



Autumn Term (14 weeks)	Spring Term (12 weeks)	Summer Term (13 weeks)
<p>Themes covered: Component 1 – Exploring the performing arts</p> <p>Key content:</p> <p>Learning outcome A: Investigate how professional performance or production work is created</p> <p>Learners will examine live/recorded performances in three different styles to develop their understanding of professional performing arts work. Learners will gain a practical appreciation of professional work and how a practitioner might respond to a theme or focus.</p> <p>Throughout looking at the three styles pupils will look in depth to the creative stylistic qualities, including; themes, production elements, narrative, styles, contextual influences, and collaborations with other professionals.</p> <p>Furthermore, pupils will also look at the purpose of the piece and its influence, including; how it informs, entertains, provokes, challenges viewpoints and raises awareness.</p> <p>Pupils' will also have the opportunity to gain a further understanding of the roles and responsibilities of the performer.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. • Research skills. • Sports leaders opportunities through extra-curricular • Workshop opportunities <p>Homework:</p> <ul style="list-style-type: none"> ▪ Research ▪ Bi-weekly homework tasks set to content covered ▪ Scaffolded tasks • Research tasks to aid Pearson set assignments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> - Research tasks • Rehearsal opportunities • Performance videos • In class questions • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Assignment practice under timed conditions 	<p>Themes covered: Component 1 - Exploring the performing arts</p> <p>Key content:</p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</p> <p>Learners will participate as a performer in three different dance styles. Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire,</p> <p>Pupils will explore these processes through rehearsal and performance:</p> <ul style="list-style-type: none"> - Responding to a stimulus - Exploring and developing ideas - Discussions with performers - Sharing ideas and intentions - Refining and adjusting material <p>Looking at the production process through rehearsal, production, technical rehearsals and post-performance evaluations and reviews.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. • Research skills. • Sports leaders opportunities through extra-curricular • Workshop opportunities <p>Homework:</p> <ul style="list-style-type: none"> ▪ Research ▪ Bi-weekly homework tasks set to content covered ▪ Scaffolded tasks • Research tasks to aid Pearson set assignments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> - Research tasks • Rehearsal opportunities • Performance videos • In class questions • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Component 1 – Official assignment deadline • Learning aim A – through and investigation 	<p>Themes covered: Component 2 – Developing skills and techniques in the performing arts</p> <p>Key Content:</p> <p>Learning aim A: Use rehearsal or production process</p> <p>Learners will participate in rehearsal practices, continuing the development of skills and techniques from Component 1</p> <p>Learning aim B: Apply skills and techniques in performance or realisation</p> <p>Learners will apply interpretative skills and techniques appropriate to the selected discipline in performance.</p> <p>Learning aim C: Review own development and application of performance or design skills</p> <p>Learners must track their progress during this component, reflecting on their development of skills and practice in workshops, through to rehearsals and performances</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. • Research skills. • Sports leaders opportunities through extra-curricular • Workshop opportunities <p>Homework:</p> <ul style="list-style-type: none"> ▪ Research ▪ Bi-weekly homework tasks set to content covered ▪ Scaffolded tasks • Research tasks to aid Pearson set assignments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> - Research tasks • Rehearsal opportunities • Performance videos • In class questions • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Component 2 assignment • Assignment practice under timed conditions <p>Literacy Foci:</p> <ul style="list-style-type: none"> • Topic specific Key Vocabulary and definitions



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<p>Themes covered: Component 3– Responding to a brief – MOCK PAPER</p> <p>Key content:</p> <p>AOL- Understand how to respond to a brief</p> <ul style="list-style-type: none"> - Discussion of key requirements and parameters for the performance - Starting points that can be investigated and explored practically - Development of ideas and work - Ability to work effectively as a member of a group <p>AO2 – Select and develop skills and techniques in response to a brief</p> <ul style="list-style-type: none"> - Demonstrate how to select and develop skills and techniques where needed <p>AO3 - Apply skills and techniques in a workshop performance in response to a brief</p> <ul style="list-style-type: none"> - Skills and techniques, working effectively with others, communicating ideas through performance. <p>AO4- Evaluate the development process and outcome in response to a brief</p> <ul style="list-style-type: none"> - Reflection on the process - Reflection on the outcome <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. • Research skills. • Sports leaders opportunities through extra-curricular • Workshop opportunities <p>Homework:</p> <ul style="list-style-type: none"> ▪ Research ▪ Bi-weekly homework tasks set to content covered ▪ Scaffolded tasks • Research tasks to aid Pearson set assignments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> - Research tasks • Rehearsal opportunities • Performance videos • In class questions • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Assignment practice under timed conditions <p>Literacy Foci:</p> <ul style="list-style-type: none"> • Topic specific Key Vocabulary and definitions 	<p>Themes covered: Component 3– Responding to a brief</p> <p>Key content: FINAL EXAM</p> <p>Final exam unit looking at response to a brief in full.</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. • Research skills. • Sports leaders opportunities through extra-curricular • Workshop opportunities <p>Homework:</p> <ul style="list-style-type: none"> ▪ Research ▪ Bi-weekly homework tasks set to content covered ▪ Scaffolded tasks • Research tasks to aid Pearson set assignments <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> - Research tasks • Rehearsal opportunities • Performance videos • In class questions • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Assignment practice under timed conditions <p>Literacy Foci:</p> <ul style="list-style-type: none"> • Topic specific Key Vocabulary and definitions 	<p>Theme covered:</p> <p>SUBMISSION OF FINAL PIECE</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> • Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students. <p>Revisiting, revising, remembering opportunities</p> <ul style="list-style-type: none"> • Research tasks • In class questions • Dress rehearsal • Regular interleaving tasks during lessons <p>Assessments:</p> <ul style="list-style-type: none"> • Homework tasks • Assignment practice under timed conditions • Component 3 final submission <p>Literacy Foci:</p> <ul style="list-style-type: none"> • Topic specific Key Vocabulary and definitions • AO1, AO2, AO3, A04 questions