

Performing Arts					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn A Topic	High School Musical	The Greatest Showman	Term 1: DNA	Unit 1 – Performing	Performing Arts in Practice
Autumn A Knowledge	<p>In this project, students will explore a variety of scenarios and how different groups of people interact with others. They will improve awareness and discovery of number of situations through creative activity, which will strengthen their ability to empathise with others. Students will complete an in-depth self-evaluation to monitor progress at the end of this unit.</p> <p>Aims:</p> <p>Create a community of enquiry to support exploration of deeper layers of meaning. Share viewpoints freely and challenge further possibilities and explanations. Develop student’s ability to problem solve and challenge viewpoints.</p>	<p>This unit looks at films and how they portray characters and situations through a variety of methods. Students will use arrange of active learning techniques to explore how characters can be portrayed and compare how they react to real life situations. They will work independently and in groups to widen understanding of media representation and will take part in a group assessment at the end of the unit.</p> <p>Aims:</p> <p>Deepen students’ understanding of the difference between reality and film. Enable students to use improvisation and a variety of techniques. Encourage involvement in discussion and promote inclusion for all students.</p>	<p>This unit of work will widen students’ understanding of what ‘gang culture’ means and its effects. They will look at this from different perspectives and will take part in a community of enquiry to address issues on a local, national, and international scale. Students will participate in a range of activities to develop opinions and ideas which will improve communication skills. They will become experts in solving situations.</p> <p>Aims:</p> <p>Enable students to understand devastating situations. Discuss emotions and the psychological impact that devastation causes. Promote problem solving and encourage learners to become masters of their own decisions.</p>	<p>Introductory workshops in one performance discipline. These sessions will not be very extensive but will serve as an introduction to professional approaches including:</p> <p>Warm-up; rehearsal; skills development; exploration and design and group work All students will create a skills audit/cv for themselves.</p> <p>Aims:</p> <p>Exploration of the performing arts industry in a range of contexts. Students to consider the purpose and function of the performing arts industry. Students to begin to recognize their individual strengths holistically.</p> <p>Learning Outcomes:</p>	<p>Exploration of the performing arts industry through case studies of companies; job roles; venues; publicity and marketing. Organize an opportunity for students to experience a live performance. Unit 3 Rehearsals.</p> <p>Aims:</p> <p>Exploration of the performing arts industry in a range of contexts. Students to consider the purpose and function of the performing arts industry. Students ensure that they prepare for workshops and carry out follow up opportunities.</p> <p>Learning Outcomes:</p>

	<p><u>Learning Outcomes:</u></p> <p>Widen understanding of a particular issue or topic through the use of active learning. Show empathy towards other people's situations or dilemmas. Know how to support others and share their own personal experiences.</p>	<p><u>Learning Outcomes:</u></p> <p>Develop understanding of a range of characters appropriate for specific situations. Know how to respond to a narrative and analyse the impact of people's decisions. Show support towards other people's situations.</p>	<p><u>Learning Outcomes:</u></p> <p>Experiment with vocabulary and nonverbal features to express opinions and enhance interpretation. Use a range of dramatic technique to show insight and clarity. Show consistency in looking at situations from different perspectives.</p>	<p>Practical work to focus on a mini-brief where students can explore different disciplines whilst working towards one aim. Using a range of dramatic technique, students will explore how to operate effectively as a group. Development of responsibilities – how to run meetings (agendas and minutes etc) and an action plan.</p> <p>This exploration will help to give a context and aim to their Unit 1 work and a purpose to the way they respond to the Unit 1 brief. Skills improvement should continue with records being made in the notebook. These will also be typed in controlled conditions.</p>	<p>Practical work to focus on a mini-brief where students can prepare a performance in front of an audience. Displaying a range of disciplines, students will show a variety of stages techniques. Development of responsibilities – how to give critical feedback for a range of different disciplines.</p>
<p>Autumn A Skills</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will take part in activities that will require co-operation from others to support each other's learning and progression.</p> <p><u>Creative Learning</u> Through activities and using a variety of active learning techniques, students will</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will work collaboratively to make significant decisions about a variety of situations, working as a class and small groups.</p> <p><u>Creative Learning</u> Learners will think creatively to change the direction of the narrative. This will form</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will take part in activities that will require group co-operation and will be part of a democratic society.</p> <p><u>Creative Learning</u> Through a community of enquiry, participants will explore layers of meaning</p>	<p><u>Skills:</u></p> <p><u>Performance</u> Creatives reproduce work in a huge range of disciplines, sometimes as revivals of plays or musicals, remixes of original songs and cover versions. They work with an existing piece of music, text or choreography and undertake a research and rehearsal process to</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry.

<p>explore how to tackle issues and problem solve.</p> <p><u>Independent Learning</u> Performers will manage their time to incorporate a range of activities and take on roles and responsibilities.</p> <p><u>Effective Participants</u> All learners will make positive contributions and will feel included in activities.</p> <p><u>Self-Awareness</u> Active learning techniques will improve confidence and poor social health.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Freeze Frame ▪ Hot Seating ▪ Improvisation ▪ Role Play ▪ Cross Cutting ▪ Thought Tracking ▪ Mantle of the Expert ▪ Community of Enquiry ▪ Spotlighting ▪ Masking ▪ Motif ▪ Physicality ▪ Dynamics ▪ Gesture ▪ Canon <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Emotion ▪ Freeze 	<p>the basis of their performance work.</p> <p><u>Independent Learning</u> Performers will manage their time effectively and show that they can work to a timeframe.</p> <p><u>Effective Participants</u> All students will be encouraged to take on a specific role.</p> <p><u>Self-Awareness</u> Students will evaluate their own progress and act on feedback from others.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Character Development ▪ Freeze Frame ▪ Thought Tracking ▪ Soundscape ▪ Teacher / Student in Role ▪ Marking the Moment ▪ Still Image ▪ Storyboard ▪ Mantle of the Expert ▪ Accuracy ▪ Control ▪ Position ▪ Pirouette <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Trailer ▪ Storyboard 	<p>that will improve investigative skills.</p> <p><u>Independent Learning</u> Students will learn to manage their time effectively to widen their understanding of a particular concept.</p> <p><u>Effective Participants</u> All learners will be included in active learning activities to promote inclusion.</p> <p><u>Self-Awareness</u> Students will become more aware of the different roles within society.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Character Development ▪ Freeze Frame ▪ Thought Tracking ▪ Still Image ▪ Teacher / Student in Role ▪ Marking the Moment ▪ Soundscape ▪ Storyboard ▪ Mantle of the Expert ▪ Motif ▪ Tableaux ▪ Timing. ▪ Silhouette ▪ Balance <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Trailer ▪ Storyboard 	<p>reproduce the work to a professional standard.</p> <p>Whether reproducing an existing piece of text, music or choreography, a process is followed by including research and rehearsal in order to develop the performance for an audience, then receiving feedback and reflecting on the completed piece, and further refining the performance.</p> <p>In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work. This unit can be completed through any one of the following disciplines:</p> <ul style="list-style-type: none"> • Drama • Music • Music Technology • Musical Theatre – two out of the three disciplines. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Physicality ▪ Proxemics 	<ul style="list-style-type: none"> ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production, including animation. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Physicality ▪ Proxemics
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	<ul style="list-style-type: none"> ▪ Drama Space ▪ Storytelling ▪ Persona ▪ Stereotypes ▪ Rejection ▪ Vulnerability ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Duologue ▪ Freeze Frame ▪ Genre ▪ Improvisation ▪ Objective ▪ Self-Evaluation ▪ Characterisation ▪ Reflection 	<ul style="list-style-type: none"> ▪ Duologue ▪ Freeze Frame ▪ Genre ▪ Improvisation ▪ Objective ▪ Self-Evaluation ▪ Characterisation 	<ul style="list-style-type: none"> ▪ Tension ▪ Pace ▪ Dynamics ▪ Gesture ▪ Drama terms (voice): ▪ Accent ▪ Emphasis ▪ Volume ▪ Tone ▪ Pause ▪ Pitch <p><u>Dance terms:</u></p> <ul style="list-style-type: none"> ▪ Motif ▪ Unison ▪ Canon ▪ Tableaux ▪ Coordination ▪ Accuracy ▪ Control ▪ Timing <p>Students will document the workshops undertaken for the Unit 1 portfolio without being overly narrative.</p> <p>It is most important to focus on what has been learnt.</p>	<ul style="list-style-type: none"> ▪ Tension ▪ Pace ▪ Dynamics ▪ Gesture ▪ Drama terms (voice): ▪ Accent ▪ Emphasis ▪ Volume ▪ Tone ▪ Pause ▪ Pitch ▪ <p><u>Dance terms:</u></p> <ul style="list-style-type: none"> ▪ Motif ▪ Unison ▪ Canon ▪ Tableaux ▪ Coordination ▪ Accuracy ▪ Control ▪ Timing <p>Students will ensure that the rehearsal process is documented and evidenced within the portfolio.</p> <p>They will include several observations of their peer workers.</p>
Autumn A Assessment opportunity	All students will complete the unit of work with a group or solo performance. They will be assessed on:	All students will complete the unit of work with a group or solo performance. They will be assessed on:	All students will complete the unit of work with a group or solo performance. They will be assessed on:	1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect	Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They

	<ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>Internally assessed through controlled assessment.</p> <p>Duration: Candidates will be required to perform existing work as a mock examination.</p> <p>This could be:</p> <ol style="list-style-type: none"> 1. One piece or a portfolio of pieces. 2. Performed individually or in groups of up to 10. <p>Individuals need to perform for between 3 and 6 minutes. Within a pair/group performance this individual timing remains. However, individuals can perform at the same time (e.g., a duet with both individuals singing at the same time could be 3 minutes long). Candidates should submit a record/portfolio of work and recordings that outline progress at three stages:</p> <ul style="list-style-type: none"> • Beginning of the process. • During the process. • the final performance. <p>This assessment contributes 30% to the overall qualification grade and will take 10 hours.</p>	<p>will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.</p>
Autumn B Topic	West Side Story	Hairspray	Blood Brothers	Unit 1 – Performing	Performing Arts in Practice

<p>Autumn B Knowledge</p>	<p>This project involves the development of characters and improving awareness about the different cultures and 'gang mentality.' By the end of the project, students will have explored what most of us think about adopting a multicultural society and will show a deeper empathy towards family expectations and traditions. This unit also lends it's work to other material; Romeo and Juliet and other famous love stories.</p> <p><u>Aims:</u></p> <p>Create and explore a variety of different characters. Enable students to understand more about a situation and the roles that people take. Discuss the place of gang culture and the relevance to today.</p> <p><u>Learning Outcomes:</u></p> <p>Take part in a community of enquiry to solve issues.</p>	<p>This unit of work focuses on how individuals contribute to society. It will encourage students to reflect on their own contributions and how their decisions can impact on other people's lives. Students will take on key roles within the community and learn to be more accepting of integration. It will promote community cohesion – leading to social change.</p> <p><u>Aims:</u></p> <p>Create and explore different roles within the community. Enable students to understand how communities work together and support each other. Develop empathy and understanding.</p> <p><u>Learning Outcomes:</u></p> <p>To become an active member of the group.</p>	<p>In this unit, students will explore Thatcherism. They will explore what leads people to commit crimes and what they as a society can do to help them. At the end of the project, they will perform a key scene; using a range of dance and drama techniques. Students will examine the different upbringings of both Mickey and Edward and the role that superstition takes in the play.</p> <p><u>Aims:</u></p> <p>Develop understanding about the choices we make. Learn about the performance skills and improve participation. Understand more about character development.</p> <p><u>Learning Outcomes:</u></p>	<p>Continuation of workshops in one performance discipline.</p> <p>Students will conduct their own warm-up; rehearsal; skills development audit and exploration of design and group work.</p> <p><u>Aims:</u></p> <p>Exploration of the performing arts industry in a range of contexts. Students to consider the purpose and function of the performing arts industry in each context. Students to begin to develop their individual strengths whilst maintaining a holistic approach.</p> <p><u>Learning Outcomes:</u></p>	<p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p> <p><u>Aims:</u></p> <p>Students who are majoring in stage production will broaden their knowledge and understanding of this sector. Students to work closely with external artists to develop a particular area of improvement. For Each discipline, performers will self-evaluate their progress by reflecting on their chosen aspect of theatre.</p> <p><u>Learning Outcomes:</u></p> <p>To ensure that all students develop a clear outline of</p>
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	<p>Role play a variety of characters who have different roles in the community. Improve awareness and understanding of how people react to each other in different situations.</p>	<p>Improve awareness of current issues within the local area. Develop a wider understanding of how people can work together to promote inclusion.</p>	<p>To develop a deeper understanding of different ways to tell a story. To develop more knowledge of dramatic techniques. Be able to develop a character; different from themselves that has meaning and depth.</p>	<p>Practical work to focus on a mini-brief where students can explore one discipline. Using a range of techniques, students will explore how to operate effectively as a group. Development of responsibilities – how to run meetings (agendas and minutes etc) and an action plan.</p> <p>This exploration will help to give a context and aim to their Unit 1 work and a purpose to the way they respond to the Unit 1 brief.</p>	<p>how to work in a professional setting. To develop the ability to build up a resistance to critical evaluation. Students will complete a self-assessment and peer observation of a student they have been closely working with.</p> <p>Video production of the workshops will take place to provoke discussion about stage set / production methods.</p>
<p>Autumn B Skills</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will take part in activities that will require group co-operation and will be part of a democracy.</p> <p><u>Creative Learning</u> Through characterisation activities and community of enquiries, participants will explore different layers of meaning that will improve investigative skills in specific subject areas.</p> <p><u>Independent Learning</u> Students will learn to manage their time effectively to widen their understanding of a particular topic or concept.</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will demonstrate they can communicate effectively as part of a whole class or small group.</p> <p><u>Creative Learning</u> Learners will participate in exploring alternative options and experiment with complex scenarios. They will be encouraged to use improvisation as a starting point.</p> <p><u>Independent Learning</u> Students will manage their own progress by freezing the action to reflect on their</p>	<p><u>Skills:</u></p> <p><u>Team working</u> Students will take part in activities that will require group co-operation and will be part of a democracy.</p> <p><u>Creative learning</u> Through characterisation activities and community of enquiries, participants will explore different layers of meaning that will improve investigative skills in specific subject areas.</p> <p><u>Independent Learning</u> Students will learn to manage their time effectively to widen their understanding of a particular topic or concept.</p>	<p><u>Skills:</u></p> <p><u>Performance</u> Creatives reproduce work in a huge range of disciplines, sometimes as revivals of plays or musicals, remixes of original songs and cover versions. They work with an existing piece of music, text or choreography and undertake a research and rehearsal process to reproduce the work to a professional standard.</p> <p>Whether reproducing an existing piece of text, music or choreography, a process is</p>	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p>

	<p>Effective Participants All learners will be included in active learning activities and given an opportunity to always make a positive contribution.</p> <p>Self-Awareness Confidence and improved communication between students to improve ATL / BFL in other areas.</p> <p>Techniques:</p> <ul style="list-style-type: none"> ▪ Freeze Frame ▪ Improvisation ▪ Role Play ▪ Spotlighting ▪ Thought Tracking ▪ Cross-Cutting ▪ Hot Seating ▪ Beat ▪ Gesture ▪ Accent ▪ Direction ▪ Stretch <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Monologue ▪ Duologue ▪ Spotlighting ▪ Hot Seating ▪ Improvisation ▪ Assessment ▪ Community of Enquiry 	<p>thoughts and feelings. They will feedback to others.</p> <p>Effective Participants Students will be invited to a community meeting to determine responsibility and to hear the viewpoints from other perspectives.</p> <p>Self-Awareness Students will improve their ability to respond from different perspectives and to view the world accordingly.</p> <p>Techniques:</p> <ul style="list-style-type: none"> ▪ Conscious Alley ▪ Forum Theatre ▪ Improvisation ▪ Marking the Moment ▪ Fast Forward ▪ Soundscape ▪ Freeze Frame ▪ Rhythm ▪ Counts ▪ Pose ▪ Level ▪ Musicality <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Responsibility ▪ Moral Obligation ▪ Empathy ▪ Community ▪ Society ▪ Blame ▪ Culture ▪ Cohesion 	<p>Effective Participants All learners will be included in active learning activities and given an opportunity to always make a positive contribution.</p> <p>Self-Awareness Confidence and improved communication between students to improve ATL / BFL in other areas.</p> <p>Techniques:</p> <ul style="list-style-type: none"> ▪ Restorative Practice ▪ Enquiry Line ▪ Freeze Frame ▪ Thought Tracking ▪ Circle of Trust ▪ Thought Tunnel ▪ Vox Pop ▪ Spotlighting ▪ Lyrics ▪ Tempo ▪ Transition ▪ Choreography <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Responsibility ▪ Moral Obligation ▪ Empathy ▪ Proxemics ▪ Self-Evaluation ▪ Physicalised ▪ Monologue ▪ Performance ▪ Thoughts Aloud 	<p>followed by including research and rehearsal in order to develop the performance for an audience, then receiving feedback and reflecting on the completed piece, and further refining the performance.</p> <p>In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work. This unit can be completed through any one of the following disciplines:</p> <ul style="list-style-type: none"> • Drama • Music • Music Technology • Musical Theatre – two out of the three disciplines. <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Physicality ▪ Proxemics ▪ Tension ▪ Pace ▪ Dynamics ▪ Gesture ▪ Drama terms (voice): ▪ Accent ▪ Emphasis 	<ul style="list-style-type: none"> ▪ Costume ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography <ul style="list-style-type: none"> ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production, including animation. <p>Vocabulary:</p> <p>Singing terms:</p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing.
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<p>Autumn B Assessment opportunity</p>	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>1.1 Research and rehearsal 1.2 Performance 1.3 Review and reflect</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • respond to feedback from a commissioning panel • evaluate the planning of the event • evaluate the promoting of the event • evaluate the pitching of the event • review their own skills and how these have been used and exemplified. 	<p>3.1 Planning performance work 3.2 Promoting and pitching 3.3 Evaluating and reflecting</p> <p>This unit is externally assessed through a controlled assessment. Duration: 20 hours controlled assessment Number of marks: 80</p> <p>Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if</p>

					necessary, as unassessed participants. This assessment contributes 40% to the overall qualification grade.
Spring A Topic	Term 3: Aladdin	Term 3: Hamilton	Term 3: Billy Elliot	Unit 2 –Creating	Performing Arts in Practice
Spring A Knowledge	<p>This unit of work outlines that infinite strength and wealth comes from within. Students will be given a range of scenarios to examine and will be encouraged to explore how to react in these given situations. Students will develop their knowledge of themselves and others; whilst discovering that true identity is a build-up of character not wealth.</p> <p>Aims:</p> <p>To develop the ability to evaluate a range of situations. Enable students to discuss their personal response to a situation and then seek advice from others. Discuss both sides of the argument with the ability of turning the negative into a positive.</p>	<p>As a starting point, students will look at the impact of independence. They will examine the effect that this has on young people’s mental well-being and the importance of growth. Following on from this, students will use their voice to promote change and strive towards a better world; just as Hamilton did when he campaigned for the abolition of the slavery.</p> <p>Aims:</p> <p>To develop knowledge and understanding of an independent world. Enable students to promote a healthy mind-set and make positive decisions about their own futures. Students will evaluate the effect of significant points in history and how it affects people’s daily lives.</p>	<p>Students will explore the theme of rejection and look at why certain groups of people become isolated in society. They will discuss how the country should be run and how people respond to a dictatorship. Students will look at the theme of friendship in Billy Elliot How do we deal with ultimatums? Why do people run away from situations?</p> <p>Aims:</p> <p>To explore human emotion and how people deal with situations. To develop thoughts about moments in history and discuss how we can avoid the same mistakes again. Students will evaluate their ability to look at a situation objectively and make informed decisions.</p>	<p>Creatives work in a huge range of different disciplines and environments, sometimes as individuals and sometimes as part of a team. They may work to a brief of their own design or create something to a commissioned brief from someone else.</p> <p>Aims:</p> <p>To gain, develop and demonstrate knowledge of creative skills and techniques. To develop ideas for the performance extract – requiring careful consideration and planning. Students will evaluate their learning journey, identifying strengths and areas of development.</p> <p>Learning Outcomes:</p> <p>Students will have a strong awareness of roles and</p>	<p>Structured Unit 3 rehearsals. Give careful consideration for the timing of the Unit 3 recording. Refer to the teacher guidance notes for detailed instructions on the requirements for this. It would be advisable to complete all recordings prior to the Easter break to ensure that sufficient time is left for any re-sits.</p> <p>Aims:</p> <p>To ensure that all targets are met in the final recording. To allow for any flexibility before making the final recording. To consider all angles and possibilities. Students will evaluate their portfolio to ensure that all examples of live performances are documented.</p> <p>Learning Outcomes:</p> <p>Students will demonstrate their chosen roles and</p>

	<p><u>Learning Outcomes:</u></p> <p>Take part in a community of enquiry to problem solve relevant issues. Successfully take on a variety of real-life characters to encourage thinking objectively. Improve empathy and understanding which in turn improves self-awareness of a situation.</p>	<p><u>Learning Outcomes:</u></p> <p>To participate in a group enquiry to determine the impact of modern-day technological advances. Develop an empathetic approach to the demands of society. Evaluate how individuals can monitor their own response and stand firm with their beliefs.</p>	<p><u>Learning Outcomes:</u></p> <p>To demonstrate an ability to emphasise with difficult situations. To successfully take on a range of roles to thought track emotions. Evaluate how humans react to situations differently and know how to respond in a safe and secure way.</p>	<p>responsibilities within the industry. To present confident ideas for the performance extract. Students will build on strengths and areas of development.</p>	<p>responsibilities in their final pitches. To deliver a polished pitch to a live audience. Students to submit their supporting documentation; showing where they have developed any areas identified for improvement.</p>
<p>Spring A Skills</p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will take part in group work that will allow them to think in different roles.</p> <p><u>Creative Learning</u> Students will be encouraged to think creatively by using improvisation as a starting point.</p> <p><u>Independent Learning</u> Students will be encouraged to think on an individual basis and will be given thinking time to develop a particular concept.</p> <p><u>Effective Participants</u> All learners will be given a specific role within the group drama to actively encourage the sharing of ideas.</p> <p><u>Self-Awareness</u></p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Working in small groups, students will try out different scenarios and discuss their responses to each.</p> <p><u>Creative Learning</u> Students will create a series of role-plays to trigger thoughts and feelings from the audience.</p> <p><u>Independent Learning</u> All learners will be encouraged to take responsibility for a specific role within the group; inc. nonperforming roles.</p> <p><u>Effective Participants</u> Students will work towards taking on different roles and responsibilities in a whole class situation.</p> <p><u>Self-Awareness</u></p>	<p><u>Skills:</u></p> <p><u>Team Working</u> Students will question each other's way of thinking as they take on a variety of roles.</p> <p><u>Creative Learning</u> Using thought tracking as a starting point, students will freeze the action to allow for a discussion-based activity.</p> <p><u>Independent Learning</u> There will be multiple opportunities for students to take the lead during the drama and to develop their own tunnel of thoughts.</p> <p><u>Effective Participants</u> Class members will be encouraged to take part in the drama – they will start by responding to a visual image.</p> <p><u>Self-Awareness</u></p>	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume 	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume

	<p>Students will indirectly develop their ability to see a situation from a variety of perspectives.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Group Enquiry ▪ Improvisation ▪ Conscious Alley ▪ Spotlighting ▪ Thought Tracking ▪ Script Development ▪ Hot Seating ▪ Freeze Frame ▪ Still Image ▪ Slow Motion ▪ Rhythm ▪ Repetition <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Perspective ▪ Community of Enquiry ▪ Pressure ▪ Manipulation ▪ Positive Reflection ▪ Rotation ▪ Mirror Image ▪ Consequences ▪ Rhythm 	<p>Through the use of drama technique, participants will develop their ability to read a situation with confidence.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Improvisation ▪ Freeze Frame ▪ Spotlighting ▪ Thought Tracking ▪ Hot Seating ▪ Forum Theatre ▪ Script Development ▪ Conscious Alley ▪ Beat Box ▪ Narration ▪ Still Image ▪ Mirror Image ▪ Ensemble ▪ Contraction <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Reality ▪ Imaginary ▪ Social Media ▪ Influence ▪ Press ▪ Observation ▪ Network ▪ Conventions ▪ Genre ▪ Category 	<p>As the drama unfolds – members of the class will question their own thoughts and ideas.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Forum Theatre ▪ Spotlighting ▪ Conscious Alley ▪ Fast forward ▪ Script Writing ▪ Mirror Image ▪ Hot Seating ▪ Freeze Frame ▪ Thought Tracking ▪ Improvisation ▪ Direction ▪ Narration ▪ Release ▪ Stomp <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Discrimination ▪ Prejudice ▪ Alienation ▪ Persecution ▪ Torture ▪ Freedom ▪ Liberation ▪ Justice ▪ Propaganda ▪ Determination 	<ul style="list-style-type: none"> ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing 	<ul style="list-style-type: none"> ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing
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<p>Spring A Assessment opportunity</p>	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>2.1 Explore and develop 2.2 Applying knowledge and skills to create original work 2.3 Review, reflect and refine. Duration: Candidates will be required to perform/present original work. This could be:</p> <ol style="list-style-type: none"> 1. One piece or a portfolio of pieces. 2. Performed individually or in groups of up to 10. <ul style="list-style-type: none"> • Individuals can utilise others to perform in the piece, if necessary, as unassessed participants. • Candidates can work as part of a group but each candidate will be assessed on their individual contribution, which must be clearly recorded in their development log. • Candidates who select from the performance category need to devise a piece between 3 and 10 minutes long. • Candidates who select from the production category need to present their ideas to an audience. <p>Number of marks: 60</p>	<p>3.1 Planning performance work 3.2 Promoting and pitching 3.3 Evaluating and reflecting.</p> <p>This unit is externally assessed through a controlled assessment. Duration: 20 hours-controlled assessment Number of marks: 80</p> <p>Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples, if necessary, as unassessed participants. This assessment contributes 40% to the overall qualification grade.</p>

Spring B Topic	Matilda	Bugsy Malone	Everybody's Talking About Jamie	Continuation of Unit 2 – Creating	Performing Arts in Practice
Spring B Knowledge	<p>Looking at dark themes of bullying and intimidation, students will gain an understanding of the two sides; the bully and the victim. They will delve into a safe world of stories where they are protected from prejudice and are able to share their opinions, feelings and questions. Students will move from looking at bullying in the school room to bullying in the home. How do we cope with verbal abuse? Who do we confide in and turn to? Students will be assured that it is okay to be different and that they should not be ridiculed or abused.</p> <p><u>Aims:</u></p> <p>To develop personal responses to storytelling and to be able to predict outcomes. Enable students to share personal experiences, using them as a starting point for a group drama. Discuss how stories give us a moral sense of right from wrong.</p>	<p>Using the theme of 'gang culture' students will explore the battle of power between two sides. They will understand the conventions of gangster films. Some common themes are; The American Dream, struggling for power, the corruption of society, etc. Students will choose their own paths and understand the consequences of choosing either the good path or the bad one. They will then consider how dark themes of violence can be portrayed in a light-hearted way through an all child cast. Students will also consider children taking on adult issues such as; poverty / lack of jobs.</p> <p><u>Aims:</u></p> <p>To consider the word power / conflict and what it means to you. Encourage learners to explore what a democratic society looks like and how this affects their local community.</p>	<p>Students will explore the feeling of being afraid. What does it feel like to be terrified of the future at such a young age? They will be given opportunities to explore the unknown and discover what it is like to beat the bullies and step out of the darkness into the spotlight. This unit of work will promote individuality and identity. Students will take on a variety of roles to air their views on homophobia and show how this negativity can affect people's lives. How long will it take for society to change? How long will it take for society to celebrate this change?</p> <p><u>Aims:</u></p> <p>To develop an objective opinion and explain viewpoints in a structured setting. Sustain a variety of roles and develop convincing arguments to steer the drama. Evaluate a sequence of statements both in and out of the drama space.</p>	<p><u>Eduqas Technical Award - PA</u></p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the performance or production disciplines. Devised Drama / Choreography / Composition // Costume Design / Lighting & Sound / Make-up / Set Design.</p> <p><u>Aims:</u></p> <p>To develop a bank of knowledge about the performing arts industry. To develop a board range of knowledge about specific roles and responsibilities within the industry. Evaluate the impact of these roles and responsibilities.</p>	<p><u>AQA Technical Award - PA</u></p> <p>Logbooks to be completed – final evaluation to take place over the Easter break ensuring that all sections have been actioned. Students will work towards ensuring that all areas of improvement have been evaluated to provide a true reflection of the progress made. Students will also re-read their peer observations and verbally give constructive, overall feedback.</p> <p><u>Aims:</u></p> <p>To ensure that all progress has been documented and evidenced. To show a significant commitment in responding to the rehearsal process. Discuss and dissect performances, giving a summary of action points.</p>

	<p><u>Learning Outcomes:</u></p> <p>Take part in a community of enquiry to evaluate story endings.</p> <p>Successfully take on a variety of fictional characters and examine how they relate to real life.</p> <p>Improve empathy and understanding towards the choices that people make.</p>	<p>Explore how living in a democratic world gives us a sense of security.</p> <p><u>Learning Outcomes:</u></p> <p>Engage in a democratic vote to decide on the best outcome.</p> <p>Enable students to evaluate the advantages of living in a democratic society.</p> <p>Develop personal responses to a range of situations that involve people from all walks of life.</p>	<p><u>Learning Outcomes:</u></p> <p>To be able to confidently explore the way a community should function.</p> <p>Enable students to explore their own perceptions of where they live.</p> <p>Develop a wider view of the world and expose students to a wealth of opportunities.</p>	<p><u>Learning Outcomes:</u></p> <p>To be able to clearly identify key terms within the performing arts industry.</p> <p>Enable students to confidently understand key roles and responsibilities.</p> <p>Develop a wider knowledge of the industry and spot opportunities for development in the future.</p>	<p><u>Learning Outcomes:</u></p> <p>To be able to clearly identify key points of progress and to discuss how this is evidenced.</p> <p>Successfully complete a rehearsal programme.</p> <p>Once feedback has been given, develop a clear plan as to how points can be considered.</p>
<p>Spring B Skills</p>	<p><u>Creative Learning</u></p> <p>Students will be encouraged to think creatively by predicting story endings.</p> <p><u>Independent Learning</u></p> <p>Students will be encouraged to think on an individual basis to evaluate decisions and outcomes.</p> <p><u>Effective Participants</u></p> <p>All learners will be given a specific role within the group drama. They will be encouraged to swap into the drama space to think from a variety of perspectives.</p> <p><u>Self-Awareness</u></p> <p>Students will evaluate their own participation and viewpoints. They will decide whether they could have reacted differently in a situation.</p>	<p><u>Creative Learning</u></p> <p>All learners will be able to experiment with how we react to a range of situations.</p> <p><u>Independent Learning</u></p> <p>Students will be encouraged to think as an individual about issues that affect them directly.</p> <p><u>Effective Participants</u></p> <p>In role activities will allow participants to demonstrate their ability to manage a situation effectively. They will be asked to take on a specific role in the drama space.</p> <p><u>Self-Awareness</u></p> <p>As a result of taking on a variety of roles within the local community, students will challenge their thinking and contemplate changing their original ideas.</p>	<p><u>Creative Learning</u></p> <p>All students will be able to express their own experiences.</p> <p><u>Independent Learning</u></p> <p>Students will explore possibilities as part of a learning enquiry to support their own beliefs.</p> <p><u>Effective Participants</u></p> <p>Promotion of in role activities will encourage all students to challenge viewpoints in a controlled environment. This will also support the reflection process.</p> <p><u>Self-Awareness</u></p> <p>Throughout this unit, students will be given opportunities to recognise their changing viewpoints. These views will be</p>	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume 	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume

	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Forum Theatre ▪ Freeze Frame ▪ Still Image ▪ Conscious Alley ▪ Narration ▪ Cross-Cutting ▪ Marking the Moment ▪ Roll on the Wall ▪ Soundscape ▪ Choreography ▪ Routine ▪ Blocking <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Narration ▪ Resolution ▪ Prediction ▪ Moral Obligation ▪ Reflection ▪ Anecdotes ▪ Visualisation ▪ Interpretation 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Spotighting ▪ Fast Forward ▪ Thinking Hats ▪ Roll on the Wall ▪ Red Herring ▪ Tableaux ▪ Image Theatre ▪ Cross-Cutting ▪ Split Screen ▪ Tempo ▪ Dynamic ▪ Characterisation <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Democracy ▪ Parliamentary ▪ Government ▪ Diplomatic ▪ Campaign ▪ Independent ▪ Civilisation ▪ Constitution 	<p>challenged in a controlled environment.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Community of Enquiry ▪ Cross-Cutting ▪ Thought Tracking ▪ Narration ▪ Conscious Alley ▪ Freeze Frame ▪ Roll on the Wall ▪ Thinking Hats ▪ Dimension ▪ Chorus ▪ Gesture <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Community ▪ Responsibility ▪ Enquiry ▪ Stereotype ▪ Perception ▪ Society ▪ Statistic ▪ Demographic 	<ul style="list-style-type: none"> ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing ▪ Scale ▪ Functionality 	<ul style="list-style-type: none"> ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing ▪ Scale ▪ Functionality
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<p>Spring B Assessment Opportunity</p>	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<p>Candidates will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Candidates should submit a record/portfolio of work and recordings that outline progress at three stages:</p> <ul style="list-style-type: none"> • Beginning of the process • Development of product/performance. • Performance/presentation. <p>This assessment contributes 30% to the overall qualification grade and will take 10 hours. Practice and exploration activities will be required before some of these tasks (e.g. consideration of the components they considered when writing their brief as well as the exploration and development of ideas that will be documented in their development log). These activities need to happen outside of the assessment.</p>	<p>3.1 Planning performance work 3.2 Promoting and pitching 3.3 Evaluating and reflecting</p> <p>This unit is externally assessed through a controlled assessment. Duration: 20 hours controlled assessment Number of marks: 80</p> <p>Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if necessary, as unassessed participants. This assessment contributes 40% to the overall qualification grade.</p>
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Summer A Topic	Term 5: Chitty Chitty Bang Bang	Term 5: Little Shop of Horrors	Term 5: Billionaire Boy	Eduqas Technical Award - PA	Eduqas Technical Award - PA
<p>Summer A Knowledge</p>	<p>Who would not want to be an inventor of a successful product? Pupils will be given a platform to try and sell their latest invention. They will take on a variation of roles including the 'nutty professor' and 'Caractacus Potts' from Chitty Chitty Bang Bang. This will then develop into looking at other life-changing inventions such as; a cure for cancer to allow pupils to think on a different, non-materialistic level. Fast forward 80 years – what has changed in our society? What new inventions are of benefit to our lives? How will your children's lives look in the future?</p> <p><u>Aims:</u></p> <p>To consider how inventions can change lives for the better. Develop a creative approach to changing our lives for the next generation. Explore what breakthroughs in medical care we would welcome.</p> <p><u>Learning Outcomes:</u></p>	<p>Students will explore different levels of emotion and how people can feel when they are penalised for being a 'certain way.' They will get to discuss real-life issues and decide a resolve for each situation. Feelings of anger, frustration, jealousy, fear etc will be explored further. This will give students the opportunity to share any personal experiences in a safe environment. Students will be given a range of scenarios that affect the whole community but will focus on an individual's thoughts and feelings to steer the drama.</p> <p><u>Aims:</u></p> <p>To consider how people's views can affect the well-being of others. Encourage learners to explore a range of emotions and understand how to reach a resolve. Explore how we can be more accepting of other people's choices.</p> <p><u>Learning Outcomes:</u></p>	<p>In this unit of work, pupils will get to make decisions about people's lives. They will look at the idea that '<i>money is the root of all evil.</i>' Other topics will include bullying and peer pressure. Pupils will develop their personal, critical thinking and become decision makers. Other topics will include looking at POVERTY and how we can empathise walking in another person's shoes. Drama methods will be explored, and all pupils will get the opportunity to experience a range of roles to widen their understanding of issues affecting young people.</p> <p><u>Aims:</u></p> <p>To consider how people have an obligation to protect others. Develop an understanding of the law and the expectations of a respectful community. Evaluate whether the right decision has been made in a range of scenarios.</p> <p><u>Learning Outcomes:</u></p>	<p>Students will explore a range of practitioners and techniques. This will involve participating in external workshops and exploring the following:</p> <ul style="list-style-type: none"> • The intended effect / purpose. • The intended performance space/occasion • The intended audience • Themes and ideas (e.g. consideration of social or historical factors). • The scale of the piece(s) (e.g., number of performers). <p><u>Aims:</u></p> <p>To incorporate evidence to show progression within the performance industry. To develop a board range of knowledge about specific roles and responsibilities within the industry. Evaluate the impact of the performance and completion of unit 2.</p> <p><u>Learning Outcomes:</u></p>	<p>Internal assessment and standardization for Unit 1 and/or Unit 2. Marks entered on e-sub's May. Sample sent to moderator.</p> <p><u>Aims:</u></p> <p>To ensure that all performance-based terms are re-capped. To develop consideration of set design to support the set brief. Evaluate where there are gaps in knowledge and understanding of the industry.</p> <p><u>Learning Outcomes:</u></p> <p>To be able to embed key terms with flair and accuracy. Enable students to show their ability to match setting and props to a set brief. Once gaps are identified – identify how this affects the performing arts industry.</p>

	<p>To welcome change and understand how it can be beneficial to us all. Promote change and educate pupils on how to take a flexible approach. Develop a personal response to how breakthrough medical treatments can touch everyone of us.</p>	<p>To be more accepting of other people's viewpoints. Enable students to evaluate the advantages of living in a 21st world of acceptance. Develop personal responses to a range of situations that involve making personal decisions.</p>	<p>To look at situations objectively and to evaluate the facts. Encourage learners to have a moral obligation towards others. Evaluate the impact of ensuring people live in a safe community.</p>	<p>To be able to clearly identify the impact of reviewing roles and responsibilities. Enable students to evaluate the impact of specific roles and responsibilities. Identify areas of strength and areas for improvement for year 2.</p>	
Summer A Skills	<p><u>Creative Learning</u> Students will be encouraged to think creatively by creating something for the next generation.</p> <p><u>Independent Learning</u> Students will be encouraged to think on an individual basis and as part of a community.</p> <p><u>Effective Participants</u> All learners will be given a specific role and will work as a team to pitch their ideas. A panel of students will give critical feedback.</p> <p><u>Self-Awareness</u> Students will evaluate their own participation and viewpoints. They will decide on their own development points.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Forum Theatre 	<p><u>Creative Learning</u> Students will be encouraged to think creatively expressing their emotional well-being.</p> <p><u>Independent Learning</u> Students will be accepting of other people's ideas and model scenarios of how to cope with a variety of emotions.</p> <p><u>Effective Participants</u> All learners will take part in a group debate and show that they can walk in other people's shoes. They will give advice accordingly.</p> <p><u>Self-Awareness</u> Students will evaluate how accepting they are of other's people's circumstances. They will also evaluate their own resilience to overcome difficult situations.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Split scene 	<p><u>Creative Learning</u> Students will develop an understanding of how to be morally equal in society.</p> <p><u>Independent Learning</u> Students will take on a specific responsibility to show that they are independently mature.</p> <p><u>Effective Participants</u> All learners will take part in a community of enquiry to show that they are part of a wider community. Teacher in role will model the drama to set the standard and tone.</p> <p><u>Self-Awareness</u> Students will become more aware of what their role in society is. They will make a declaration to do something that makes a difference and be remembered for.</p> <p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Forum Theatre 	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. 	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets.

	<ul style="list-style-type: none"> ▪ Freeze Frame ▪ Still Image ▪ Conscious Alley ▪ Narration ▪ Cross-Cutting ▪ Marking the Moment ▪ Roll on the Wall ▪ Soundscape ▪ Choreography ▪ Routine ▪ Blocking ▪ Rehearsal ▪ Dynamic ▪ Mime ▪ Movement <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Invention ▪ Narration ▪ Resolution ▪ Prediction ▪ Moral Obligation ▪ Reflection ▪ Anecdotes ▪ Visualisation ▪ Interpretation 	<ul style="list-style-type: none"> ▪ Cross Cutting ▪ Spotighting ▪ Soundscape ▪ Narration ▪ Fast Forward ▪ Still Image ▪ Freeze Frama ▪ Improvisation ▪ Beat Box ▪ Hot Seating ▪ Reflection ▪ Formation ▪ Compression ▪ Cue ▪ Pattern <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Manipulation • Vulnerability • Sacrifice • Pressure • Poverty • Demoralisation • Disappointment • Admiration • Companionship 	<ul style="list-style-type: none"> ▪ Spotighting ▪ Conscious Alley ▪ Fast forward ▪ Script Writing ▪ Mirror Image ▪ Hot Seating ▪ Freeze Frame ▪ Thought Tracking ▪ Improvisation ▪ Direction ▪ Narration ▪ Release ▪ Musicality ▪ Alignment ▪ Compression <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Discrimination ▪ Prejudice ▪ Alienation ▪ Persecution ▪ Determination ▪ Freedom ▪ Liberation ▪ Justice ▪ Materialistic 	<ul style="list-style-type: none"> ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing ▪ Scale ▪ Functionality 	<ul style="list-style-type: none"> ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing ▪ Scale ▪ Functionality
Summer A Assessment Opportunity	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. 	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. 	<p><u>Performance Category:</u></p> <ul style="list-style-type: none"> • Devised drama: voice, movement, interaction; scripting, blocking, development through improvisation, narrative structure 	<p>3.1 Planning performance work 3.2 Promoting and pitching 3.3 Evaluating and reflecting</p> <p>This unit is externally assessed through a</p>

	<ul style="list-style-type: none"> • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<ul style="list-style-type: none"> • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<ul style="list-style-type: none"> • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 	<ul style="list-style-type: none"> • Choreography: actions, space, dynamics, relationships, motif, narrative, unison, canon, question and answer, binary/ternary, phrasing • Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets • Composition using technology: elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/lead sheets, recordings. 	<p>controlled assessment. Duration: 20 hours controlled assessment Number of marks: 80</p> <p>Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples, if necessary, as unassessed participants. This assessment contributes 40% to the overall qualification grade.</p>
<p>Summer B Knowledge</p>	<p>In this unit of work, all KS3 classes will manage a Performing Arts project of their own. This will allow students to see how the three disciplines of dance, drama, and voice work together. Units covered will continue to cover dramatic and dance technique as a follow on from their previous lessons. This will promote transferrable skills and ensure that the students continue to build on previous knowledge and understanding.</p> <p><u>Aims:</u></p> <p>To ensure that all students have a broad understanding of key terms within the performing arts industry. To be able to integrate key terms into an extensive response. Students to evaluate their response using mark scheme examples.</p> <p><u>Learning Outcomes:</u></p>	<p><u>Eduqas Technical Award - PA</u></p> <p>Students should prepare revision material including:</p> <ul style="list-style-type: none"> • Notes on productions seen with relevant detail – venues/names of performers/critical responses etc. • Notes/evaluations on practical work that they have been involved in • Key learning points from their investigation into the performing arts industry 	<p><u>Eduqas Technical Award - PA</u></p> <p>All work completed. Marks Uploaded.</p>		

	<p>To see evidence of key terms being used in the unit 3 examination, Students to show they fully understand key terms and apply them accordingly. Reflect on progress made and know how to show improvement.</p>	<p>Refer to appendix B for suggested pro-forma for this task. If students are not being entered for Unit 3, teachers could consider setting.</p>	
<p>Summer B Skills</p>	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ▪ Group Enquiry ▪ Improvisation ▪ Conscious Alley ▪ Spotlighting ▪ Thought Tracking ▪ Script Development ▪ Hot Seating ▪ Freeze Frame ▪ Still Image ▪ Slow Motion ▪ Forum Theatre ▪ Mantle of the Expert <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Position ▪ Reflection ▪ Interpretation ▪ Improvisation ▪ Visualisation ▪ Prediction ▪ Characterisation ▪ Stereotyping ▪ Resolution ▪ Predictability ▪ Expression ▪ Accuracy ▪ Projection ▪ Admiration 	<p><u>Skills:</u></p> <p><u>Performance:</u></p> <ul style="list-style-type: none"> ▪ Acting ▪ Dancing ▪ Musician ▪ Musical theatre ▪ Variety performance, including stand-up, magician, puppetry. ▪ Pantomime and commedia dell'arte ▪ Physical theatre ▪ Circus skills <p><u>Production:</u></p> <ul style="list-style-type: none"> ▪ Costume ▪ Set, including projected and moving images. ▪ Properties, including masks and puppets. ▪ Make-up, including hair. ▪ Lighting ▪ Sound, including DJing. 	

	<ul style="list-style-type: none"> ▪ Communication ▪ Empathy ▪ Sympathy ▪ Pace ▪ Timing ▪ Scale ▪ Formation ▪ Pitch ▪ Dialogue ▪ Plot ▪ Audience ▪ Mannerism ▪ Gesture ▪ Physicality ▪ Tone ▪ Intonation ▪ Naturalistic ▪ Episodic ▪ Chorus ▪ Transition ▪ Status 	<ul style="list-style-type: none"> ▪ Stage management ▪ Original writing (script or song) ▪ Directing ▪ Choreography ▪ Public relations, including front of house, box office, marketing and publicity. ▪ Film production <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Pitch ▪ Breathing ▪ Harmony ▪ Projection ▪ Expression ▪ Accuracy ▪ Pace ▪ Timing ▪ Scale ▪ Functionality 	
<p>Summer B Assessment Opportunity</p>	<p>All students will complete the unit of work with a group or solo performance. They will be assessed on:</p> <ul style="list-style-type: none"> • The ability to explain new ideas and concepts. • Contributes and develops ideas for performance to convey meaning. • Demonstrate a range of new techniques to enhance the performance. • Provide feedback to other performers. • Demonstrate effective team skills and leadership roles. • Commitment to the rehearsal process. 		