



## Performing Arts Department Curriculum and Assessment Map

	Half Term 1	Half term 2	Term 2	Term 3
<b>Year 11 dance and drama 22-23</b>	<p style="text-align: center;"><b>Component 1 completion Exploring the performing arts</b></p> <p>This unit is completed here to catch up new students that have entered on to the course.</p> <p>Students will explore Emancipation of Expressionism (dance) and Everyone's talking about Jamie (drama) in order to understand the intention behind these performances, how the director or choreographer collaborates with production elements to realise the final vision.</p> <p>This will be split into two parts, a PowerPoint for learning Aim A complete with research based on the practitioner and the professional work, and then a written report for learning Aim B summarising and highlighting the research</p>	<p style="text-align: center;"><b>Mock of component 3: responding to a brief</b></p> <p style="text-align: center;">Students will complete a mini performance based on last year's set task and brief</p> <p>They will also produce an ideas log in controlled assessment conditions, giving them an insight into the structure of the component and what is expected.</p>	<p style="text-align: center;"><b>Component 3</b> Responding to a brief</p> <p>This component 3 is a live exam unit that runs from Jan to May. Students will be set a brief /set task by the exam board that is released to teachers in January of the examining year.</p> <p>Students will work in groups of between 3 and 7 performers to realise, Devise, refine and perform a piece that links directly to the brief. This is accompanied by 3 pieces of controlled written assessment Ideas log, Skills log and Evaluation. Ideas log (15marks) Skills log (15 marks) Performance (18) Evaluation (12)</p>	<p style="text-align: center;"><b>Component 3</b> Responding to a brief</p>

	and detailing the importance of the role of the director or choreographer and how they have brought all the interrelated components together to produce their work.			
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<b>Fundamental Knowledge</b>	<p><b>Learning Aim A understanding the roles and responsibilities of a professional practitioner</b></p> <ul style="list-style-type: none"> <li>examining and analysing a professional work</li> <li>Developing knowledge and understanding of how they contribute to a performance</li> <li>Exploring context and understanding creative intentions</li> <li>Identifying the purpose of a performance</li> <li>Examining the stylistic qualities of a performance</li> </ul> <p><b>Learning Aim B: create a final report about your chosen performance detailing the interrelationships between constituent features</b> Including:</p>	<p>Students will complete a full mock of last year’s responding to a brief task using the stimulus ‘ better together’</p> <p>This assessment will be in 4 parts</p> <p><b>Ideas log</b></p> <p>Research Discussions Improvisation Motif development Identifying key and relevant practitioners Exploring themes from a stimulus Group work Dance structure/ play structure</p> <p><b>Skills log</b></p>	<p>Understand how to respond to a brief</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> <li>Knowledge of stimulus</li> <li>Planning for performances.</li> <li>The process of rehearsals</li> </ul> <p>Select and develop knowledge and techniques in response to a brief</p> <ul style="list-style-type: none"> <li>Knowledge of stimulus</li> <li>Understanding of physical, personal and performance skills required to respond this brief</li> <li>Knowledge of practitioners</li> </ul>	<p>Apply knowledge and techniques in a workshop performance in response to a brief.</p> <ul style="list-style-type: none"> <li>Rehearsal techniques</li> <li>Development of ideas</li> <li>Physical acting knowledge</li> <li>Performance knowledge</li> <li>Performance knowledge application</li> </ul> <p>Evaluate the development process and outcome in response to a brief</p>

- Processes used in development and rehearsal in order to create a final piece
- Exploring techniques used in rehearsal and performance
- Examining the production elements of a performance
- Analysing the collaborative processes between practitioners and other professionals

Understanding physical and performance skills  
 Roles and responsibilities  
 Identifying which skills link to their main ideas and the stimulus

**Performance**

**Short performance of their main idea**

- Clear use of intention**
- Delivery of theme**
- Musicality**
- Posture**
- Control/coordination**
- Energy**
- Solos/duos**
- Strength**
- Stamina**
- Accuracy**

**Final evaluation**

- Identifying strengths and weaknesses**
- How your final performance supported the brief and the stimulus**
- Exploring challenges**

- Planning for performances.
- Model examples for note taking
- The process of rehearsals

Apply knowledge and techniques in a workshop performance in response to a brief

- Rehearsal techniques
- Development of ideas
- acting/dance knowledge
- performance knowledge

- Knowledge of impact of work.
- Knowledge of strengths and areas for development.
- Analysing sections of their piece
- Identifying the successes and challenges of the brief.

<b>Learning Checkpoint Tasks</b>	<p>Table of intentions- completing a paragraph on the intention of the Emancipation of expressionism/Everyone's talking about Jamie (set work)</p> <p>Roles and responsibilities- students to complete 2 paragraphs on the responsibilities of a choreographer/director and performer.</p>	<p>Ideas log notes</p> <p>Perform a section of their performance to the class-peer evaluation</p>	<p>Teacher observation ( developing ideas)</p> <p>Teacher observation ( implementing ideas )</p> <p>Written ideas log / summary</p>	<p>Teacher observations ( refining ideas)</p>
Common Assessment task	Final written report Oct 22		Written submissions 1 and 2	<p>Final videoed performance</p> <p>Written submission 3</p>
Mock exam	n/a	<p>week beginning 5<sup>th</sup> December</p> <p>written elements and mini performance structured as per the exam in May 23</p>	Walking talking mock	n/a
Interleaved knowledge	<p>Referring back to knowledge gained when starting this unit in the summer term. Particular focus on development of dance/acting practical knowledge through the workshops completed in the</p>	<p>Using skills and knowledge from comp 1 and 2, knowledge of practitioners to inform their planning and processes. Physical and performance skills from comp 2 to assist the delivery of performance.</p>	<p>Referring back to previous units and knowledge developed. Particularly drawing on knowledge of directors and their roles and techniques, including the processes.</p>	<p>Building on knowledge gained in the previous term but allowing for progression of knowledge application needed for a performance in preparation for the exam.</p>

	summer term . Reference back to the skills audit that was completed last term and re-capping of key vocabulary.	Key vocab from all units used within written tasks		
				<p>The unit paper is released from the exam board in January 2022.</p> <p>Pupils would have completed all units of work up to this point and component 2 should prepare them for the combination of practical and written elements to this unit .</p> <p>Reference and recall of components 1 and 2 will be utilised to allow for links to be made that will help pupils be successful in this unit .</p> <p>These are:</p> <ul style="list-style-type: none"><li>• The roles and responsibilities of a director, actor.</li><li>• Knowledge of theatre practitioners</li><li>• Style and genre</li><li>• The devising process</li></ul>

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|  |  |  |  | <ul style="list-style-type: none"><li>• The rehearsal process</li><li>• Creative intentions</li><li>• Acting knowledge and application</li><li>• Drama techniques</li><li>• Drama elements</li><li>• Performance techniques</li></ul> |
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