

Performing Arts Year 11 Curriculum Overview



Year 11 Overview

In Year 11 students are required to complete Component 3 Responding to A Brief. This is an externally assessed component and is the last component to be completed.

Component 3:

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

This final component requires the students to apply all knowledge gained to develop a performance from a brief to a live show. They will follow the structure and procedure to work together as a theatre company.

In this component, students 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 you to consider the 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 ideas for a workshop performance and apply skills and techniques to communicate creative intentions to your audience. The performance or design skills used will vary depending on features such as your selected performance discipline and the content of the work, 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. Students 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. This Component is to be completed by the end of May and all work is submitted to BTEC for final assessment.

Exploring styles and genres:

We start the year revisiting the vast range of styles in Performing arts. We explore how to devise work looking at a target audience and their individual needs. This enables students to identify what is relevant and appropriate for their chosen age group and style of performance. We then look at a

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range of titles and the context that surround the title. This is to support the students to make decisions and generate ideas on their performance in preparation for Component 3 . We allow students to devise work using a style and genre encouraging them to lend from a vast range of resources such as scripts, newspaper clippings, social issues etc.

Exploring key practitioners:

Students create work using the techniques of a practitioner. They use their existing knowledge of theatre styles and link a practitioner to the chosen style. This enables them to create work using influence and adds depth to the performance. Throughout this term students will receive extracts of scripts, articles, titles, and songs to create a performance using a style and a key theatre practitioner. This allows the students to apply their knowledge and further prepares them for creating their own work for Component 3.

Creating log entries:

This term we focus on the written element of Component 3, looking at the requirement of log entries. Students gain further understanding of how to write a log entry using the grading criteria to support their work. We look at sample BTEC work to ensure a clear understanding of the grading criteria and students get the opportunity to peer assess work to fully embed the knowledge of how to make improvements to their work.

Component 3:

At this point students are ready to receive the brief for Component 3 and start the assessment.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>Exploring Styles and Genres</p>	<p>Students will work in groups to replicate a theatre company. They will change groups each work to gain skills in team work and communication. Students will be exploring Physical theatre, naturalism and epic theatre using a range of style and stimulus to devise theatre. In the teams they will create ideas, share and discuss ideas and agree on a final idea. The group will then split into their chosen roles. Production will create ideas and designs to communicate with the team and choose a final idea to take forward and construct. The performers will create the content, devising process and take part in workshops to develop skills as a performer. The students will create log entries using the BTEC sample material as a guide to ensure a clear understanding of the grading criteria and students get the opportunity to peer assess work to fully embed the knowledge of how to make improvements to their work.</p>	<p><u>RAG Rating Observational Sheet:</u> Teacher observations throughout Peer assessments throughout <u>Practical Assessment:</u> Performance 1: Devising</p>
<p style="text-align: center;">7-13 (Autumn 2)</p>	<p>Exploring key practitioners</p>	<p>Students will work in groups to replicate a theatre company. They will change groups each work to gain skills in team work and communication. Students will be exploring practitioners Frantic Assembly, Stanislavski, and Brecht, through practical workshops in their chosen roles. They will be given scripts, images, and musical sequences to create performance to develop skills and techniques in preparation for their final assessment. In the teams they will create ideas, share and discuss ideas and agree on a final idea. The group will then split into their chosen roles. Production will create ideas and designs to communicate with the team and choose a final idea to take forward and construct. The performers will create the content, devising process and take part in workshops to develop skills as a performer. The students will create a log entry for rehearsal using the BTEC sample material</p>	<p><u>RAG Rating Observational Sheet:</u> Teacher observations throughout Peer assessments throughout <u>Practical Assessment:</u> Performance 1: Devising <u>Written Assessment:</u> Rehearsal Log 2</p>

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		as a guide to ensure a clear understanding of the grading criteria and students get the opportunity to peer assess work to fully embed the knowledge of how to make improvements to their work.	
14-18 (Spring 1)	Creating log entries	This term we focus on the written element of Component 3, looking at the requirement of log entries. Students gain further understanding of how to write a log entry using the grading criteria to support their work. We look at sample BTEC work to ensure a clear understanding of the grading criteria and students get the opportunity to peer assess work to fully embed the knowledge of how to make improvements to their work. We will explore the grading criteria's using previous students work and sample BTEC material to gain a thorough insight of how to produce high quality work. Teacher and tutor feedback will be given throughout to ensure that improvements are made.	<u>Written Assessment:</u> Log Entry 1 Ideas Log Entry 2 Rehearsal Log Entry 3 Evaluation
19-24 (Spring 2)	Component 3	Assessment Term: The brief will be given to the students and the groups allocated. Students will work as a theatre company to devise performance material appropriate for the set brief. They will independently create a piece of theatre incorporating and applying the knowledge and skills gained throughout the BTEC course. They will complete three log entries throughout this process: Log Entry 1 Ideas Log Entry 2 Rehearsal Log Entry 3 Evaluation	<u>External assessment of C3</u>
25-30 (Summer 1)	Component 3 Assessment	Students will work as a theatre company to take part in a final performance. This will be a culmination of all roles to create a live performance that has clear production input as well as performers.	<u>External assessment of C3</u>
31-38 (Summer 2)	n/a	n/a	n/a