</p> <p>Create a presentation exploring them in each professional work in its entirety.</p>	<p><u>Practical</u></p> <p>Component 2</p> <p>Explore Dance and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline.</p> <p>Practical exploration of practitioners.</p> <p>Dance - Michael Bourne</p> <p>Drama - Stanislavski</p> <p><u>Theory</u></p> <p>Component 1</p> <p>What is meant by the term constituent features? Explore each feature and select 3 pieces of professional works.</p> <p>Create a presentation exploring them in each professional work in its entirety.</p>	<p><u>Practical</u></p> <p>Component 2</p> <p>Script work- explore a number of scripts looking at modern and postmodern texts.</p> <p>Perform two contrasting characters using scripts. This could be a monologue/duologue or dialogue.</p> <p>Revisit some Musical Theatre workshops - & Juliet - Everybody's talking about Jamie - Matilda</p> <p>Practical exploration of Dance, Acting and Singing through workshops.</p> <p>Component 2</p> <p><u>Theory</u></p> <p>Research a range of performances that include mask work. Provide a list of do's/don'ts when performing in a mask</p> <p>Review development of skills evaluating progress of individual skills</p>	<p><u>Practical</u></p> <p>Component 2</p> <p>Create a 2-minute performance Acting/Dance/Musical Theatre this could be performed as a solo or a group performance. You must demonstrate progress overtime.</p> <p>Component 2</p> <p><u>Theory</u></p> <p>To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</p>	<p><u>Practical</u></p> <p>Component 3</p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board)</p> <p>Component 3</p> <p><u>Theory</u></p> <p>To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</p>
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Yr 11 Literacy Focus

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