

St John's Curriculum Overview – Year 13

Subject Title	Performing Arts Acting
Setting arrangements	Mixed Ability
Time allowance each fortnight	9 Hours a fortnight

Introduction

Students complete 4 units of work

- Unit 1 - Investigating Practitioners' Work **Externally Assessed**
- Unit 2 - Developing Skills and Techniques for Live Performance
- Unit 3 - Group Performance Workshop **Externally Assessed**
- Unit 19 - Acting Styles

Topics, Skills and Assessment covered during the course

	Topics covered	Skills developed	Assessment
Term 1	Unit 2 and 19 Assignment Briefs are shared with the students. Responding to an assignment brief.	<ul style="list-style-type: none"> • Developing Skills and Techniques (Unit 2) In this unit students will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and/or physical theatre. • Research – critical analysis and extended writing skills that aim to support students' progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice Retrieving information from texts <ul style="list-style-type: none"> • Analysing acting skills • Analysing the creative process • Evaluating their work and their performances • Researching practitioners and using their influences in the development process • Making inferences • Comparing acting/practitioners methods • Writing with justification and evidence 	Students will work on three styles of acting as they create three pieces of work from established plays. Students will work on their portfolio tasks. Unit 2 will be due at the end of Term 4. Unit 19 will be due in Term 2.

<p>Term 2</p>	<p>Unit 2 and 19 are ongoing.</p> <p>A Performer's Life for Me</p> <p>Showcasing the actor's craft.</p> <p>Preparation and performance Unit 2. Deadline for Unit 2 Evidence.</p>	<p>● Developing Skills and Techniques In this unit students will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and/or physical theatre.</p> <p>● Research – critical analysis and extended writing skills that aim to support students' progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice Retrieving information from texts</p> <ul style="list-style-type: none"> ● Analysing acting skills ● Analysing the creative process ● Evaluating their work and their performances ● Researching practitioners and using their influences in the development process ● Making inferences ● Comparing acting/practitioners methods ● Writing with justification and evidence 	<p>Students will perform a set of three performances that will show a range of three acting styles in November.</p> <p>Unit 2: Developing Skills and Techniques for Live Performance A Performer's Life for Me</p> <p>A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance</p> <p>List of Evidence Unit 2</p> <ul style="list-style-type: none"> ● Video of your presentation on Being a Performer 15 minutes ● Bibliography or all your resources ● PowerPoint of Video Blog on The Role of a Performer ● Reflective Process Journal (3 styles of acting) ● Videos of milestone practical sessions (3) ● Videos of milestone rehearsals (3) ● Video(s) of three performances in three styles rehearsed performance to invited audiences
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<p>Term 3</p>	<p>Unit 1 task set and completed.</p> <p>Investigating Practitioners' Work</p> <p>At the end of this term Unit 1 (an external unit) is due. Three hours of controlled assessment are completed and Unit 1 is sent off to be externally assessed.</p>	<p>● Developing Skills and Techniques In this unit students will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and/or physical theatre.</p> <p>● Research – critical analysis and extended writing skills that aim to support students' progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice Retrieving information from texts</p> <ul style="list-style-type: none"> ● Analysing acting skills ● Analysing the creative process ● Evaluating their work and their performances ● Researching practitioners and using their influences in the development process ● Making inferences ● Comparing acting/practitioners methods ● Writing with justification and evidence 	<p>Students will complete a mock of Unit 1 and this document will be externally assessed. This document is created in three hours under controlled conditions.</p> <p>Assessment Objectives for Unit 1:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners ● Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners ● Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire ● Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements
<p>Term 4</p>	<p>Complete Unit 19 and begin Unit 3.</p> <p>Showcasing the actor's craft.</p> <p>Creating a group performance</p>	<p>● Developing Skills and Techniques In this unit students will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and/or physical theatre.</p> <p>● Research – critical analysis and extended writing skills that aim to support students' progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice Retrieving information from texts</p> <ul style="list-style-type: none"> ● Analysing acting skills ● Analysing the creative process ● Evaluating their work and their performances ● Researching practitioners and using their influences in the development process ● Making inferences ● Comparing acting/practitioners methods ● Writing with justification and evidence 	<p>Their development (devising process) will be assessed. Unit 19 will be due.</p> <p>Unit 19: Acting Styles Showcasing the actor's craft.</p> <p>A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance</p> <p>List of Evidence Unit 19</p> <ul style="list-style-type: none"> ● Research Notebook containing detail about the workshops, rehearsals, individual research and a final Report (evaluation). ● Videos of milestone workshops (3). ● Videos of milestone rehearsals (3). ● Video(s) of three performances in three styles rehearsed performance to invited audiences ● Bibliography or all your resources

<p>Term 5</p>	<p>Perform and evaluate a group performance.</p> <p>Complete Unit 3</p>	<p>• Group performance – students will develop the essential psychomotor and affective skills essential for the performing arts. They will develop physical techniques, as well as wider transferable skills such as being able to work collaboratively, personal management and organisation (rehearsals, time management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and team work (essential when acting as a group). Listen and respond to feedback and questions from an audience</p> <p>Analysing acting skills:</p> <ul style="list-style-type: none"> • Analysing the creative process • Evaluating their work and their performances • Researching practitioners and using their influences in the development process • Making inferences • Comparing acting methods • Writing with justification and evidence 	<p>A recording of their performance will be externally assessed. Students will complete Unit 3. They will produce a document covering 4 Milestones.</p> <p>Assessment Objectives for Unit 3:</p> <ul style="list-style-type: none"> • Understand how to interpret and respond to stimulus for a group performance • Develop and realise creative ideas for a group performance in response to stimulus • Apply personal management and collaborative skills to a group performance workshop process • Apply performance skills to communicate creative intentions during performance workshop • Review and reflect on the effectiveness of the working process and the workshop performance
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Resources Recommended for Revision and where they are available:

- Each assignment brief will contain suggested websites and additional texts for student to use to further extend their learning.

Homework

- Students are expected to spend time consolidating their learning at home in addition to any further homework set by the classroom teacher. It is estimated that this should equate to approximately 1 hour per fortnight.

Additional support and help for the course

- After school rehearsal session will run as needed to prepare for the performances.
- Teachers will often run lunchtime rehearsal sessions in the run-up to the performances. Students will be informed of these at the time.

Extra-Curricular:

There is a wide range of extra-curricular trips and events. The trips are strongly encouraged however participation in large school productions will need to be considered carefully.