



Year 11 Performing Arts curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<b>Unit 2 - Creating</b> Selection of discipline / intention / resources / inspiration / style and demands / beginning rehearsals / Health and safety assessments / rehearsals / development logs / final performances/ evaluations		<b>Unit 3 - Performing Arts in Practice</b> Social / political influences / target audience / venue selection / techniques to market, advertise and promote performance / time plan and budget Continuation of rehearsals and practical technical work / presentation and pitch / evaluation and reflection / identifying action points for improvement		<b>Unit 3 - Refinement</b> Final adjustments and checks to controlled assessment / submission / Students in examinations / left school	
<b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i>	Students will know and understand how to: <ul style="list-style-type: none"> <li>• Take ownership of their own decisions by selecting disciplines based on their own strengths</li> <li>• Organise their rehearsal / practical times and intentions - both individually and as a group</li> <li>• Use resources to complete independent research which will support their studies</li> <li>• Investigate the social and political climate in relation to the given scenario</li> <li>• Use their individual knowledge to describe the most effective promotional techniques</li> <li>• Receive feedback openly and to be self reflective in order to set progression targets</li> </ul>					
<b>Skills</b>	<b>R Develop RESILIENCE</b>			★ <i>Attempting new, less familiar disciplines within this unit so therefore will show resilience in the approach.</i>  ★ <i>Consistently practising pitching skills and overcoming inexperience</i>		



		<ul style="list-style-type: none"> <li>★ <i>Response to feedback is used positively and acknowledged as a tool for improvement</i></li> </ul>
	<b>A Possess AMBITION</b>	<ul style="list-style-type: none"> <li>★ <i>Showing skills in new production areas of PA - allowing themselves to be pushed outside of their comfort zone</i></li> <li>★ <i>Consolidating their performance experience and selecting performance disciplines to showcase (linking to building a portfolio for future opportunities)</i></li> <li>★ <i>Applying for further education places in order to drive their education on PA further</i></li> </ul>
	<b>I Demonstrate INTEGRITY</b>	<ul style="list-style-type: none"> <li>★ <i>Communicating honestly with each other when offering feedback or advice</i></li> <li>★ <i>Supporting the faculty generally in extra-curricular events without expectation of reward</i></li> <li>★ <i>Acknowledging the success of others</i></li> </ul>
	<b>S Embed Self-Discovery</b>	<ul style="list-style-type: none"> <li>★ <i>Develop as an individual by taking on more mentoring roles at whole school events - such as the annual show</i></li> <li>★ <i>Take the time to visit further education settings, including specialist performing arts colleges</i></li> </ul>



		<ul style="list-style-type: none"> <li>★ <i>Begin to refine your interests in terms of practical and production disciplines</i></li> </ul>	
	<p><b>E Display EMPATHY</b></p>	<ul style="list-style-type: none"> <li>★ <i>Allow the assignment brief to lead you towards discovering the needs of others - build this into your creativity</i></li> <li>★ <i>Support each other when starting unfamiliar tasks in new disciplines - mutual reinforcement will strengthen the group as a whole</i></li> </ul>	
<p><b>Curriculum Links</b></p>	<p>Students will be able to apply many skills from their controlled assessment work in Year 10. They will already have developed an ability to plan and participate in rehearsals. They will have some experience of dance specifically from their holistic work in Year 10 PA, and also from PE lessons. They will be able to apply the speaking and listening skills from English in order to add expression and consideration to their choreography. English will also support them in their ability to interpret lyrics and add additional meaning to dance. Evaluative work is used in various subjects across the curriculum so students should be able to use reflection skills appropriately.</p>	<p>Term one will have given students the confidence to approach this unit in terms of practical decisions and performance. When considering social and political influences, students can draw on relevant subject areas depending on assignment brief (i.e. science and geography have been used in the past for a World Earth Day orientated brief). Students will have also completed finance programmes as part of their PSHE lessons and this can be applied when looking at time and budget planning. When approaching pitching ideas and presentations, ICT can be helpful in cementing basic slides competency. Completing presentations in subjects such as English and MFL will prepare students for presentation work.</p>	<p>Term two will line students up to spend a few weeks refining their work before the grades are submitted to the exam board. They should use independent working skills during this time to ensure that their work is of the best possible quality.</p>
<p><b>Assessment</b></p>	<p>Unit 2: Creating Controlled assessment 30% of qualification</p>	<p>Unit 3: Performing Arts in Practice External controlled assessment 40% of qualification</p>	<p>Unit 3: Performing Arts in Practice External controlled assessment 40% of qualification</p>



<b>Aspirations &amp; Careers</b>	<ul style="list-style-type: none"><li>• Students to spend time this year visiting higher education settings, including specialist PA colleges</li><li>• Careers in the performing arts industry such as actor, dancer, singer, choreographer, producer, scriptwriter, director, costume designer, lighting / sound technician, make-up artist, stage manager.</li><li>• All PA students are expected to take a role within school productions and events, in Year 11 this is often in more of a mentor role</li><li>• Students are encouraged to practise skills at home, and also to continue to attend local drama groups where possible.</li><li>• Visits are arranged to theatres in order to inspire students. These are both professional shows, and shows performed by local PA colleges.</li><li>• Focus on mental health (in particular mounting exam pressure and time management) and the use of PA to promote positive outcomes.</li></ul>
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