

# The English Martyrs Catholic School and Sixth Form College

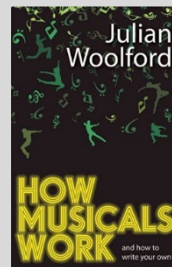
Performing Arts Y12	Module 1	Module 2	Module 3
<b>Topic Theme and Intent</b>	The purpose of this module is for learners to start Unit 2 - Proposal for a commissioning Brief.	The purpose of this module is for learners to start Unit 8 – Performing Repertoire and Unit 4 – Combined Arts.	The purpose of this module is for learners to learn Unit 1 – Prepare to Work in the performing Arts Sector. They will also continue to work on Unit 8 and Unit 4.
<b>Knowledge</b>	<b>Unit 2: Proposal for a commissioning Brief.</b> <ul style="list-style-type: none"> <li>Understand the key features of projects</li> <li>Be able to plan and develop a project from a commissioning brief</li> <li>Know how to write a final proposal for a project</li> </ul>	<b>Unit 4: Combined Arts</b> <ul style="list-style-type: none"> <li>Understand the ways in which different forms and styles have been combined</li> <li>Be able to develop skills for a combined arts performance</li> <li>Be able to rehearse and perform in a combined arts performance</li> </ul> <b>Unit 8: Performing Repertoire</b> <ul style="list-style-type: none"> <li>Know the defining features of a repertoire</li> <li>Be able to develop skills required for a repertoire</li> <li>Be able to replicate key elements of repertoire</li> </ul>	<b>Unit 4: Combined Arts</b> <ul style="list-style-type: none"> <li>Be able to rehearse and perform in a combined arts performance</li> <li>Be able to evaluate combined arts</li> </ul> <b>Unit 8: Performing Repertoire</b> <ul style="list-style-type: none"> <li>Be able to replicate key elements of repertoire</li> <li>Be able to perform from a repertoire</li> </ul> <b>Unit 1: Prepare to work in the performing arts</b> <ul style="list-style-type: none"> <li>Understand the performing arts sector</li> </ul>
<b>Skills</b>	<b>Unit 2: Proposal for a commissioning Brief</b> <ul style="list-style-type: none"> <li>Gain knowledge and understanding of different communities.</li> <li>Develop an understanding of financial aspects which are applied within a project.</li> <li>Apply research and development of a brief</li> <li>Planning and development of a brief</li> <li>Contingency and problem solving</li> <li>Apply knowledge to create structure of formal proposal</li> </ul>	<b>Unit 4: Combined Arts</b> <ul style="list-style-type: none"> <li>Demonstrate the ability to apply skills and techniques to specific art forms.</li> <li>Demonstrate a range of forms and styles</li> <li>Identify smart targets against own skills</li> <li>Show ability to be able to rehearse, working individually and as an ensemble.</li> </ul> <b>Unit 8: Performing Repertoire</b> <ul style="list-style-type: none"> <li>Defining features of repertoire</li> <li>Develop knowledge of the different styles of performance</li> <li>Use of repertoire in venue and company programming</li> <li>Be able to analysis of form and structure</li> <li>Demonstrate the ability to be able to apply elements of repertoire</li> </ul>	<b>Unit 4: Combined Arts</b> <ul style="list-style-type: none"> <li>Show ability to be able to rehearse, working individually and as an ensemble.</li> <li>Demonstrate own skills and techniques with a final performance</li> <li>Evaluation of own process and reflection of performance.</li> </ul> <b>Unit 8: Performing Repertoire</b> <ul style="list-style-type: none"> <li>Demonstrate the ability to be able to apply elements of repertoire</li> <li>Perform a piece of repertoire</li> </ul> <b>Unit 1: Prepare to work in the performing arts</b> <ul style="list-style-type: none"> <li>Develop an understanding of professionals within the industry</li> <li>Demonstrate knowledge of the range and scope of the sectors</li> </ul>
<b>Literacy Links</b>	<b>Reading</b> – Students will need to use their reading skills to develop knowledge then researching into the industry. This will also be applied to articles and any other forms of research. Use of script work for performances. <b>Writing</b> –. This skill is developed and used throughout the course. Producing coursework for units, writing pitches, reports, set tasks and subject specific vocabulary. <b>Oracy</b> – Forming opinions and demonstrating them class discussions. Verbal feedback of own work and peers. Speaking confidently and effectively by presenting ideas and opinions		
<b>Essential Vocabulary</b>	<b>Unit 2:</b> Community Arts, Community, Workshops, Outreach, Counterculture, Verbatim Theatre, Forum Theatre, Funding, Charitable status, Local, Regional, Stakeholders, Social communities, social cohesion, Unique selling point, Scale, Initial Ideas, Contingencies, Scenography, Theatre in education, Pitch, Sustainability, Legacy.	<b>Unit 4:</b> Combined Arts, Styles, Forms, Practitioners, Performances, Skills, Techniques, Rehearse, Zeitgeist, Satire, Parody, Reinterpretation, Hyper-reality, Bricolage, Repetition, Site-specific, Montage, Risk, Diversity, Intertextuality, Juxtaposition, Collaboration, Fingerprints, Deconstruction, Verbatim theatre, Promenade, Immersive theatre. <b>Unit 8:</b> Repertoire, Styles, Conventions, Methods, Influences, Codified language, Turnout, Dance, Drama, Musical Theatre, Techniques, Audience, Release methods, Solo, Duet, Trio, Ensemble, Characterisation, Voice, Technology, Staging, Rehearsal, Artistic vision, Production	<b>Unit 1:</b> Profession, Organisations, Structures, Contract, Freelance, Pitch, Showbusiness, Directing, Producing, Front of House, Consultant, Self-employed, Impresario, Crowdfunding

## Disciplinary Reading

## Reading for Pleasure



The Monologue Audition:  
A Practical Guide for Actors (Limelight)  
By Karen Kohlhaas



How Musicals Work: And How to Write Your Own  
Paperback – Illustrated,  
27 July 2012 - By Julian Wilford – **1848421753**



Choreography: Creating and Developing Dance for Performance  
Paperback – 24 July 2019 - By Kate Flatt - **1785006118**