

<p>Year 9</p>	<p>During this half term, we begin to explore acting.</p> <p>Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh.</p> <p>Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.</p>	<p>During this half term, we continue to explore acting.</p> <p>Students study a number of different acting styles and practitioners, including Physical Theatre, Frantic Assembly, Verbatim Paper Birds, Theatre in Education, Stanislavski and Kneehigh.</p> <p>Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.</p>	<p>During this half term, we begin to explore dance styles.</p> <p>Students study a number of different dance styles including, Contemporary, Jazz, Fosse, Musical Theatre and Lyrical.</p> <p>Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.</p>	<p>During this half term, we look at the genre of Musical theatre.</p> <p>Students analyse a number of different musicals. Looking at the dance styles, composers and why they were popular in certain eras.</p> <p>Future Links: Develop skills in analysis and evaluation which they will need for Component 1.</p>	<p>During this half term, we begin exploring Singing</p> <p>Students study repertoire performed by professionals within the industry, learn about technique, sheet music and performance quality.</p> <p>Future Links: Students will have necessary skills to complete their actual Component 2 examination in Spring Term of Year 10. As well as their devised performance in Spring Term of Year 11.</p>	<p>During the final half term of Year 9, students work on a Devised performance.</p> <p>This is a chance for them to put all of the skills learnt throughout the year into practice. Performing a 7 - 10 minute piece of musical theatre/acting around a chosen stimulus.</p>
<p>Year 10</p>	<p>Component 2 Mock</p> <p>Students will complete a mock exam in order to prepare them for the real exam in Spring 1.</p> <p>There are two parts to the component, a log</p>	<p>Component 2 Mock</p> <p>Students will complete a mock exam in order to prepare them for the real exam in Spring 1.</p> <p>There are two parts to the component, a log</p>	<p>Component 2 Real – Developing Skills and Techniques in the Performing Arts</p> <p>ASSESSMENT WINDOW Students will complete the real</p>	<p>Component 1 - Exploring the Performing Arts</p> <p>During this Component, students will examine 3 pieces professional</p>	<p>Component 1 - Exploring the Performing Arts</p> <p>During this Component, students will examine 3 pieces professional</p>	<p>Component 1 - Exploring the Performing Arts</p> <p>During this Component, students will examine 3 pieces professional</p>

	<p>book and performance.</p> <p>The log book details the rehearsal process where students will evaluate and assess their own skills development. Additionally, they will analyse the development of their own and others' work.</p> <p>The performance will allow students to learn, rehearse and perform a professional piece of repertoire whilst applying skills and techniques in rehearsal and performance.</p>	<p>book and performance.</p> <p>The log book details the rehearsal process where students will evaluate and assess their own skills development. Additionally, they will analyse the development of their own and others work</p> <p>The performance will allow students to learn, rehearse and perform a professional piece of repertoire whilst applying skills and techniques in rehearsal and performance.</p>	<p>Component 1 assessment within 6 weeks.</p>	<p>Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers.</p> <p>They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.</p>	<p>Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers.</p> <p>They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.</p>	<p>Musical theatre. They will explore the interrelationships between the performers and creative team. They understand the processes involved in creating a performance including scripted / devised / choreographed, musically directed. Additionally, students begin to develop analysis skills and evaluate professional performers.</p> <p>They need to complete a set of slides for this unit which show students understanding. This makes up their coursework.</p>
--	--	--	---	---	---	---

<p>Year 11</p>	<p>Component 3 – Performing to a Brief (Ending with Mock exam)</p> <p>This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.</p> <p>Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.</p> <p>During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and</p>	<p>Component 3 – Performing to a Brief (Ending with Mock exam)</p> <p>This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.</p> <p>Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.</p> <p>During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and</p>	<p>Component 3 – Performing to a Brief (Real assessment window)</p> <p>This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.</p> <p>Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.</p> <p>During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and</p>	<p>Component 3 – Performing to a Brief (Real assessment window)</p> <p>This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.</p> <p>Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.</p> <p>During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and</p>	<p>Component 3 – Performing to a Brief (Real assessment window)</p> <p>This is an externally set assignment. It is an accumulation of the skills students have developed over the past 3 years.</p> <p>Students are required to work in groups to create a 7 - 15 minutes devised performance based on a given stimulus. Additionally, they will complete 3 controlled assessments, which take place during their lesson time.</p> <p>During this component, students should understand how to respond to a brief, select and develop skills and techniques in response to a brief. Be able to apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and</p>	
-----------------------	--	--	---	---	---	--

	outcome in response to a brief.	outcome in response to a brief.	outcome in response to a brief.	outcome in response to a brief	outcome in response to a brief.	
Year 12						
Year 13						