



Curriculum Plan Key Stage 4 **Performing Arts**

Academic year: 2020-21		Head of department: Miss Brockman (a.brockman@todhigh.co.uk)	
Term 1			
Year 10		Year 11	
<p>Performing Arts students will experience first-hand engagement with the performing arts industry through the delivery of discipline focused workshops, research and case studies of job roles and careers, and a practical approach to working as a 'company' within class. Students will work collaboratively on small performance tasks in order to understand the creative process a theatre company would follow and to develop their performance skills. Students will explore a variety of disciplines but will be encouraged to focus and develop skills from their preferred option of drama, dance or production skills. Students will be introduced to Unit 1: Unlocking Creativity brief and create a company with various disciplines to work alongside.</p>		<p>All students will complete an evaluation and audit of their personal performance skills. This will highlight areas to improve and provide evidence of tracking key performance skills.</p> <p>Unit 2: The Production/Performance will be introduced. Students will have the opportunity to work with other students and focus on different disciplines, if they wish. The five potential briefs will be explored and researched. Students will complete a logbook in order to show the development of their performances. Structured rehearsals will take place. Students are required to develop their performance skills acquired in unit 1 and apply these for further development for unit 2.</p>	
Term 2			
Year 10		Year 11	
<p>Students will work as a theatre company to plan and develop their creative idea for unit 1. This will lead to a verbal presentation of ideas and a short extract performance. All students will collate a portfolio of evidence to show their journey of ideas and the creative process from start to finish.</p> <p>Students will acquire knowledge of the performing arts industry through a variety of approaches, in order to work toward the Unit 3 written exam. All students will complete written tasks, exam questions and research to support their understanding of the performing arts industry.</p>		<p>All students will complete Unit 2. This will include a recording of a full performance. Students will complete a logbook showing the journey of their performance.</p> <p>Students will undertake structured rehearsals in order to prepare for their performance (unit 2).</p> <p>On-going revision and exam focused lessons for students who wish to re take the unit 3 exam.</p>	
Term 3			
Year 10		Year 11	
<p>All students will complete Unit 3: The Performing Arts Experience written exam in May.</p> <p>All students will record Unit 1: Unlocking Creativity. This is where students, as a company, present their research, planning and development of creative ideas to an audience. They will also perform a short extract of their performance. This is called the pitch. Alongside the pitch, all students will hand in their portfolio for unit 1. This shows the individual progress the student has made.</p>		<p>Some select students prepare to re take the written exam, Unit 3 in May.</p> <p>Submit all marks and evidence for Unit 1-Presentation and portfolio. Unit 2-Filmed performance and logbook.</p>	

Homework/revision	
Year 10	Year 11
<p>HW is set in accordance with the homework timetable. Students are welcome to access computers in homework club and within the department, if needed.</p> <p>Students will complete a range of homework tasks to develop understanding for all three units of work. Examples each week could involve research tasks, case studies to develop understanding job roles and responsibilities within the industry, investigations into disciplines, evidence of developing techniques and skills, sample exam questions and evidence of learning (logbook).</p>	<p>HW is set in accordance with the homework timetable. Students are welcome to access computers in homework club and within the department, if needed.</p> <p>Students will complete a range of homework tasks to develop understanding for all three units of work. Examples each week could involve research tasks, case studies to develop understanding job roles and responsibilities within the industry, investigations into disciplines, evidence of developing techniques and skills, sample exam questions and evidence of learning (logbook).</p> <p>Due to some students wishing to retake Unit 3 in year 11, these students will receive specific revision tasks to support the retake option.</p>
Assessment	
Year 10	Year 11
<p>Assessment of written work will be collected by work scrutiny, marking homework tasks and through the completion of written practice exam questions. The information gathered will help to inform teaching and track progress.</p> <p>Due to the nature of the course, and the practical approach, it is the responsibility of the teacher to gather video evidence and track all students' performance skills which will provide information and inform teaching throughout unit 1.</p> <p>Formal assessments will take place at various times during the year both in written and practical assessments. Completing formal mock examples of unit 1 and 3 will inform teachers of progress made.</p> <p>The grade used for the data check (previously STARS) is an accumulation of the results from both formal and informal assessments.</p>	<p>Students will have completed units 1 and 3 at this point in the course.</p> <p>While students are preparing for their final unit 2, performance and practical skills will be assessed and tracked throughout this process. Students will receive written feedback at various stages on both their practical and written work to support the logbook and to develop and extend their performance skills.</p> <p>The students who opt to retake unit 3 will receive written feedback on their assessed practice exam questions.</p> <p>The grade used for the data check (previously STARS) is an accumulation of the results from both formal and informal assessments.</p>

How can parents and carers help?	
Year 10	Year 11
<p>Discussing theatre and the performing arts, alongside experience of any of the disciplines- dance, drama, music, musical theatre. Watching theatre, using the online platform digital theatre plus, or visiting theatres and shows can help students gain understanding of performance expectations. Holding conversations about the process students go through when creating and devising a piece of work will help students to articulate the message, the process and development of the piece.</p> <p>Support with revision and preparation of the exam paper for unit 3 and organisation of their revision folder.</p>	<p>Visiting college open days and watching level 3 performances if your child is thinking about continuing to study performing arts. Discussing the next steps with your child, researching colleges and courses and supporting students with their final rehearsals and show performances.</p>