

Year 11 Curriculum Overview Plan: Performing Arts – Dance

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: Component 2: Developing Skills and Techniques in the Performing Arts Final Assessment Learning outcome B: Apply skills and techniques in performance. Learning outcome C: Review own development and application of performance or design skills</p> <p>Prior Learning:</p> <p>Students will continue refining their performance and developing their skills gained during the previous year.</p>	<p>Key Theme: Component 3: Responding to a Brief Learning Outcome, A: Understand how to respond to a brief</p> <p>Prior Learning:</p> <p>Students will draw on knowledge, skills and techniques gained in Component 1 and 2 to create original performances.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>In preparation for the completion of Component 3,</p>	<p>Key Theme: Component 3 Responding to a Brief Learning outcome B: Select and develop skills and techniques in response to a brief Learning outcome C: Apply skills and techniques in a workshop performance in response to a brief C1 Skills and techniques C2 Working effectively with others</p> <p>Prior Learning:</p> <p>Students will draw on knowledge, skills and techniques gained</p>	<p>Key Theme: Component 3 Responding to a Brief Final Assessment Learning outcome C: Apply skills and techniques in a workshop performance in response to a brief C1 Skills and techniques C2 Working effectively with others Learning outcome D: Evaluate the development process and outcome in response to a brief D1 Reflect on the process D2 Reflect on the outcome</p>		

<p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Learners will apply interpretative skills and techniques appropriate to the selected discipline in a performance or design realisation. They will cover either the performance or design skills as appropriate to selected discipline. Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances</p>	<p>students will explore a range of brief and respond to them in mini projects. They will create original work with clear intentions, for a range of target audiences and in a variety of styles.</p> <p>Future Learning:</p> <p>The practice will prepare them for the final brief provided by the exam board.</p> <p>Assessment Methods:</p> <p>Each mini performance project will be assessed against exam criteria.</p>	<p>thus far, to create original performance material.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Learners will work collaboratively, to create original performance material from a given brief. Their performance must have clear intentions suitable for a specific target audience and have clear stylistic influence. Their performance must showcase their skills and techniques and they must work effectively with others to overcome any issues that arise. They must continuously reflect</p>	<p>Prior Learning:</p> <p>All prior learning C1, C2 and C3 underpins this final performance of original work from a given brief.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Learners will continue to work collaboratively, to develop an original performance from a given brief. Their performance must showcase their skills and techniques and they must work effectively with others to overcome any issues that arise. They must continuously reflect on the process and</p>		
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<p>Future Learning:</p> <p>This knowledge and skills will be used during Component 3 where they must create new material in response to a given brief.</p> <p>Assessment Methods:</p> <p>Final Assessment Coursework Performance</p> <p>Tier 3 Vocabulary Vault:</p> <p>Skill and technique-based vocabulary is specific to chosen discipline acting, dance or musical theatre. See knowledge organisers.</p>	<p>Tier 3 Vocabulary Vault:</p> <p>Stimulus Target Audience Performance Space Running Time Style Creative Intention Theme Genre Practitioner Stylistic Qualities Form Structure Narrative Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text,</p>	<p>on the process and set clear targets for development. They must take direction and respond to feedback.</p> <p>Future Learning:</p> <p>This creative process will ensure that the final performances are well developed, fit for purpose, refined and polished.</p> <p>Assessment Methods:</p> <p>Coursework Regular check-points of working progress.</p> <p>Tier 3 Vocabulary Vault:</p> <p>Stimulus Target Audience Performance Space Running Time</p>	<p>set clear targets for development. They must take direction and respond to feedback. They must evaluate the final outcome, clearly identifying areas of success, and overall impact</p> <p>Assessment Methods:</p> <p>Coursework Rehearsals Performance</p> <p>Tier 3 Vocabulary Vault:</p> <p>Stimulus Target Audience Performance Space Running Time Style Creative Intention Theme Genre</p>		
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<p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, reviews, and articles. Skill audits Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding</p>	<p>poems, reviews, and articles. Students will be required to do independent research on given brief. Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>Style Creative Intention Theme Genre Practitioner Stylistic Qualities Form Structure Narrative Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Students will be required to do independent research on given brief.</p>	<p>Practitioner Stylistic Qualities Form Structure Narrative Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Students will be required to do independent research on given brief.</p> <p>Strategies to enable new concepts,</p>		
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<p>through 'Think Ahead' questioning.</p>		<p>Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>	<p>knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>		
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