

Curriculum Planning

**Subject: Performing
Arts**

1 Year Plan

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| Half Term | Key Subject Content | Sequencing | Rationale | Careers, Industry Links and Cultural Capital | Reading | SEMH |
|---------------------------|---|--|---|--|---|---|
| Half Term 1: Sep – Oct | Component 1: Exploring the Performing Arts | Research and examine recorded performances in order to develop understanding of practitioners' work within musical theatre, with reference to influences, outcomes and purpose. Looking at different job roles, exploring the roles and responsibilities. Also exploring and participating with the practical processes used in performance. | This unit is about starting their journey to gaining the understanding and knowledge of the Musical Theatre world. Students will need to explore short extracts of repertoire in workshops and classes, allowing them to develop understanding of the processes, techniques and approaches used in performance from one or all of the three performance disciplines: acting, dance, musical theatre. Students will explore and participate with interrelationships and interdependencies, studying the creative team's association and how they work together to get a finished product. Students will be given opportunity to work together to create practical content linking to coursework. | Students are given the opportunity to visit a well renown local theatre, to gain the knowledge and understanding first hand of what it is like to watch a professional showcase. As well as giving students experience, it also links the real world and their coursework, giving them a helping hand in gaining the knowledge needed to complete the course to the best of their abilities. | This term students are given opportunities to research background information of all musicals studied, this will lead to learning new vocabulary linked specifically to performing arts as well as gaining the knowledge needed to succeed. | SEMH Addressed via BOXALL strands linked to specific pupil need. B- Participating Constructively- Students work together with peers, in a practical and informative matter, using discussion and team work to explore many different aspects of the Musical Theatre world. |
| Half Term 2: Oct – Dec | As Above. | | | Workshops with professional musical theatre college owner to give opportunity to explore, gain knowledge and | | |

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| | | | | understanding of prospects in careers in the arts. | | |
| Half Term 3: Jan – Feb | Component 2: Developing Skills and Techniques in the Performing Arts | <p>To participate in workshops and classes to develop physical, vocal, musical and interpretative skills and techniques appropriate to the performance discipline and style. This is done by practicing performance/interpretative skills and incorporating this into the practical element of the course.</p> <p>To review own application and development of skills and techniques for performance.</p> | <p>Students will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire. Students will then apply skills and techniques learnt during the rehearsal process to support development of skills and techniques.</p> <p>Students will learn how to develop a performance piece as a member of an ensemble. This will therefore give them the chance to experience the highs and lows of working as a member of a performance company. Students will then review their own performance by watching recordings, annotations and/or written content, being able to identify progression and personal improvement.</p> | <p>Workshops with professional dance/musical theatre teacher to give opportunity to explore career aspects and gain knowledge and understanding of what it is like to be in a professional dance/theatre setting.</p> | <p>The students will research and develop their knowledge and vocabulary of skills and techniques needed to succeed in the performing arts and put them into practice within their coursework.</p> | <p>SEMH Addressed via BOXALL strands linked to specific pupil need.</p> <p>B- Participating Constructively-</p> <p>Within this piece of the course, students work together to create practical pieces to perform and applicate learnt skills and techniques.</p> |
| Half Term 4: Feb – April | Component 3: Performing to a brief | <p>Understand how to respond to a brief through discussion and practical exploration activities. Demonstrate how to select and develop performance skills and techniques that are needed to respond to a brief creatively.</p> | <p>Learn how to present yourself in the best light to potential employers when employment or training opportunities arise. Promoting yourself effectively promoting your own skills with confidence and clarity.</p> | <p>Work with outside professional agencies to create and develop an understanding of the variety of careers within the arts sector.</p> | <p>This element of the course is all based on the imagination of the students and putting in place what they have learnt over the duration of the course. Reading and understanding the brief sent by the exam board is the</p> | <p>SEMH Addressed via BOXALL strands linked to specific pupil need.</p> <p>B- Participating Constructively-</p> <p>Within this piece of the course, students work</p> |



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| | | | | | | key element of this section. | together to create practical pieces to perform and applicate learnt skills and techniques. |
| Half Term 5: April – May | As above | | | | | | |
| Half Term 6: June – July | N/A | | | | | | |