

## The English Martyrs Catholic School and Sixth Form College

<b>Performing Arts Y13</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
<b><u>Topic Theme and Intent</u></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><u>Knowledge</u></b>	<p>Students will:</p> <p><b>Unit 1: Prepare to work in the performing arts</b></p> <ul style="list-style-type: none"> <li>Understand the performing arts sector</li> <li>Develop knowledge of organisations and the roles in the performance arts industry.</li> <li>Understand progression and opportunities in the performing arts sector.</li> <li>Product strategies for sustaining a freelance career.</li> </ul>	<p>Students will:</p> <p><b>Unit 4: Combined Arts</b></p> <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> <p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>Gain an understanding of the practitioners within the industry.</li> <li>Develop knowledge of styles and techniques</li> <li>Historical context</li> </ul>	<p>Students will:</p> <p><b>Unit 4: Combined Arts</b></p> <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> <p><b>Unit 3: Influential performance practice</b></p> <ul style="list-style-type: none"> <li>Know the historical context of performance material</li> <li>Understand the work of practitioners</li> <li>Present and evaluate research findings</li> </ul>
<b><u>Skills</u></b>	<p>Students will:</p> <p><b>Unit 1: Prepare to work in the performing arts</b></p> <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> <li>Develop own skills and techniques</li> <li>Perform solo audition linking to a specific brief</li> <li>Create and perform a pitch to camera</li> <li>Apply knowledge of a cv into</li> </ul>	<p>Students will:</p> <p><b>Unit 4: Combined Arts</b></p> <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> <p><b>Unit 3: Influential performance practice</b></p> <ul style="list-style-type: none"> <li>Practical development of skills and techniques</li> <li>Broaden knowledge of practitioner's techniques through practical workshops</li> <li>Presentation of a range of practitioners</li> </ul>	<p>Students will:</p> <p><b>Unit 4: Combined Arts</b></p> <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> <p><b>Unit 3: Influential performance practice</b></p> <ul style="list-style-type: none"> <li>Develop own performance skills and techniques</li> <li>Perform two contrasting solo performances</li> <li>Apply specific practitioner techniques</li> </ul>
<b><u>Literacy Links</u></b>	<p><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.</p> <p><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.</p> <p><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</p>	<p><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.</p> <p><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.</p> <p><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.</p>	<p><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.</p> <p><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.</p> <p><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.</p>
<b><u>Essential Vocabulary</u></b>	<p><b>Unit 1:</b> Profession, Organisations, Structures, Contract, Freelance, Pitch, Showbusiness, Directing, Producing, Front of House, Consultant, Self-employed, Impresario, Crowdfunding, Contract, Funding, Roles, Transferable Skills, Industries, Performer, Pitch, Economic, Social, Cultural, Contingency,</p>	<p><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,</p>	<p><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,</p>

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		<p>Deconstruction, Verbatim theatre, Promenade, Immersive theatre.</p> <p><b>Unit 3:</b> Practitioners, Repertoire, Theatre Styles, Eclecticism, Form, Context, Contrast, Devising, Dance, Drama, Contemporary, Epic, Modern, Conditions, Socio-Historical Context, Stylistic Influences, Audience, Technological Contexts, Performance, Political periods, Martha Graham, Merce Cunningham, Eric Hawkins, Robert Garland, Kyle Abraham, Pina Bausch, Christopher Bruce, Bob fosse, Jack Cole, George Balanchine, Katherine Dunham, Jerome Robbins, Gene Kelly, Steven Berkoff, Stanislavski,</p>	<p>Deconstruction, Verbatim theatre, Promenade, Immersive theatre.</p> <p><b>Unit 3:</b> Practitioners, Repertoire, Theatre Styles, Eclecticism, Form, Context, Contrast, Devising, Dance, Drama, Contemporary, Epic, Modern, Conditions, Socio-Historical Context, Stylistic Influences, Audience, Technological Contexts, Performance, Political periods, Martha Graham, Merce Cunningham, Eric Hawkins, Robert Garland, Kyle Abraham, Pina Bausch, Christopher Bruce, Bob fosse, Jack Cole, George Balanchine, Katherine Dunham, Jerome Robbins, Gene Kelly, Steven Berkoff, Stanislavski,</p>
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### Disciplinary Reading

### Reading for Pleasure

Performing Arts



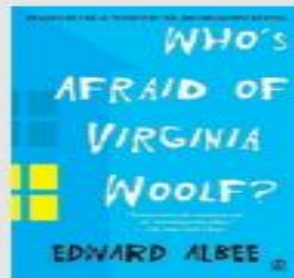
Audition



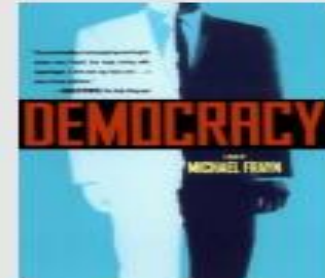
The Monologue Audition



Acting Through Song



Who's Afraid of Virginia Woolf?



Democracy



Ghosts