

KS4 Curriculum Plan 2021-22

		LP1	LP2	LP3	LP4	LP5
Year 10	TOPIC					
	Knowledge	<p>During the first LP, pupils will take part in a variety of different skills based practical activities. They will explore of the Performing Arts Industry through case studies of companies; job roles; venues; publicity and marketing. Pupils will explore existing repertoire works and select their own for performance.</p> <p>Pupils will discuss how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content. Learners will learn about purpose, impact, space, resources, audience as well as undertaking background research on the selected performance repertoire, covering the original creator, the style/genre, the social/historical context, themes etc.</p>	<p>In this unit of work pupils will develop their choices for the style and genre of the proposed production, they will create rehearse their performance with the correct target audience in mind and show key links to exploration work on practitioners.</p> <p>Pupils will take key observations for idea their development, select appropriate material and look at the most effective ways of presenting ideas to others. Pupils will also learn about the technical aspects of performance; Selection of possible performance spaces/venues and analyse and evaluation of effectiveness of the production idea.</p>	<p>For this unit of work pupils will work on their presentation skills; Application of Performance skills; Application of production skills and Communication of creative/ artistic intent for production idea, including: •Mood(s) •Meaning(s) •Idea(s) •Theme(s) •Style/ style fusion(s). Learners will be taught about the importance of planning, personal practice away from group rehearsals, how to give and respond to direction as appropriate to the chosen discipline, how to make useful notes during rehearsal time, the importance of improving and refining their work and also relevant Health and Safety requirements including safe movement, use of electrical and other equipment, hearing protection, general hazards etc.</p>	<p>Pupils will be given the chance to learn about the roles and responsibilities within the Performing Arts Industry; The role of Performing Arts in Society; Approaches to Rehearsal; Working as a Deviser/ Performer/ Director; Marketing and Public Relations; Health and Safety; Design and Technical Elements; Reviewing Performances. Pupils will also perform their Unit 1 repertoire performances to an audience. The final task for the unit is an evaluation. Learners will be taught how to write a thorough and evidence-based evaluation of a performance.</p>	<p>Pupils will begin their Unit 2 work and look at how might the theme for this be interpreted? Pupils will work together to draw out the possibilities for creative potential. We will explore what learners need to research or consider before they come up with their creative brief. Learners will also be taught about purpose, effect, performance space, audience, ideas, required performers, resources available, any relevant social or historical factors and at least two named practitioners, and should also consider their own interests and experience. Pupils will complete self-Assessments and analyse their own individual roles when working as part of a team; Working as a Performance Company; Skill Development; Selection of Materials; Preparation of a final performance; How to effectively evaluate a</p>
	Skills	<p>Make informed choices as they research and experience, through practical workshops.</p> <p>Develop a range of skills required of those working in the performing arts which will develop knowledge and understanding of the industry as a whole.</p> <p>Carry out a series of skills audits to indicate individual progress, identifying particular strengths and areas for improvement.</p> <p>Be aware of the different types of disciplines and roles within the performing arts and how to apply them in their own production ideas and performances.</p> <p>Identify their own strengths and weaknesses and make informed choices as to what their role(s) might be in preparing the pitch and subsequent performance extract.</p> <p>Experience a range of practical workshops exploring appropriate skills from the selected disciplines.</p> <p>Attend/view performances produced by others.</p> <p>Work effectively both as an individual and as part of an ensemble.</p> <p>Develop their ability to analyse and evaluate a range of experiences, including their own work and that of others.</p> <p>Research aspects of the performing arts industry and understand how production and performing elements work.</p> <p>Understand the benefits of health, fitness and wellbeing including vocal and physical health.</p> <p>Understand the socio-cultural benefits and influences of the performing arts.</p> <p>Understand the economic constraints and benefits within the performing arts including working to a budget and employment.</p> <p>Understand and apply safe working practices across the performing arts disciplines.</p> <p>Demonstrate and apply knowledge and understanding to produce an effective performance.</p>				
Key Vocab	Physicality, Proxemics, Tension, Pace, Dynamics, Gesture	Accent, Emphasis, Volume, Tone, Pause, Pitch.	Scale, Functionality, Colour, Form, Material, Texture, Semiotics.	Artistic intention, Blackout, Annotation, Motivation, Interaction, Cue, Execution, Statement, Elements, Observations, Budgeting, Presentation, Communication.	Climax, Intonation, Motif, Satire, Protagonist, Stimulus, Posture	

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Year 11	TOPIC					
	Knowledge	<p>Unit 1 –</p> <p>Practical exploration of skills required for performance. Pupils will take part in workshops to learn about the industry as a whole rather than just performance. Pupils will learn about various practitioners and their styles including Brecht, Artaud and Frantic Assembly. Pupils will DEVISE and DEVELOP a sequence of movement based on the 'building blocks' of Frantic Assembly confidently DEMONSTRATING the stylistic qualities. How to HIGHLIGHT and ANALYSE strengths and weaknesses. LEARN about the role of marketing and publicity for a performance.</p>	<p>Unit 1 and 2 –</p> <p>Pupils will complete their UNIT 1 pitch presentation to camera outlining their final ideas for performance.</p> <p>Application of knowledge and understanding to produce an effective performance that shows understanding of the skills required for performance. The purpose throughout this LP is to build on the knowledge, disciplines and specific skills areas developed in Unit 1 and to work as a member of an ensemble creating a performance suitable for an audience. Pupils will make informed choices about the disciplines and skills to be employed and should work collaboratively with others. Learners will work towards a final performance/production</p>	<p>Unit 2 & 3 –</p> <p>Final rehearsals for Unit 2, evaluating work and make changes for improvement. Pupils will complete a technical rehearsal and perform for their final exam, then complete their logbook. Pupils will then work towards their Unit 3 exam by exploring the Roles and responsibilities within the Performing Arts Industry; The role of Performing Arts in Society; Approaches to Rehearsal; Working as a Deviser/ Performer/ Director; Marketing and Public Relations; Health and Safety; Design and Technical Elements; Reviewing Performances</p>	<p>Unit 3 - Respond to a range of questions designed to assess their understanding of the performing arts. Demonstrate ability to identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from across their whole course of study, which are relevant to a key task. Pupils will further explore the workings of the Performing Arts Industry.</p>	
	Skills	<p>Make informed choices as they research and experience, through practical workshops.</p> <p>Develop a range of skills required of those working in the performing arts which will develop knowledge and understanding of the industry as a whole.</p> <p>Carry out a series of skills audits to indicate individual progress, identifying particular strengths and areas for improvement.</p> <p>Be aware of the different types of disciplines and roles within the performing arts and how to apply them in their own production ideas and performances.</p> <p>Identify their own strengths and weaknesses and make informed choices as to what their role(s) might be in preparing the pitch and subsequent performance extract.</p> <p>Experience a range of practical workshops exploring appropriate skills from the selected disciplines.</p> <p>Attend/view performances produced by others.</p> <p>Work effectively both as an individual and as part of an ensemble.</p> <p>Develop their ability to analyse and evaluate a range of experiences, including their own work and that of others.</p> <p>Research aspects of the performing arts industry and understand how production and performing elements work.</p> <p>Understand the benefits of health, fitness and wellbeing including vocal and physical health.</p> <p>Understand the socio-cultural benefits and influences of the performing arts.</p> <p>Understand the economic constraints and benefits within the performing arts including working to a budget and employment.</p> <p>Understand and apply safe working practices across the performing arts disciplines.</p> <p>Demonstrate and apply knowledge and understanding to produce an effective performance.</p>				
Key Vocab	Diction/ Clarity, Pace/ Tempo, Pitch, Anti-Climax, Devised Drama, Subtext, Stage directions	End on, In the round, Promenade, Proscenium Arch, Thrust, Traverse, Catharsis	Melodrama, Tragedy, Stock, Characters, Suspense, Chorus, Denouement, Farce	Basic block, Gondola, Mock up, Quick Change, Swatch, Barn door, Diffusion		