

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. This component is to be completed solely by the students and once the brief has been issued by the class teacher, the students work independently with no feedback or guidance from the teacher.

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:

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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 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>During this term students will explore the practitioner Brecht. They will look at the origins of Epic Theatre and the innovative techniques that Brecht brought to the performance industry. They will explore the techniques created by Brecht looking at a wide variety of non-naturalism. They will create a piece of theatre using Brechtian technique. During this process students will create a written log entry, they will use the grading criteria to determine grade boundaries, award written work and refine their own to achieve the highest grade.</p>	<p><u>RAG Rating Observational Sheet:</u> Milestone Log/ Evaluation</p> <p><u>Practical Assessment:</u> Performance 1: Devising</p>
<p style="text-align: center;">7-13 (Autumn 2)</p>		<p>Students will work in groups of performers and production to replicate a theatre company. They will be given a mock brief and as groups discuss the title given. They will create ideas for a performance based on the title. The</p>	<p><u>RAG Rating Observational Sheet:</u> Teacher observations throughout</p>

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group will establish the target audience, the requirements of that target audience and the resources required for the production. Students will apply a practitioner to the performance, using the techniques and style of theatre. They will explore opportunities to apply techniques, through discussions and practical exploration. The group will add structure to the performance, creating scenes and characters to tell the story.

Students in a production role will create and construct for the performance. Attending production meetings to discuss the creative intention of the performance, the production team will refine ideas and creations.

Performers will rehearse and build the performance through technique and characterisation. They will rehearse and refine their performance.

This term we will also 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 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.

During this term students will explore the practitioner Stanislavski. They will look at the origins of naturalism and Stanislavski's influence on this theatre style. and the innovative techniques that Brecht brought to the performance industry. They will create a piece of theatre using Stanislavski's system applying their knowledge to devising a play based on a social issue. During

Peer assessments throughout
Practical Assessment:
Performance 1: Devising
Written Assessment:
Rehearsal Log 1 and 2

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		<p>this process students will create a written log entry, they will use the grading criteria to determine grade boundaries, award written work and refine their own to achieve the highest grade.</p>	
<p>14-18 (Spring 1)</p>	<p>Component 3 Ideas process Log 1</p>	<p><u>Assessment Term:</u> 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. During this term students will be given the BTEC live brief and will work together to create ideas and the plot. They will develop the performance as a team applying techniques to the plot. They will work in two teams – performers and production to develop the performance material. They will complete Log Entry 1 Ideas in exam conditions with an invigilator present.</p>	<p><u>External assessment of C3</u></p>
<p>19-24 (Spring 2)</p>	<p>Component 3</p>	<p>Performance students will rehearse the production, refining the material, adding technique and characterisation. Production roles will construct their ideas, using techniques to create a finished product. They will complete Log Entry 2 Rehearsal in exam conditions with an invigilator present.</p>	<p><u>External assessment of C3</u></p>
<p>25-30 (Summer 1)</p>	<p>Component 3 Assessment</p>	<p>Students will continue to work and develop the production. This term will be the final term on the project and students will deliver what they have created. Production students will present their ideas, with the teacher recording this to send to BTEC ready for grading. Performance students will perform to camera. They will complete Log Entry 3 Evaluation in exam conditions with an invigilator present.</p>	<p><u>External assessment of C3</u></p>

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31-38 (Summer 2)	Exam schedule and Revision session	Students will use this term to revise, watch GCSE pods and complete revision tasks set by staff.	