

# Performing Arts BTEC Tech Award Curriculum Overview 2020-2021

## Core aims of the subject at Key Stage 4

We believe that students deserve a broad, balanced and ambitious Drama curriculum, rich in skills and knowledge, which immerses students in a range of styles. Drama is an important component in educating a well-rounded individual, giving essential opportunities for growth and challenge beyond the mere subject content. The Drama Department has a firm philosophy founded on preparing the minds of young people to cope with the outside world as well as educating students about theatre and its history and developing their SMSC.

Every pupil is entitled to work creatively and explore areas that interest them, both 'in' and 'through' the medium of Drama are vital to SMSC and subject that is accessible to all. The drama curriculum is spiral in nature; essential drama and social skills are built into the curriculum. Pupils have the right to express themselves, be creative and be given the opportunity for play whilst working to achievable and tailored goals - Drama gives these opportunities in a safe, encouraging environment. The future of the children we are educating now is uncertain and challenging. The greatest skills we can give them is the ability to achieve whilst harnessing their own creativity, whilst communicating this with others in order to become independent learners and thinkers. Drama helps pupils to improve peer relationships, confidence and resilience. All of this is in addition to giving them the tools they need to continue to enjoy, through participation or appreciation, their rich Dramatic heritage throughout the rest of their lives as part of their life-long learning.

The curriculum will encourage students to become confident and independent thinkers, who will be able to take on challenging opportunities to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy.

Students at Brine Leas will explore their creativity through a variety of styles, themes and topics. Students will become confident and independent thinkers and strong communicators. They will participate in an engaging and motivational practical curriculum that supports their personal development alongside the development of new acting skills, as well nurturing existing talent.

This means:

- They will study a range of practitioners, plays and styles of theatre, in order to develop their practical and theoretical understanding of Drama.
- Through verbal and written evaluations, they will confidently articulate and analyse inspirational live productions and their own performances. Within this, they will identify drama techniques and skills and form a critical opinion.
- They will regularly make, perform and respond to Drama, in order to develop their own practice, through the delivery of a broad and exciting curriculum which develops breadth and depth of drama knowledge
- They will develop core transferable skills, such as communication, co-operation and confidence that will be motivational and assist them with future preparation for any chosen career path

The department will give students the opportunity to share work in the local community, for example with the Crewe Lyceum Theatre where high quality school productions are performed. Performance work is also shared with the community through performance events such as the 'School Spectacular' Festival at Brine Leas School. This is where students can facilitate community involvement and showcase their hard work and performance pieces which they have produced in extra-curricular clubs such as dance and drama.

Finally, students are expected to approach the course with a high level of maturity and are encouraged to embrace the holistic study of the theatre. Students are assessed on the ideas that they contribute to discussion, the process of creating drama and performance.

### **Trips and visits**

Watching live performances is essential to components 1 and 2.

### **Assessment**

3 components

Exploring the Performing Arts – Internally assessed

Developing Skills and Techniques in the Performing Arts – Internally assessed

Responding to a Brief - Synoptic External

### **Homework**

Research portfolios, PowerPoint, logbooks

### **Clubs and/or intervention**

Extra rehearsals when necessary

### **Parental/Carer support**

### **Helpful sources of information**

Youtube, National Theatre website, specific show websites

## Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<b>Autumn 1 and Autumn 2</b>	<p><b>Big Idea: Component 1: Exploring the Performing Arts</b>  <b>Workshops to develop performance skills and explore different performance styles</b></p> <p>Rationale: To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Learning Aims:            A) Examine professional practitioners' performance work            B) B) Explore the interrelationships between constituent features of existing performance material.</p>			
	<ul style="list-style-type: none"> <li>➤ Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in acting, dance and musical theatre, with reference to influences, outcomes and purpose.</li> <li>➤ Learners will gain a practical appreciation of practitioners' work in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Logbooks, PowerPoint, research portfolios.</li> <li>➤ All assessment is formative until the official hand in date in December of y11</li> <li>➤ Assessment decisions are based on the specific criteria given in each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to KS3 and develops skills from music, dance and drama such as</li> <li>➤ Physical, vocal and music skills used by performers</li> <li>➤ Managing and directing skills used by a choreographer, artistic director, casting director or musical director</li> <li>➤ Communication skills used to liaise, direct and perform by a choreographer, director, actor,</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> </ul>

	<p>using existing performance material in acting, dance and musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.</p> <ul style="list-style-type: none"> <li>➤ Acting styles and genres such as classical, comedy, epic, melodrama, naturalism</li> <li>➤ Dance styles such as ballet, contemporary, jazz, urban, international.</li> <li>➤ Musical theatre styles such as book musicals, concept musicals, comic musicals, jukebox musicals</li> <li>➤ Creative stylistic qualities, to include: treatment of theme/issue, production elements, form/structure/narrative, response to stimulus, style/genre, contextual influences,</li> </ul>		<p>designer, dancer or musical theatre performer</p> <ul style="list-style-type: none"> <li>➤ Creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter</li> <li>➤ Organisational skills used to put on a performance by a director or choreographer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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	<p>collaboration with other practitioners, influences by other practitioners.</p>			
	<ul style="list-style-type: none"> <li>➤ Learning aim B: Explore the interrelationships between constituent features of existing performance material</li> <li>➤ Learners may participate as a performer and/or designer in one or more of the following performance disciplines: acting, dance and musical theatre.</li> <li>➤ Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.</li> <li>➤ B1 Processes used in development, rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formative assessment in the form of: Recorded workshops, log books, research portfolio</li> <li>➤ All assessment is formative until the official hand in date in December of y11.</li> <li>➤ Assessment decisions are based on the specific criteria given in each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ As above. Links to more practical elements of the exploration of practitioners and skills and techniques.</li> </ul>	

and performance.

Processes, to include:

- Responding to stimulus to generate ideas for performance material
- Exploring and developing ideas to develop material
- Discussion with performers
- Setting tasks for performers
- Sharing ideas and intentions
- Teaching material to performers
- Developing performance material
- Organising and running rehearsals
- Refining and adjusting material to make improvements
- Providing notes and/or feedback on improvements.
- B2 Techniques and approaches used in performance.  
Techniques such as:
- Rehearsal
- Production
- Technical rehearsal
- Dress rehearsal

	<ul style="list-style-type: none"> <li>➤ Performance</li> <li>➤ Post-performance evaluation/review</li> </ul>			
<b>Spring 1</b>	<p><b>Big Idea: Component 1: Exploring the Performing Arts</b>  <b>Workshops to develop performance skills and explore different performance styles</b></p> <p>Rationale: To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Learning Aims:</p> <p>A) Examine professional practitioners' performance work</p> <p>B) B) Explore the interrelationships between constituent features of existing performance material.</p>			
	<ul style="list-style-type: none"> <li>➤ Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in acting, dance and musical theatre, with reference to influences, outcomes and purpose.</li> <li>➤ Learners will gain a practical appreciation of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Logbooks, PowerPoint, research portfolios.</li> <li>➤ All assessment is formative until the official hand in date in December of y11.</li> <li>➤ Assessment decisions are based on the specific criteria given in each component.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to KS3 and develops skills from music, dance and drama such as</li> <li>➤ Physical, vocal and music skills used by performers</li> <li>➤ Managing and directing skills used by a choreographer, artistic director, casting director or musical director</li> <li>➤ Communication skills used to liaise, direct and perform by a choreographer, director, actor,</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> </ul>

	<p>practitioners' work in using existing performance material in acting, dance and musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.</p> <ul style="list-style-type: none"> <li>➤ Acting styles and genres such as classical, comedy, epic, melodrama, naturalism</li> <li>➤ Dance styles such as ballet, contemporary, jazz, urban, international.</li> <li>➤ Musical theatre styles such as book musicals, concept musicals, comic musicals, jukebox musicals,.</li> <li>➤ Creative stylistic qualities, to include: treatment of theme/issue, production elements, form/structure/narrative, response to stimulus, style/genre, contextual</li> </ul>		<p>designer, dancer or musical theatre performer</p> <ul style="list-style-type: none"> <li>➤ Creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter</li> <li>➤ Organisational skills used to put on a performance by a director or choreographer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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	<p>influences, collaboration with other practitioners, influences by other practitioners.</p>			
	<ul style="list-style-type: none"> <li>➤ Learning aim B: Explore the interrelationships between constituent features of existing performance material</li> <li>➤ Learners may participate as a performer and/or designer in one or more of the following performance disciplines: acting, dance and musical theatre.</li> <li>➤ Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.</li> <li>➤ B1 Processes used in development, rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formative assessment in the form of: Recorded workshops, log books, research portfolio</li> <li>➤ All assessment is formative until the official hand in date in December of y11.</li> <li>➤ Assessment decisions are based on the specific criteria given in each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ As above. Links to more practical elements of the exploration of practitioners and skills and techniques.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

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- B2 Techniques and approaches used in performance.  
Techniques such as:
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- Production
- Technical rehearsal
- Dress rehearsal
- Performance

	<ul style="list-style-type: none"> <li>➤ Post-performance evaluation/review</li> </ul>			
<p><b>Spring 2</b></p>	<p><b>Big Idea: Component 2 Developing Skills &amp; Techniques in the Performing Arts</b></p> <p>Rationale: Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.</p>			
	<ul style="list-style-type: none"> <li>➤ Learners will apply skills and techniques during the rehearsal and development process to support their development. Skills and techniques, such as: <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ Vocal</li> <li>➤ Musicality</li> <li>➤ Interpretative</li> <li>➤ Stylistic</li> <li>➤ Interaction with the group</li> <li>➤ Interaction in performance</li> <li>➤ Refining ideas</li> <li>➤ Communicating design ideas e.g. pitch, presentation.</li> <li>➤ Learners will apply/realise skills and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Formative assessment in the form of: Recorded workshops, logbooks, final recorded performance</li> <li>➤ All assessment is formative until the official hand in date in December of y11.</li> <li>➤ Assessment decisions are based on the specific criteria given in each component</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to KS3 and develops skills from music, dance and drama such as</li> <li>➤ Physical, vocal and music skills used by performers</li> <li>➤ Managing and directing skills used by a choreographer, artistic director, casting director or musical director</li> <li>➤ Communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer</li> <li>➤ Creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter</li> <li>➤ Organisational skills used to put on a performance by a director or choreographer.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

	<p>techniques during the performance of existing repertoire</p> <ul style="list-style-type: none"><li>➤ Application of performance/design skills appropriate to performance repertoire.</li><li>➤ Application of interpretative skills such as expression, character, mood and atmosphere.</li><li>➤ Application of stylistic characteristics particular to the style or genre.</li><li>➤ Communicating meaning of repertoire through:<ul style="list-style-type: none"><li>➤ Interpretation and realisation of creative intentions</li><li>➤ Demonstrating the appropriate style and influences</li><li>➤ Expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.</li></ul></li></ul>			
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<p>Summer 1</p>	<p><b>Big Idea: Component 3 – Responding to the Brief</b>  <b>Big Idea: Component 3: Responding to a Brief – Devising</b></p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.</p>			
	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances:</li> <li>➤ Target audience</li> <li>➤ Performance space</li> <li>➤ Planning and managing resources</li> <li>➤ Running time</li> <li>➤ Style of work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson.</li> <li>➤ Formative assessment will take place through teacher observations</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</li> <li>➤ Learners will apply their skills and techniques creatively to a workshop performance for a selected audience.</li> <li>➤ Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

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|  | <ul style="list-style-type: none"><li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</li><li>➤ A theme: concept such as distance or a key word such as discovery</li><li>➤ An issue: social, health or safety issues</li><li>➤ A prop: an umbrella, an apple, a dustbin</li><li>➤ Time and place: a beach in winter, night time in a hospital, early morning in the park</li><li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li><li>➤ The development of ideas for the work will be informed by:</li><li>➤ Structure of the work</li><li>➤ Style and genre of the work</li><li>➤ Skills required</li><li>➤ Creative intentions.</li><li>➤ Working effectively as a member of the group:</li></ul> |  |  |  |
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	<ul style="list-style-type: none"> <li>➤ Making an individual contribution</li> <li>➤ Responding to the contributions of others.</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as</li> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.:</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> <li>➤ Commitment Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience.</li> <li>➤ Reflect on the process</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

	<ul style="list-style-type: none"> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>			
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<b>Summer 2</b>	<p><b>Big Idea: Analysis</b>  <b>Big Idea: Component 3: Responding to a Brief – Devising</b></p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance</p>			
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	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances: <ul style="list-style-type: none"> <li>➤ Target audience</li> <li>➤ Performance space</li> <li>➤ Planning and managing resources</li> <li>➤ Running time</li> <li>➤ Style of work.</li> </ul> </li> <li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus: <ul style="list-style-type: none"> <li>➤ A theme: concept such as distance or a key word such as discovery</li> <li>➤ An issue: social, health or safety issues</li> <li>➤ A prop: an umbrella, an apple, a dustbin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson.</li> <li>➤ Formative assessment will take place through teacher observations,</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Time and place: a beach in winter, night time in a hospital, early morning in the park</li> <li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li> <li>➤ The development of ideas for the work will be informed by: <ul style="list-style-type: none"> <li>➤ Structure of the work</li> <li>➤ Style and genre of the work</li> <li>➤ Skills required</li> </ul> </li> <li>➤ creative intentions.</li> <li>➤ Working effectively as a member of the group: <ul style="list-style-type: none"> <li>o making an individual contribution</li> <li>o responding to the contributions of others.</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as</li> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.:</li> <li>➤ Energy</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p>

	<p>individual performer e.g. vocal, physical.</p> <ul style="list-style-type: none"> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Focus</li> <li>➤ Concentration</li> <li>➤ Commitment Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience.</li> <li>➤ Reflect on the process</li> </ul>	<ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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## Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1 and Autumn 2	<p><b>Big Idea:</b> Component 3: Responding to a Brief – Devising</p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.</p>			
	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances:</li> <li>➤ Target audience</li> <li>➤ Performance space</li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson.</li> <li>➤ Formative assessment will take place through teacher observations,</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</li> <li>➤ Learners will apply their skills and techniques creatively to a workshop performance for a selected audience.</li> <li>➤ Learners will capture their ideas on planning, development and effectiveness of the production</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level drama</li> <li>➤ A level performing arts</li> <li>➤ Btec level 3 in performing arts</li> <li>➤ Degree in performing arts</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Planning and managing resources</li> <li>➤ Running time</li> <li>➤ Style of work.</li> <li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</li> <li>➤ A theme: concept such as distance or a key word such as discovery</li> <li>➤ An issue: social, health or safety issues</li> <li>➤ A prop: an umbrella, an apple, a dustbin</li> <li>➤ Time and place: a beach in winter, night time in a hospital, early morning in the park</li> <li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li> <li>➤ The development of ideas for the work will be informed by:</li> <li>➤ Structure of the work</li> <li>➤ Style and genre of the work</li> </ul>		<p>process in a written log and an evaluation report.</p>	<ul style="list-style-type: none"> <li>➤ Degree in drama</li> <li>➤ Degree in Musical theatre</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Skills required</li> <li>➤ Creative intentions.</li> <li>➤ Working effectively as a member of the group:</li> <li>➤ Making an individual contribution</li> <li>➤ Responding to the contributions of others.</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as</li> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> <li>➤ Commitment</li> <li>➤ Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience.</li> </ul>	

	<p>created e.g. street dance, physical theatre.</p> <ul style="list-style-type: none"> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Reflect on the process</li> </ul>	
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<p>Spring 1</p>	<p style="text-align: center;"><b>Big Idea: Component 3: Responding to a Brief – Devising</b></p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.</p>			
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	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances:</li> <li>➤ Target audience</li> <li>➤ Performance space</li> <li>➤ Planning and managing resources</li> <li>➤ Running time</li> <li>➤ Style of work.</li> <li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</li> <li>➤ A theme: concept such as distance or a key word such as discovery</li> <li>➤ An issue: social, health or safety issues</li> <li>➤ A prop: an umbrella, an apple, a dustbin</li> <li>➤ Time and place: a beach in winter, night time in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson.</li> <li>➤ Formative assessment will take place through teacher observations,</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</li> <li>➤ Learners will apply their skills and techniques creatively to a workshop performance for a selected audience.</li> <li>➤ Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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	<p>hospital, early morning in the park</p> <ul style="list-style-type: none"> <li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li> <li>➤ The development of ideas for the work will be informed by: <ul style="list-style-type: none"> <li>➤ Structure of the work</li> <li>➤ Style and genre of the work</li> <li>➤ Skills required</li> <li>➤ Creative intentions.</li> <li>➤ Working effectively as a member of the group: <ul style="list-style-type: none"> <li>➤ Making an individual contribution</li> <li>➤ Responding to the contributions of others.</li> </ul> </li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as <ul style="list-style-type: none"> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> </ul> </li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Commitment</li> <li>➤ Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience. Reflect on the process</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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<p>Spring 2</p>	<p align="center"><b>Big Idea: Component 3: Responding to a Brief – Devising</b></p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.</p>			
	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances:</li> <li>➤ target audience</li> <li>➤ performance space</li> <li>➤ planning and managing resources</li> <li>➤ running time</li> <li>➤ style of work.</li> <li>➤ They will explore a range of starting points</li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson.</li> <li>➤ Formative assessment will take place through teacher observations,</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.</li> <li>➤ Learners will apply their skills and techniques creatively to a workshop performance for a selected audience.</li> <li>➤ Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:

- A theme: concept such as distance or a key word such as discovery
- An issue: social, health or safety issues
- A prop: an umbrella, an apple, a dustbin
- Time and place: a beach in winter, night time in a hospital, early morning in the park
- Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.
- The development of ideas for the work will be informed by:
  - Structure of the work
  - Style and genre of the work
  - Skills required
  - Creative intentions.
  - Working effectively as a member of the group:
  - Making an individual contribution

	<ul style="list-style-type: none"> <li>➤ Responding to the contributions of others.</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as</li> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.:</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> <li>➤ Commitment Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience.</li> <li>➤ Reflect on the process</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

	<ul style="list-style-type: none"> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>			
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<b>Summer 1</b>	<p style="text-align: center;"><b>Big Idea:</b> Component 3: Responding to a Brief – Devising</p> <p>Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.</p>			
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	<ul style="list-style-type: none"> <li>➤ A1 Understand how to respond to a brief through discussion and practical exploration activities</li> <li>➤ Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances:</li> <li>➤ Target audience</li> <li>➤ Performance space</li> <li>➤ Planning and managing resources</li> <li>➤ Running time</li> <li>➤ Style of work.</li> <li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</li> <li>➤ A theme: concept such as distance or a key word such as discovery</li> <li>➤ An issue: social, health or safety issues</li> <li>➤ A prop: an umbrella, an apple, a dustbin</li> <li>➤ Time and place: a beach in winter, nighttime in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ The external assessment is set and marked by Pearson</li> <li>➤ Formative assessment will take place through teacher observations</li> <li>➤ Peer assessment, self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment</li> <li>➤ Learners will apply their skills and techniques creatively to a workshop performance for a selected audience</li> <li>➤ Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> </ul>
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	<p>hospital, early morning in the park</p> <ul style="list-style-type: none"> <li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li> <li>➤ The development of ideas for the work will be informed by: <ul style="list-style-type: none"> <li>➤ Structure of the work</li> <li>➤ Style and genre of the work</li> <li>➤ Skills required o creative intentions.</li> <li>➤ Working effectively as a member of the group: <ul style="list-style-type: none"> <li>➤ Making an individual contribution</li> <li>➤ Responding to the contributions of others.</li> </ul> </li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as <ul style="list-style-type: none"> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> </ul> </li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> <li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li> <li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>➤ Taking part in skills development classes or workshops.</li> <li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Commitment</li> <li>➤ Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group preparations, performance.</li> <li>➤ Communicating ideas through performance</li> <li>➤ Taking part in/contributing towards a performance for an audience.</li> <li>➤ Communicating ideas and intentions effectively to an audience.</li> <li>➤ Reflect on the process</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>
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## Big Idea: Analysis

### Big Idea: Component 3: Responding to a Brief – Devising

**Summer  
2**

Rationale: Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, learners will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and that asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to your audience. The performance or design skills they will use will vary depending on features such as their selected performance discipline and the content of the work, their venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. They will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.

- A1 Understand how to respond to a brief through discussion and practical exploration activities
- Learners will experiment with devising performances, starting with discussions of key requirements and parameters for the workshop performances: target audience
- Performance space
- Planning and managing resources
- Running time
- Style of work

- The external assessment is set and marked by Pearson.
- Formative assessment will take place through teacher observations,
- Peer assessment, self assessment.

- This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment.
- Learners will apply their skills and techniques creatively to a workshop performance

#### Careers

- Actor
- Dancer
- Musical theatre performer
- Director
- Choreographer
- Producer
- Writer

#### Future learning

- A level Drama and Theatre or Dance
- A Level Performing Arts
- Btec level 3 in Performing Arts
- Degree in performing arts
- Degree in Drama and Theatre or Dance
- Degree in Musical Theatre
- Acting/Dance/Music schools

	<ul style="list-style-type: none"><li>➤ They will explore a range of starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</li><li>➤ A theme: concept such as distance or a key word such as discovery</li><li>➤ An issue: social, health or safety issues</li><li>➤ A prop: an umbrella, an apple, a dustbin</li><li>➤ Time and place: a beach in winter, night time in a hospital, early morning in the park</li><li>➤ Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li><li>➤ The development of ideas for the work will be informed by:<ul style="list-style-type: none"><li>➤ Structure of the work</li><li>➤ Style and genre of the work</li><li>➤ Skills required</li><li>➤ Creative intentions.</li><li>➤ Working effectively as a member of the group:</li></ul></li></ul>		<p>for a selected audience.</p> <ul style="list-style-type: none"><li>➤ Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</li></ul>	
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	<ul style="list-style-type: none"> <li>➤ Making an individual contribution</li> <li>➤ Responding to the contributions of others.</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> <li>➤ Learners will learn and develop skills and techniques of the individual performer e.g. vocal, physical.</li> <li>➤ Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>➤ Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>➤ The style and/or genre of the work being created e.g. street dance, physical theatre.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links with other 2 components and skills such as</li> <li>➤ Vocal skills</li> <li>➤ Physical skills</li> <li>➤ Design skills</li> <li>➤ Interpretative skills: showing time and place, presenting a character, creating humour or emotion.:</li> <li>➤ Energy</li> <li>➤ Focus</li> <li>➤ Concentration</li> <li>➤ Commitment</li> <li>Working effectively with others</li> <li>➤ Communicating effectively with other performers</li> <li>➤ Taking part in final group</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Actor</li> <li>➤ Dancer</li> <li>➤ Musical theatre performer</li> <li>➤ Director</li> <li>➤ Choreographer</li> <li>➤ Producer</li> <li>➤ Writer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ A level Drama and Theatre or Dance</li> <li>➤ A Level Performing Arts</li> <li>➤ Btec level 3 in Performing Arts</li> <li>➤ Degree in performing arts</li> <li>➤ Degree in Drama and Theatre or Dance</li> <li>➤ Degree in Musical Theatre</li> <li>➤ Acting/Dance/Music schools</li> </ul>

	<ul style="list-style-type: none"><li>➤ The influence of selected practitioners e.g. Brecht, Fosse,</li><li>➤ Appropriate skills for the target audience e.g. young children, the elderly.</li><li>➤ Taking part in skills development classes or workshops.</li><li>➤ Taking part in the rehearsal process, including individual preparation and group rehearsals.</li></ul>		<p>preparations, performance.</p> <ul style="list-style-type: none"><li>➤ Communicating ideas through performance</li><li>➤ Taking part in/contributing towards a performance for an audience.</li><li>➤ Communicating ideas and intentions effectively to an audience.</li><li>➤ Reflect on the process</li></ul>	
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