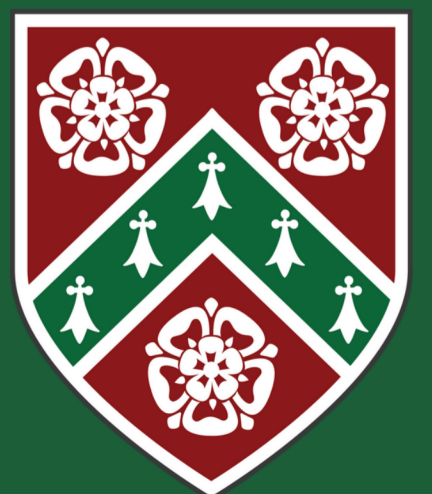


HONLEY HIGH SCHOOL CURRICULUM GUIDE 2023-2024

PERFORMING ARTS

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STRIVE FOR THE HIGHEST





Music Year 7

AUTUMN 1

Rhythm

As an introduction to Music at KS3, all students explore what rhythm is through listening and practical activities. They learn about the different names and values of notes, what the role of the conductor is and how to conduct, how to perform rhythms as part of a group, performing different rhythms on a drum kit, as well as an end of unit assessment to demonstrate learning.

Prior Learning

There will be varied experience of music for Y7 students. This is an opportunity to introduce all students to the subject and to create a baseline of musical reading.

CAREERS LINKS

Music teacher. Music therapist. Record producer. Sound engineer. Sound designer. Sound technician. Arts administrator. Event manager. Special effects technician.

AUTUMN 2

Pitch/Keyboard Introduction

Continuing from the Rhythm unit, students now learn about the pitch of different notes, what they are called, where they sit on a musical staff and how to be able to transfer that knowledge and perform on to the keyboard. Students are required to read a melody and perform on the keyboard, being assessed on their ability to read and perform using a keyboard.

Prior Learning

Following on from last half term, students further explore reading music and how to transfer this skill onto the keyboards/

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1

Pachelbel's Canon (Performance)

An introduction to classical music and classical music techniques. Through the study of Pachelbel's Canon, students will learn key features of classical music such as ground bass, canon, and orchestral instruments. Using their knowledge of reading music gained from Term 1, students will learn how to perform a variety of different musical parts from Pachelbel's Canon on the keyboard.

Prior Learning

This unit builds on familiar song structures that have been explored during KS1 and 2 and also builds in using triads

SPRING 2

Pachelbel's Canon (Composition)

Continuing on from the previous half term, students now learn about Melody and Harmony, learning how to compose their own melody lines, using the Canon chord pattern as a basis for their own composition. Students are then assessed by performing their own composition on the keyboard.

Prior Learning

Previous work on rhythm and tonality. There are also further opportunities to consolidate keyboard skills

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

SUMMER 1

Song Writing

An exploration of 'Pop' songwriting. Students will study a number of different songs within the Pop genre, learning about the lyrics and musical features associated with Pop music. Musical elements include chord patterns, structure, tempo, rhythm, and melody. In small groups, Students will have the opportunity to write their own set of lyrics, and begin to compose their own short Pop song, as well as learning about sign language in song and performance techniques.

Prior Learning

Understanding of song structures and a range of elements from previous topics

SUMMER 2

Song Writing 2

Continuing on from the previous half term, students will continue to develop their own pop song, including writing lyrics, creating a bass line, chord pattern and performing their ideas as part of their final assessment.

Prior Learning

Understanding of song structures and a range of elements from previous topics



Music Year 8

AUTUMN 1&2

Rap and Hip Hop Music

Students will explore all aspects of the genre of Hip Hop through listening, performance, and composition. Students learn about the historical, social and geographical context of Hip Hop, learning about where it originated, how it originated, and the different musical elements featured within the genre.

Students will develop their keyboard skills by learning how to play a number of iconic Hip Hop riffs, further developing their music reading skills and practical keyboard skills from last year. Students will develop their compositional skills and demonstrate their knowledge of Hip Hop by composing their own Rap lyrics and developing a musical backing which include riffs, drumbeats and simple chord patterns.

Prior Learning

Year 7 song writing skills are employed. They should be able to orientate a musical keyboard and be able to use voice/style/tempo functions

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1&2

Superhero Themes

Students will explore the different musical features and compositional techniques associated with Superhero themes, through a variety of listening, performance, and composition tasks. We will learn how a variety of different musical features can be used to portray a Superhero character through music. Musical foci include the use of pitch, tempo, tonality (major and minor) and melody. Students will use their new musical knowledge to create their own Superhero theme for their own character idea.

Prior Learning

Understanding of song structures and a range of elements from previous topics

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

SUMMER 1&2

Folk Music

Throughout this unit, Students will explore the different musical features and characteristics associated with Folk music and learn about the different traditional musical styles from a variety of countries and cultures. Through active listening and practical activities, Students will learn how to perform several traditional Folk songs and Sea shanties on the Keyboard and Ukulele. Students will also develop their knowledge of Yorkshire folk music from the local area. They will develop their skills on the Ukulele by learning how to play a variety of chords and compose their own Folk song.

Prior Learning

Building on keyboard and ukulele skills from Year 7 and song writing skills from Y7/8 are developed

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Music Year 9

AUTUMN 1&2

Music for Film

Throughout this unit, students will explore the importance of music within films. Through active listening and practical activities, we learn about the history of film music and how it has evolved, study some iconic film composers, including John Williams and Hans Zimmer, and perform a variety of pieces of Film music.

Students develop their music reading and performance skills, as well as gaining a deeper understanding of musical features used within film music, such as melody, dynamics, tempo, timbre, and tonality.

Prior Learning

Students will use skills acquired in the Y8 superhero topic whilst developing their knowledge of musical elements. They should be able to orientate a musical keyboard and be able to recognise how key elements of music can create a range of atmospheres

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer. Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

SPRING 1&2

Reggae Music

Students will explore all aspects of Reggae through listening, performance, and composition. Students learn about the historical, social and geographical context of Reggae music, learning about where it originated, how it originated, and the different musical elements featured within the genre.

Throughout the unit, students will develop their keyboard, ukulele, and guitar skills by learning how to play a number of iconic Reggae songs, further developing their music reading skills and practical music skills from last year. Pupils will develop their compositional skills and demonstrate their knowledge of Reggae music by composing their own Reggae inspired lyrics and developing a musical backing which include primary chord patterns, syncopation, off-beat rhythms, and melodic riffs.

Prior Learning

It is helpful if students have a range of performance experience and skills on instruments such as keyboards, ukulele and voice

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SUMMER 1&2

Music for Special Events

There are a vast array of special events and occasions that use music as a form of entertainment, to create a mood or atmosphere, or to bring people together and encourage participation and unity, whether it's the Kings coronation, the Olympic games, World cup, birthdays or Christmas, the list is endless.

In this unit, Students explore several different special events and pieces of music associated with each. We develop further knowledge on the use of tonality, tempo, instrumentation, articulation, and timbre. Students will perform a number of pieces associated to special events, as well as demonstrating their knowledge by composing their own piece of special event music.

Prior Learning

All learning developed through Y7-9 is called upon to help students achieve sophisticated results

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



GCSE Music Year 10

AUTUMN 1 / 2

Elements of Music

AOS 1 Forms and Devices

Understanding elements of music and embedding an understanding of how to use elements of music through composition.

Students will also develop their listening skills with a focus on the elements of music.

Understanding key structures and forms in Western Classical Music

Embedding an understanding of periods of music from the Baroque to Romantic period.

Set Work-Badinerie-Bach

Developing an understanding of devices and how they are used in pieces of music

Developing technical and expressive control of their instrument.

Embed ensemble skills focusing on accuracy and technical control of instruments/voice.

Prior Learning

Students should have been involved in some level of musical performances and have an interest in a range of musical styles and genres

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1/2

AOS 2 and 3 Film Music and Ensemble Music

Learn how music technology is used in Film Music

Embed compositional technique- Preparation for FREE composition brief (which is started after half term)

Students develop Listening and Appraising Skills through listening activities and exploration and application of Vocabulary and devices.

Composing (group and individual) and Performance (both solo and group) work is developed using the Areas of Study

Developing technical and expressive control of their instrument.

Embed ensemble skills focusing on accuracy and technical control of instruments/voice.

Prior Learning

Students draw from their knowledge and skills gained during the first term, to use vocal and devices

Prior Learning

This unit builds on from AOS 1-3 and looks to further students' musical skills across a range of disciplines.

Students draw from their knowledge and skills gained during the first 2 terms, to use vocab and devices

KEY ASSESSMENT DATES

Key dates will happen throughout the academic year.

SUMMER 1 / 2

AOS 4 Popular Music

Embed understanding of elements of music and how they are used in popular music-set work *AFRICA* by *TOTO*

FREE composition is started following on from guided composition tasks to inform learning

Develop solo performance skills further and select pieces for Y10 performance mock

Review and recap listening skills for AOS 1 (particularly embedding theory) AOS 2 and AOS 3

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



BTEC Music Year 11

AUTUMN 1 / 2

COMPONENT 2 LEARNING AIM B –MUSIC SKILLS DEVELOPMENT

During this unit students develop musical knowledge, skills, and techniques and apply them to a music product.
Learning

Aim B is an opportunity for students to reflect on their current abilities and make a plan to develop their skills in
Composition, Performance and Music Production

Prior Learning

This unit builds on from component 1 and looks to further students' musical skills across a range of areas

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

SPRING 1 / SPRING 2 / SUMMER 1

COMPONENT 3–RESPONDING TO A COMMERCIAL BRIEF

During this unit, students put skills into practice by responding to a brief as a composer, performer or producer.

Using all the skills developed during the last two components students create a performance/ cover version of a song or piece of music in a style of their choosing.

This unit is set and assessed externally by the exam board.

Prior Learning

This unit builds on from component 1 and 2 and looks to further students' musical skills across a range of tasks

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

KEY ASSESSMENT DATES

All work is coursework. It is internally assessed and verified and also externally verified.

In January of Year 11 Edexcel release an assignment brief which is externally assessed.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Drama Year 7

AUTUMN 1

Introduction to the Explorative Strategies

All Year 7 students will work through six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating.

They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment.

Prior Learning

There will be varied experience of the performing arts for Y7 students. This is an opportunity to introduce all students to the subject and to create a baseline of theatrical knowledge.

CAREERS LINKS

Teacher, actor, performer, presenter, writer, playwright, public service, communications, artist, industry professionals.

AUTUMN 2

Charlie and the Chocolate Factory

This scheme supports the work that students will study in English. Students will examine the journey of the play, as well as rehearsing and sharing a key scene from a particular part of the factory. All students will explore themes from the plays as well as using poetry and physical theatre to shape moments. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

Students will now begin to use the tools of drama – the explorative strategies – to create a confident piece of performance. Their assessment will examine how deftly they can use the tools.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1

Oliver Twist

This scheme supports the work that students will study in English and History. Students will examine what it was like to be a child in Victorian England, as well as rehearsing and sharing a key scene from the play adaptation. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

For some this is an introduction, others it will be a revisit. This is an opportunity to explore the play, which will then support their work in English.

SPRING 2

Oliver Twist

This scheme supports the work that students will study in English and History. Students will examine what it was like to be a child in Victorian England, as well as rehearsing and sharing a key scene from the play adaptation. All students will have the opportunity to learn and deliver a scene from this adaptation.

Prior Learning

For some this is an introduction, others it will be a revisit. This is an opportunity to explore the play, which will then support their work in English.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Charlie and the Chocolate Factory

March/April

Oliver Twist

May and July

A Midsummer Night's Dream

SUMMER 1

A Midsummer Night's Dream

This scheme supports the work that students will study in English. Students will examine the four worlds of the play, as well as rehearsing and sharing a key scene from each world. All students will have the opportunity to learn and deliver the complex language of Shakespeare

Prior Learning

Students will use their work from A Midsummer Night's Dream to explore the rhythms of a Greek text.

SUMMER 2

A Midsummer Night's Dream

This scheme supports the work that students will study in English. Students will examine the four worlds of the play, as well as rehearsing and sharing a key scene from each world. All students will have the opportunity to learn and deliver the complex language of Shakespeare

Prior Learning

Students will use their work from A Midsummer Night's Dream to explore the rhythms of a Greek text.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Drama Year 8

AUTUMN 1

Reconnect to the Explorative Strategies

All Year 8 students will reconnect with the six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating. They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from year 7 to create detailed improvisation material that is thoughtful and engaging.

AUTUMN 2

Pantomime

All students will explore the genre of pantomimes. We will look at the key conventions and historical context of a pantomime. Students will be introduced to the traditions of a pantomime using key skills and techniques to create engaging performances. Scripts of short version pantomimes will be used and storyline structures to allow students to develop their own pantomime performance.

Prior Learning

Students will use some explorative strategies from the previous half term such as narration and mime.

SPRING 1

Theatre in Education (TIE)

All students will explore the genre of TIE. We will look at the history and importance of TIE in the performing arts. Students will explore key skills and techniques to create engaging performances. They will explore TIE with the use of explorative strategies. Students will then create their own TIE performance based on a social issue.

Prior Learning

Students will use their experience of script work from the pantomime explored last term. They will use this prior knowledge to support how they interpret and perform a script effectively.

SPRING 2

Theatre in Education (TIE)

All students continue to explore the genre of TIE. Students will explore key skills and techniques to create engaging performances. They will explore practitioner Mark Wheeler's work and why he wrote plays for TIE. Students will then create a short performance using a script from Mark Wheeler's play 'Chicken' which is based around the topic of peer pressure and road safety.

Prior Learning

Students will use their experience of script work from the pantomime explored last term. They will use this prior knowledge to support how they interpret and perform a script effectively.

SUMMER 1

Grimm's Fairy Tales

Students will explore the play adaptation of Grimm's Fairy Tales by Carol Duffy. Students will re-create scenes using the script provided. We will look at stereotypes and the art of storytelling. All students will rehearse and develop one of the plays for performance.

Prior Learning

Students will use their work from topics explored throughout the year to create work that is creative and thoughtful.

SUMMER 2

Improvisation

Students will explore improvisation using a variety of methods such as themes, stimulus, and text. Students will also be introduced to park bench to develop characterisation and improvisation skills.

Prior Learning

Students will use their work from topics explored throughout the year to create work that is creative and thoughtful.

CAREERS LINKS

Teacher, actor, performer, presenter, writer, playwright, public service, communications, artist, industry professionals.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Pantomime

February

T.I.E

April/May

Grimm's Fairy Tales

July

Improvisation

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Drama Year 9

AUTUMN 1

Reconnect to the Explorative Strategies

All Year 9 students will work through six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating

They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment. These tools will now be used with dexterity and confidence.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from year 7 and 8 to create detailed performance material that is thoughtful and engaging.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

AUTUMN 2

Blood Brothers

Students will explore the play Blood Brothers. This supports work undertaken in English. We will look at the history and importance of the play in British culture. Students will explore key scenes to create engaging performances. All students will rehearse and perform a scene from the play.

Prior Learning

Students will use most of the explorative strategies from the previous half term such as Tableaux, thought tracking, crosscutting, narration and mime. They will also use their knowledge from their English lessons to develop convincing characters and strong storytelling.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1

Introduction to GCSE Drama

This topic will explore the course of GCSE Drama to give students a taster of what to expect for KS4 options. Students will explore practitioners' methods and creative intentions whilst developing a piece of performance.

Prior Learning

Students will be introduced to key practitioners in the industry. This will reconnect with the Autumn term when exploring a variety of theatre styles.

SPRING 2

Exploring GCSE Drama (Monologues, Duologues, and the practitioner Stanislavski)

This topic will continue to explore the course of GCSE Drama.

The focus for this half term is the practitioner Stanislavski as well as writing and performing monologues and duologues.

Prior Learning

Students will be introduced to key practitioners in the industry. This will reconnect with the Autumn term when exploring a variety of theatre styles.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Blood Brothers

March

Exploring GCSE Drama and performance work

May

Facilitating a game

July

Improvisation

SUMMER 1

Facilitaiting a Game

Students will explore the role of a facilitator in various workshops surrounding the purpose of games in a rehearsal room. This will develop core life skills including communication, leadership, presentation, collaboration, organisation and listening skills.

Prior Learning

Students will use prior knowledge of drama games including the skills developed and the purpose of the games in drama.

SUMMER 2

Improvisation

Students will explore improvisation using a variety of methods such as themes, stimulus, and text. Students will also be introduced to park bench to develop characterisation and improvisation skills.

Prior Learning

Students will use prior knowledge of improvisation to create work that is creative and shows a breadth of knowledge.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Introduction to Theatre Practitioners

All students will work through a variety of workshop style lessons developing a secure knowledge of specific theatre practitioners. These include the work of Berkoff, Stanislavski, Brecht. Students explore the work and techniques of these key practitioners to develop their knowledge and understanding of theatre styles and practitioners. They develop skills in character development, voice, physicality, spatial awareness and stage presence, effect on the audience, technical terms, & stylistic features.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from Year 7 to create detailed improvisation material that is thoughtful and engaging.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

AUTUMN 2

Introduction to Theatre Practitioners.

All students will continue their work on the three key practitioners.

Live Theatre Review A - students will watch, analyse and discuss the performance of a piece of live theatre.

Prior Learning

Students will use most of the explorative strategies from the previous half term such as Tableaux, thought tracking, crosscutting, narration and mime.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1 & 2

Component 1 – Task 1

Students will be introduced to Component 1 of the course and develop their improvisation skills to enable their ability to think creatively.

Task 2

Stimuli Exploration - students will explore given stimuli and develop a performance in groups using a chosen practitioner style. They will be given the stimuli and explore each one to stimulate ideas for a performance using various explorative strategies and research tasks

Task 3

Performance Development – students will work in given groups to develop their ideas into a performance with structure, characters, plot, message, stylistic features, etc. The work will be facilitated by teaching staff but will adhere to the process described within the Eduqas GCSE Drama specification

Prior Learning

Students will be introduced to key practitioners in the industry. This will be connected with the Autumn term when exploring a variety of theatre works.

KEY ASSESSMENT DATES

November

Role of an Actor

March

Component one: exploring the performing arts (estimated grading)

May and July

Component one: exploring the performing arts (official grading)

SUMMER 1 & 2

Task 4

Presentation & Feedback – students will rehearse and present their performance in groups for assessment and evaluate their performance to complete their Component 1 work.

Live Theatre Review B - students will watch, analyse, and discuss the performance of a piece of live theatre.

I Love You, Mum – I Promise I Won't Die – Mark Wheeller. Students will explore this set text play. The play will be read as a class and then broken down into sections to explore in more depth. This will create a foundation for the work in Year 11. The work will be practical with additional written tasks to supplement the knowledge and understanding of the play

Prior Learning

Students will use the inspiration from practitioners explored in previous lessons. They also have the opportunity to use skills and techniques explored in the workshops at the start of component one to explore existing performance material with confidence.



BTEC Acting Year 11

AUTUMN 1&2

Component 2.

All students will prepare the work for Component 2. Learners will be involved in several skill-based workshops. These workshops help develop performance skills and prepare the actor for their final performance work.

There will be written milestone audits to complete. These audits chart the actor's progress.

The final piece of performance work will be performed to an audience.

The choice of performance work must reflect the themes set by the exam board.

Prior Learning

They will learn many useful transferable skills, including teamwork, leadership and communication. This component links to Component 1: Exploring the Performing Arts and Component 3: Performing to a Brief. They will employ all their skills and knowledge from the previous year's engagement to succeed in this component.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1&2

Component 3 – External Exam

This component asks students to draw on the knowledge and skills they have developed throughout the course and apply them in response to an assessment task brief. This brief is set and released by the exam board in January. The exam must be completed by the beginning of May.

Students will participate in collaborative creative work, developing their ability to work as a part of group as well as individually contributing to the creation of a workshop performance. The workshop performance is based on a set theme.

Evaluation activities through group discussion and feedback on performance work will aid the development of analysis and evaluative skills. Practice at taking notes after acting tasks will develop their note-taking skills and prepare them for the three supervised assessments.

Prior Learning

This external assessment is an opportunity for all students to draw on their extensive knowledge and experience of the performing arts industry. They will use the explorative strategies, which were introduced to them back in Y7. They will employ conventions from genres such as pantomime and TIE. It is a culmination of five years work as well as a celebration of their knowledge and understanding, ready for their next step to further education.

KEY ASSESSMENT DATES

October/ December

Component 3 Mock preparation

February

Component 3: Activity One
Component 3: Activity Two

March

Component 3: Activity Three

April

Component 3: Final Workshop Performance
Component 3: Activity Four