

# The Samworth Church Academy

## Curriculum Journey: Drama

### Year 7

Autumn (Rotation 1 shared with Dance and Music)	<p><i>Introduction to Drama</i> to introduce a range of skills needed to learn initial drama techniques that they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects.</p>
	<p>We look at different themes linked to current affairs and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.</p>

### Year 8

Autumn	<p><i>Peer Pressure and Panto</i> Students will look at different command words and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.</p>
Spring	<p><i>Peer Pressure and Spy School</i> Learners will explore different plots, settings, characters through these peer pressure topics, which will aid knowledge and understanding of drama.</p>
Summer	<p><i>Peer Pressure and Murder Mystery</i> Exploring practically a subject that is within their day to day life. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p>

### Year 9

Autumn	<p><i>Alcohol &amp; Respect and Time Machine</i> To explore the inner workings of the human body from models of the skeleton and internal organs, explored through the medium of 2D drawing media.</p>
Spring	<p><i>Alcohol &amp; Respect and Musical Theatre</i> Learners will develop transferrable skills in team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p>
Summer	<p><i>Alcohol &amp; Respect and Scripts</i> An introduction of skills to think creatively, looking at physical and vocal skills alongside different elements of theatre production.</p>

### Year 10

Autumn	<p><i>Exploring the Performing Arts</i> This unit is all about looking at 3 professional works and looking at different aspects, context and practitioners for all 3 plays.</p>
Spring	<p><i>Exploring the Performing Arts</i> This unit carries on, on to the final assessment. The component will develop a practical understanding of how performing arts work is created.</p>
Summer	<p><i>Developing Skills and Techniques in the Performing Arts</i> Within this unit students will be working as a performer or designer requires the application of skills, techniques and practices that enable they will be able to produce and interpret performance work.</p>

### Year 11

Autumn	<p><i>Theatre in Practice and Devising Theatre</i> Applying theatrical skills to realise artistic intentions in live performance, to create and develop ideas to communicate meaning for theatrical performance.</p>
Spring	<p><i>Autumn (continued) and Understanding Drama</i> How drama and theatre is developed and performed, including in connection to a set play and on students' ability to analyse and evaluate the live theatre work of others.</p>
Summer	<p><i>Understanding Drama</i> Students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p>

GCSE



### Year 12

Autumn	<p><i>Drama in the Community and Masks &amp; Puppetry</i> Introduce learners to the concept of community drama. Enable learners to explore and understand the potential of masks or puppets in creating theatre.</p>
Spring	<p><i>Audition Techniques</i> Introduce learners to audition techniques. The purpose of this unit is for learners to develop practical skills in the techniques for auditioning in the performing arts.</p>
Summer	<p><i>Careers in the Industry</i> This unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims.</p>

### Year 13

Autumn	<p><i>Careers, Acting for Camera and Performance Preparation</i> Familiarise learners with the processes associated with effective career planning. Introduce learners to different approaches to acting and to enable learners to incorporate ideas.</p>
Spring	<p><i>Acting for Camera and Performance Preparation</i> Participation in a performance production by developing their understanding of the styles and contexts of performance genres.</p>
Summer	<p><i>Contemporary Performances</i> Introduce learners to the concepts of contemporary theatre. The purpose of this unit is for learners to understand how contemporary theatre works.</p>



A Level

# Full Overview

## Drama

### Year 7

Rotation (shared with Dance and Music)

#### **Introduction to Drama**

In year 7 aim to introduce a range of skills needed to learn initial drama techniques that they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills along with different theatrical elements and projects. All work is practical and linked with recalling and revising terminology and theory.

We look at different themes linked to current affairs and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.

Drama has many transferable skills, so all students will be building team building, communication, self-confidence and leadership.

Through performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.

# Full Overview

## Drama

### Year 8

Autumn (Rotation 1)	Spring (Rotation 2)	Summer (Rotation 3)
<p><b>Peer Pressure</b> In year 8 we aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects.</p> <p>The focus on this rotation is Peer Pressure, which aids students to explore practically a subject that is within their day to day life. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Peer Pressures. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Panto</b> Another focus for this rotation is Panto, which aids students to explore practically a subject that is current for the time of year, and storytelling. Giving them experiences of different characters, song and also audience engagement.</p> <p>Students will be able to be creative, explore and drama techniques that they can use in their live performances about Panto every lesson. They will learn and develop costume and props for performance to develop their work.</p> <p><b>Both topics cover</b> The themes that are cover focus on transferable skills, so students will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>This is where Students will gain specific and measurable feedback from the teacher and their peers. This will aid to build their confidence through the scheme of work and help personal progression and achievement. Learners will explore different plots, settings, characters through these peer pressure topics, which will aid knowledge and understanding of drama.</p> <p>Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>	<p><b>Peer Pressure</b> In year 8 we aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects.</p> <p>The focus on this rotation is Peer Pressure, which aids students to explore practically a subject that is within their day to day life. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Peer Pressures. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Spy School</b> Another focus for this rotation is Spy School, which aids students to explore practically a subject that is looking at investigation skills, and guessing who did it! Giving them experiences of different characters, stimulus, and resources.</p> <p>Students will be able to be creative, explore and drama techniques that they can use in their live performances about Spy School every lesson. They will learn and develop costume and props for performance to develop their work.</p> <p><b>Both topics cover</b> The themes that are cover focus on transferable skills, so students will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>This is where Students will gain specific and measurable feedback from the teacher and their peers. This will aid to build their confidence through the scheme of work and help personal progression and achievement. Learners will explore different plots, settings, characters through these peer pressure topics, which will aid knowledge and understanding of drama.</p> <p>Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>	<p><b>Peer Pressure</b> In year 8 we aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects.</p> <p>The focus on this rotation is Peer Pressure, which aids students to explore practically a subject that is within their day to day life. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Peer Pressures. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Murder Mystery</b> Another focus for this rotation is Spy School, which aids students to explore practically a subject that is looking at investigation skills, and guessing who did it! Giving them experiences of different characters, stimulus, and resources.</p> <p>Students will be able to be creative, explore and drama techniques that they can use in their live performances about Spy School every lesson. They will learn and develop costume and props for performance to develop their work.</p> <p><b>Both topics cover</b> The themes that are cover focus on transferable skills, so students will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>This is where Students will gain specific and measurable feedback from the teacher and their peers. This will aid to build their confidence through the scheme of work and help personal progression and achievement. Learners will explore different plots, settings, characters through these peer pressure topics, which will aid knowledge and understanding of drama.</p> <p>Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>

# Full Overview

## Drama

### Year 9

Autumn (Rotation 1)	Spring (Rotation 2)	Summer (Rotation 3)
<p><b>Alcohol and Respect</b> In year 9 aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects. The focus on Alcohol and Respect, aids students to explore practically a subject that they may have to deal with on a day to day basis, or just gain a better understanding of the topic to avoid in the future. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Alcohol and Respect. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Time Machine</b> Another focus for this rotation is Time Machine, which aids students to explore practically a subject that looks at different places in time that have had a pivotal historical moment. This gives them different stimulus and resources to use to creative live performance work.</p> <p>Students will be able to be creative, explore and use drama techniques that they have within the tool box that they have filled throughout Key stage 3. They will also look at the technical aspects, with costume, props and lighting.</p> <p><b>Both topics cover</b> Students along the way will look at different command words and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.</p> <p>The topics are focused on transferable skills, so learners will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>All key stage 3 schemes provide students with essential "soft skills" of team work, creative thinking and communication. Exploring the situations presented in the scheme. Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>	<p><b>Alcohol and Respect</b> In year 9 aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects. The focus on Alcohol and Respect, aids students to explore practically a subject that they may have to deal with on a day to day basis, or just gain a better understanding of the topic to avoid in the future. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Alcohol and Respect. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Musical Theatre</b> Another focus for this rotation is Musical, which aids students to explore practically Drama, Dance and Music with the focus on a chosen Musical. This gives them different skills in script work, character development and movement for performance to creative live performance work.</p> <p>Students will be able to be creative, explore and use drama techniques that they have within the tool box that they have filled throughout Key stage 3. They will also look at the technical aspects, with costume, props and lighting.</p> <p><b>Both topics cover</b> Students along the way will look at different command words and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.</p> <p>The topics are focused on transferable skills, so learners will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>All key stage 3 schemes provide students with essential "soft skills" of team work, creative thinking and communication. Exploring the situations presented in the scheme. Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>	<p><b>Alcohol and Respect</b> In year 9 aim to develop and reintroduce a range of skills needed to creative and develop pieces of drama. These drama skills and techniques they will be using throughout the whole of Key Stage 3. They will be looking at physical and vocal skills a long with different theatrical elements and projects. The focus on Alcohol and Respect, aids students to explore practically a subject that they may have to deal with on a day to day basis, or just gain a better understanding of the topic to avoid in the future. Giving them experiences of how to deal with these situations, the repercussions and where help can be found.</p> <p>Learners will be able to be creative, explore and drama techniques that they can use in their live performances about Alcohol and Respect. They will learn and develop technical aspects of the theatre and the aspects that they can bring to a performance to develop their work, but also aid their performance.</p> <p><b>Scripts</b> Another focus for this rotation is Script work, which aids students to explore practically a contemporary script that looks at naturalism and physicality. This gives them different aspect of drama to look at and structure to be creative and perform live theatre.</p> <p>Students will be able to be creative, explore and use drama techniques that they have within the tool box that they have filled throughout Key stage 3. They will also look at the technical aspects, with costume, props and lighting.</p> <p><b>Both topics cover</b> Students along the way will look at different command words and key vocabulary that will give them an insight into certain aspects of the context and history behind drama.</p> <p>The topics are focused on transferable skills, so learners will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>All key stage 3 schemes provide students with essential "soft skills" of team work, creative thinking and communication. Exploring the situations presented in the scheme. Drama is an important factor within the whole school curriculum as it develops emotional literacy and empathy for our young people as they explore the world around them from the safety of a given role. Through continued performance students develop vital public speaking skills and confidence, continual feedback and constructive criticism harnesses resilience and fosters a strong sense of self.</p>

# Full Overview

## Drama

### Year 10

Autumn	Spring	Summer
<p><b>Unit 1 – Exploring the Performing Arts</b></p> <p>This unit is all about looking at 3 professional works and looking at different aspects, context and practitioners for all 3 plays.</p> <p>They will look at one physical element – two contemporary elements.</p> <p>Students will be looking and engaging into the roles and responsibility of production staff and performers.</p> <p>You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.</p> <p>Student will broaden their knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.</p> <p>Students along the way will look at different command words and key vocabulary that will give them an insight into certain aspects of the context and history behind acting and theatre.</p> <p>The topics are focused on transferable skills and working towards the final assessment of the unit.</p> <p>Students will be building team building, communication, self-confidence and leadership. All these skills can be taken into other subject areas and developed as study skills.</p> <p>This unit is all about being creative, exploring, critical thinking and communication.</p>	<p><b>Unit 1 – Exploring the Performing Arts</b></p> <p>This unit carries on, on to the final assessment. The component will develop a practical understanding of how performing arts work is created.</p> <p>You will be assessed on elements such as roles, responsibilities and the application of relevant skills and techniques.</p> <p>This unit will give you an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.</p> <p>You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p>You will create live performance work, along with a portfolio of your learning journey.</p>	<p><b>Unit 2 – Developing Skills and Techniques in the Performing Arts</b></p> <p>Within this unit you will be working as a performer or designer requires the application of skills, techniques and practices that enable they will be able to produce and interpret performance work.</p> <p>Students will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style, acting. Within this unit, students will be developing performing or design skills and techniques.</p> <p>Students will have the opportunity to specialise as a performer or designer acting.</p> <p>Students will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process.</p> <p>Students will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.</p>

# Full Overview

## Drama

### Year 11

Autumn	Spring	Summer
<p><b>Component 3 – Theatre in Practice</b></p> <p>This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.</p> <p>Students will be working with scripts to perform 2 extracts from a contemporary play that links to the chosen practitioner.</p> <p>Students will have to analyse their performance, take on feedback and develop their extracts to meet their chosen intentions.</p> <p><b>Component 2 – Devising Theatre</b></p> <p>This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.</p> <p>Students will be given a stimulus to explore, creative and develop to create a live performance piece.</p> <p>Students will explore and workshop the key themes, and practitioners that will be linked to their final performance.</p>	<p><b>Component 3 – Theatre in Practice</b></p> <p>Students will be working with scripts to perform 2 extracts from a contemporary play that links to the chosen practitioner with the rehearsal and refinement process to be able to be ready for a practical examination.</p> <p>Students will have to analyse their performance, take on feedback and develop their extracts to meet their chosen dramatic intentions, that link to the actor's audiences intentions.</p> <p><b>Component 2 – Devising Theatre</b></p> <p>Students will be focusing on the development of their live performance that links to their chosen stimulus, but also their theatre practitioner.</p> <p>Students will be completing their coursework that is attached to this component looking at,</p> <ul style="list-style-type: none"><li>• Development</li><li>• Refinement</li><li>• Analysing and evaluation</li></ul> <p><b>Component 1 – Understanding Drama</b></p> <p>This component is the written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p> <p>Students will be revising, roles in the theatre, Blood Brothers and Live Theatre.</p> <p>Students will be focusing on writing structures, command words and vocabulary.</p>	<p><b>Component 1 – Understanding Drama</b></p> <p>This component is the written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.</p> <p>Students will be revising, roles in the theatre, Blood Brothers and Live Theatre.</p> <p>Students will be focusing on writing structures, command words and vocabulary.</p>

# Full Overview

## Drama

### Year 12

Autumn	Spring	Summer
<p><b>Unit 1 - Theatre in Education – Drama in the Community</b></p> <p>This unit is to introduce learners to the concept of community drama. The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.</p> <p>Understand the concept of community drama – Therefore they will explore the different concepts that are out there in the local community and nationwide.</p> <p>Students will plan, organise and create a performance for a short community drama – This will be with the main focus of creating a Theatre in Education company and looking at how Drama can support the National Curriculum.</p> <p>Students will perform in a short performance that links to the National Curriculum, but also try to engage with local primary schools to take their performance outside of school.</p> <p>Students will demonstrate their understanding of their own strengths and areas for development, which will come through portfolio work, video evidence or logs.</p> <p><b>Unit 2 - Working with Masks and Puppetry</b></p> <p>This unit is to enable learners to explore and understand the potential of masks or puppets in creating theatre. The purpose of this unit is to work towards the performance of an original piece of theatre devised by the learner.</p> <p>This element will support their Theatre in Education project above, and explore mask making for their specific characters, but it will be at the design of costumes and set also.</p> <p>Students will have to explore the context behind masks, and the different types that can be used within performance.</p>	<p><b>Unit 3 – Audition Techniques</b></p> <p>This unit is to introduce learners to audition techniques. The purpose of this unit is for learners to develop practical skills in the techniques for auditioning in the performing arts.</p> <p>Students will gain the ability to audition successfully is a fundamental part of working as a performer. This includes not only the audition itself, but also developing successful strategies for preparation, organisation and time management to ensure that the audition runs smoothly and that the individual can be at their best.</p> <p>Students will also explore audition techniques that can also be applied more widely to interviews in the workplace where the ability to prepare and deliver a good interview relies on good planning and organisation as much as the techniques involved.</p> <p>Students will have to perform 3 monologues –</p> <ul style="list-style-type: none"><li>• Classical</li><li>• Contemporary</li><li>• Own Choice</li></ul> <p>They will also explore and develop sight reading skills, along with line learning, and character workshops.</p> <p>Students as part of this unit will develop singing skills to support their final audition/assessment. This will be a short and small part of the final assessment, and looks at the character development and performance skills.</p>	<p><b>Unit 4 – Careers in the Creative and Performing Arts Industry</b></p> <p>This unit is to familiarise learners with the processes associated with effective career planning.</p> <p>The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning</p> <p>Students start to look at dream jobs and do research into the sector.</p> <p>Students review their personal skills performance skills and also their future skills that they might need. Aiding Evaluation, Reflection and self analysis.</p>

# Full Overview

## Drama

### Year 13

Autumn	Spring	Summer
<p><b>Unit 4 – Careers in the Creative and Performing Arts Industry</b></p> <p>This unit is to familiarise learners with the processes associated with effective career planning.</p> <p>The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning</p> <p>Students start to look at dream jobs and do research into the sector.</p> <p>Students review their personal skills performance skills and also their future skills that they might need. Aiding Evaluation, Reflection and self analysis.</p> <p>Students will have the ability to manage a career through careful planning - combined with a thorough knowledge of the professional landscape and the opportunities available within it - will substantially increase the potential for individuals to have a range of robust career options available to them.</p> <p>On a more specialist level, in order to develop professionally and to increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process.</p> <p>Students will be completing CV writing, UCAS, Personal Statements, business plans.</p> <p><b>Unit 5 – Acting for Camera</b></p> <p>This unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.</p> <p>The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.</p> <p>Students will be exploring the different genres and types of films/acting for camera elements that are out in the industry and how they are made.</p> <p><b>Unit 6 – Performance Preparation</b></p> <p>This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/ interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.</p> <p>Students will undergo their 10 hours of preparation time before taking their external unit the following term. This will include research on the stimulus, ideas, concepts and next steps.</p>	<p><b>Unit 6 – Performance for Preparation</b></p> <p>This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/ interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.</p> <p>Effective planning, rehearsing and collaborating with others is vital to the success of performance productions.</p> <p>Auditioning/interviewing for particular roles is also a necessary part of being involved in the performing arts.</p> <p>The process can be nerve-wracking, so the more a learner can understand the techniques, forms and accepted procedures, together with the development of analytical and strategic thinking skills, the easier it becomes. This unit will provide learners with a wide range of techniques that will be very useful for those who seek to work in the performing arts industry in many different roles.</p> <p>This student's external assessment so they will be focusing on;</p> <ol style="list-style-type: none"> <li>1. Understand the style and context of contrasting performance genres</li> <li>2. Understand how to audition for a performance</li> <li>3. Collaborate with others to develop the plan for an integrated production</li> </ol> <p><b>Unit 5 – Acting for Camera</b></p> <p>This unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.</p> <p>The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.</p> <p>Students will be exploring the different genres and types of films/acting for camera elements that are out in the industry and how they are made.</p> <p>The idea that acting can be systematically studied and taught is a relatively new one. However, from the early years of the twentieth century onwards a number of 'systems' have been introduced by leading practitioners and these have become the basis for much of the work in theatre/drama schools and University drama departments.</p>	<p><b>Unit 6 - Contemporary Theatre</b></p> <p>This unit is to introduce learners to the concepts of contemporary theatre. The purpose of this unit is for learners to understand how contemporary theatre works.</p> <p>Contemporary theatre is a broadly encompassing term for performances which include West End productions, touring theatre productions and any other performances that might be considered "contemporary" by audiences.</p> <p>Actors need to understand how contemporary theatre works and the range of opportunities involved within it, including the business as well as the creative side of theatres and performances.</p> <p>Students will finish their qualification with a final scripted performance that they will evaluate their progression and skill/performance development.</p>