



Half Term	Component 1	Component 2	Component 3
Topic	Component 1 – Exploring Performing Arts	Component 2 - Developing skills and techniques in performing arts.	Component 3 – Responding to a brief
Topic Overview	Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance	Students will develop their performing arts skills and techniques through the reproduction of acting existing repertoire and evaluate their own progress throughout the process	Students will be given the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus.
Components	<ul style="list-style-type: none"> • <i>Students will investigate how professional performance or production work is created</i> • <i>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</i> <p>Students will develop a practical understanding of how performing arts work is created. They will look at elements such as roles, responsibilities and the application of relevant skills and techniques. They will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. They will broaden knowledge through observing existing repertoire. This component will give students an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.</p>	<ul style="list-style-type: none"> • <i>Students will develop skills and techniques for a performance.</i> • <i>Students will apply skills and techniques during the performance of existing repertoire.</i> • <i>Students will review their own development and contribution to the performance. They will do this by writing 5 milestone logs throughout the process and reflect on their own progress.</i> 	<ul style="list-style-type: none"> • <i>Students will understand how to respond to a brief</i> • <i>Students will select and develop skills and techniques in response to a brief</i> • <i>Students will apply skills and techniques in a workshop performance in response to a brief</i> <p><i>Students will evaluate the development process and outcome in response to a brief</i></p>
Key vocabulary pupil will know and learn	Theme/issue, production elements, form/structure/narrative, style/genre, contextual influences, collaboration with other professionals, choreographer, director, writer	Characterisation, communication, energy, expression, focus and control, gesture, movement memory, pace, projection, stage presence	Brief, stimulus, target audience, devise, characterisation, links, practitioners, style, themes, communication, energy, expression, focus and control, gesture, movement memory, pace, projection, reaction/interaction with others.