



Year 11 Curriculum Map

Subject: Performing arts

<u>Autumn 1</u> Topic: Comp 2 <u>Component 2</u>	<u>Autumn 2</u> Topic: Comp 2 <u>Component 2</u>	<u>Spring one</u> Topic: Comp 3 <u>Component 3</u>	<u>Spring 2 Summer 1</u> Topic: Comp 3 Topic: Component 3
Overall focus for the unit: A: Develop skills and techniques for performance B: Apply skills and techniques in rehearsal and performance C: Review own development and performance	Overall focus for the unit: A: Develop skills and techniques for performance B: Apply skills and techniques in rehearsal and performance C: Review own development and performance	Overall focus for the unit: A: Develop skills and techniques for performance B: Apply skills and techniques in rehearsal and performance C: Review own development and performance	
To include Workshops and Rehearsals You will participate in a series of workshops and rehearsals that will develop your skills and techniques as an actor. You will develop your practical skills in realism and playing a realistic character	To include Workshops and Rehearsals You will participate in a series of workshops and rehearsals that will develop your skills and techniques as an actor. You will develop your practical skills in realism and playing a realistic character within	Performing to a brief Students will work in a group to create their own performance in response to a given brief set by the exam board. Within this component, they will bring all their skills and knowledge of dramatic skills, styles and techniques to develop a Drama piece for a target audience.	



within acting. Rehearsals will explore professional repertoire.

Throughout workshops and rehearsals, you will:

- Actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.
- Identify your own strengths and areas for improvement in practical workshops and rehearsals (See Task 3)
- Reflect on your development of your own skills and techniques in the workshop and rehearsal process in a log book.
- Through note taking in your log book and structured target setting, develop technical and interpretative skills with

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- Reflect on your development of your own skills and techniques in the workshop and rehearsal process in a log book.
- Through note taking in your log book and structured target setting, develop technical and interpretative skills with confidence and to a high standard.
- Use your skills and techniques to successfully

Activity 1

Ideas log

Up to 600 words Learner notes can be used during this activity.

The ideas log can be word processed or handwritten and scanned, but must be saved as a PDF.

Activity 2

Skills log

Up to 600 words Learner notes can be used during this activity.

The skills log can be word processed or handwritten and scanned, but must be saved as a PDF.

Activity 3

Group workshop
performance to an
audience

Digital recording of
performers must be between
7 to 15 minutes.

Pitch/presentation to camera
for designers must be
between 5 to 10 minutes per
designer.

One recording per group performance,



confidence and to a high standard. • Use your skills and techniques to successfully communicate your intentions • Apply feedback and respond to direction in a consistently positive manner. • Demonstrate an organised and highly self-disciplined approach to all sessions. Task 2: Rehearsal and Performance Learn, rehearse and perform a scripted extract from Blood Brothers in the style of realism. • Actively engage with rehearsals of professional repertoire, using skills and techniques relevant to the work. • Apply your skills and techniques	communicate your intentions • Apply feedback and respond to direction in a consistently positive manner. • Demonstrate an organised and highly self-disciplined approach to all sessions. Task 2: Rehearsal and Performance Learn, rehearse and perform a scripted extract from Blood Brothers in the style of realism. • Actively engage with rehearsals of professional repertoire, using skills and techniques relevant to the work. • Apply your skills and techniques competently	which is continuous and unedited lasting between 7 and 15 minutes. Each learner within the group must identify themselves to the camera at the start of the performance. Refer to the Administrative Support Guide (ASG) for file format information. Activity 4 Evaluation report Up to 600 words Learner notes can be used during this activity. The evaluation report can be word processed or handwritten and scanned, but must be saved as a PDF.
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competently in the performance of professional repertoire. • Use skills and techniques appropriately in rehearsal and performance of professional repertoire. • Be creative in your selection and use of skills and techniques in rehearsal and performance of professional repertoire. • Thoughtfully select the appropriate skills and techniques needed to rehearse and perform professional repertoire. • Apply your skills and techniques with confidence. • Apply the stylistic qualities and interpretative skills to a consistently high standard.	in the performance of professional repertoire. • Use skills and techniques appropriately in rehearsal and performance of professional repertoire. • Be creative in your selection and use of skills and techniques in rehearsal and performance of professional repertoire. • Thoughtfully select the appropriate skills and techniques needed to rehearse and perform professional repertoire. • Apply your skills and techniques with confidence. • Apply the stylistic qualities and interpretative skills to a consistently high standard. Successfully communicate the intention of the piece.	
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Successfully communicate the intention of the piece. Task 3: Milestone reviews Throughout Assignments 1 and 2 you will maintain a Log Book where you will regularly evaluate your own development and document your progress. You will use your notes to conduct four milestone reviews: • Initial Skills Review • Progress with Skills Development • Rehearsals of Repertoire • Final Evaluation. For each milestone review include: • An explanation of the skills and techniques you used in practical workshops, rehearsals or performance.	Task 3: Milestone reviews Throughout Assignments 1 and 2 you will maintain a Log Book where you will regularly evaluate your own development and document your progress. You will use your notes to conduct four milestone reviews: • Initial Skills Review • Progress with Skills Development • Rehearsals of Repertoire • Final Evaluation. For each milestone review include: • An explanation of the skills and techniques you used in practical workshops, rehearsals or performance.	
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• A list of your strengths and areas for improvement. • A link from each strength and area for improvement in your list to an appropriate example from your experience in practical workshops, rehearsals or performance. • An analysis of your own development and application of skills and techniques making reference to professional working practices you have encountered so far. • Well thought out examples from your experience in practical workshops, rehearsals or performance to support any judgements you make. • Based on your analysis, set yourself detailed targets that will help you to improve your	• A list of your strengths and areas for improvement. • A link from each strength and area for improvement in your list to an appropriate example from your experience in practical workshops, rehearsals or performance. • An analysis of your own development and application of skills and techniques making reference to professional working practices you have encountered so far. • Well thought out examples from your experience in practical workshops, rehearsals or performance to support any judgements you make. • Based on your analysis, set yourself detailed targets that will help you to improve your skills, techniques and professional practice.	
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skills, techniques and professional practice. • Reference to specific exercises and/or tasks that will help you to achieve your targets. • Ensure your reviews are presented to a high standard and use subject terminology throughout.	• Reference to specific exercises and/or tasks that will help you to achieve your targets. • Ensure your reviews are presented to a high standard and use subject terminology throughout.	
		Set Task Information
Intent behind the unit You have decided to audition for the local Youth Performance Company. In order to prepare for the audition, you must develop your acting skills by taking part in physical and vocal workshops and classes. You have been asked to prepare an audition piece from the professional work Blood Brothers by Willy Russell of a minimum of two minutes duration. The piece could be a solo performance or you could be working with others in a group piece. In order to effectively prepare for the audition, you will need to continuously review your own development in workshops, rehearsals and performances, working hard to make improvements.		You have been commissioned by a national charity that supports disadvantaged children and young people. You have been asked to contribute, as performers, to a new fundraising campaign. This campaign will include performance work that will explore ways to improve the lives of disadvantaged children and young people across the country. The charity has set the stimulus for the performance as: ‘Blank canvas’ In response to this stimulus, you must work as part of a group of between three and seven performers (and a maximum of four designers* if applicable) to create a workshop performance (7 to 15 minutes) that communicates ideas and creative intentions to a specific target audience on how to improve the lives of disadvantaged children and young people. Throughout the task you must participate in discussions and practical activities to shape and develop original material.



It is recommended that you spend approximately 8 hours working with your group developing ideas and rehearsing for the performance.
You will need to keep records of how you developed your ideas and skills to support your written submissions.
Performers must perform in the workshop performance.
Designers must pitch/present their ideas to the invited audience.
As a performer, you will need to perform as part of a group and work together applying skills and techniques in order to communicate the group's creative intentions.
As a designer, you will present your design idea showing how you applied skills and techniques in order to communicate the group's creative intentions.
At the end, you will evaluate your work.

Assessment Focus:

- Video recordings of workshops.
 - Video recordings of milestone rehearsals. Supporting tutor observation records (if necessary).
 - Milestones reviews (See Task 3).
 - Video recordings of milestone rehearsals.
 - Video recording of the workshop performance.
 - Supporting tutor observation records (if necessary).
- Four milestone reviews

Outcomes for submission

Learners should submit four pieces of evidence.

- Activity 1: an ideas log completed and saved as a PDF (up to 600 words).
- Activity 2: a skills log completed and saved as a PDF (up to 600 words).
- Activity 3: Performers must submit a digital recording of a workshop performance to an audience of between 7 and 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 5 to 10 minutes.
- Activity 4: an evaluation report completed and saved as a PDF (up to 600 words).