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| SUBJECT | Performing Arts | CURRICULUM LEADER | Mrs Goodwin | YEAR | Year 10 |
| ORGANISATION OF THE SUBJECT | Students who choose to study Performing Arts will study 3 hours per week. | | | | |
| Key Concepts (The big ideas underpinning this subject) | | | Key Skills in this subject | | |
| <ul style="list-style-type: none"> • Understand different styles of Theatre • Explore the roles and responsibilities of practitioners • Watch and analyse repertoire • Explore the process, techniques and approaches that contribute to performance. • Develop skills and techniques for performance • Apply skills in rehearsal and performance • Review development and performance. | | | <ul style="list-style-type: none"> • Research skills • Presentation skills • Analytical skills • Vocal, physical and interpretive skills • Reflective and evaluative skills | | |
| What will be learnt in this subject? | | | How will learning take place in this subject? | | |
| <p>Module 1</p> <ul style="list-style-type: none"> ▪ Key Practitioner: Frantic Assembly. ▪ Team building and skills development ▪ Research into Frantic Assembly ▪ Watch repertoire ▪ Target review ▪ Team building and skills development ▪ Practical work on style ▪ Log books ▪ Roles, Responsibilities and skills | | | <ul style="list-style-type: none"> ▪ Workshops ▪ Research tasks. ▪ Discussions ▪ Rehearsal and performance ▪ Small group work ▪ Paired work ▪ Individual work. ▪ Reflective log work. ▪ Peer and teacher verbal feedback. ▪ Evaluative writing skills. | | |

- Links to repertoire
- Assessment of first Style.

Module 2

- Second style: naturalism
- Team building and skills development
- Naturalistic Theatre research
- Key Practitioner: Mike Leigh
- Watch repertoire
- Script work
- Devising work
- Roles, Responsibilities and skills
- Key Practitioner : Stanislavski
- Workshops
- Performance and rehearsal

Module 3

- Introduction to comp 2
- Audit of skills and target setting.
- Vocal workshops
- Physical workshops
- Interpretive techniques
- Learning of a monologue/duologue.
- Research notes
- Journal
- Presentations
- Log books
- Observations

Module 4 and 5

- Continuation of skills audit and target setting.

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| <ul style="list-style-type: none"> ▪ Reflective log work. ▪ Workshops to develop and apply skills ▪ Rehearsal and application of feedback. ▪ Dress and tech rehearsals. ▪ Final performance of showcase. <p><u>Module 6</u></p> <ul style="list-style-type: none"> ▪ Comp 1 third style ▪ Musical theatre ▪ Acting, singing and dancing skills ▪ Watch repertoire ▪ Team building and skills development ▪ Practical work on style ▪ Log books ▪ Roles, Responsibilities and skills ▪ Links to repertoire ▪ Assessment of first Style/ presentation | <ul style="list-style-type: none"> ▪ Workshops ▪ Research tasks. ▪ Discussions ▪ Rehearsal and performance ▪ Small group work ▪ Paired work ▪ Individual work. ▪ Reflective log work. ▪ Peer and teacher verbal feedback. ▪ Evaluative writing skills |
| <p>What methods of assessment will be used?</p> | <p>How can you support learning and progress in this subject?</p> |
| <ul style="list-style-type: none"> • Videoed workshops • Research notes • Journal • Presentations • Log books • Observations. | <ul style="list-style-type: none"> • Support with line learning • Presentation practise |
| <p>Equipment needed for this subject.</p> | <p>Learning outside the classroom : enrichment opportunities in this subject.</p> |
| <ul style="list-style-type: none"> • Scripts • Access to ICT either at school or home. | <ul style="list-style-type: none"> • School production • Trips. |