



St John's Curriculum Overview – Year 12



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

Introduction
Year 12 BTEC Nationals Level 3 in Performing Arts Acting (Pearsons)
Students complete 4 units of work
<ul style="list-style-type: none"> • 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	Introduction to Performing Arts	<p>● Developing Skills and Techniques for Acting and Devising 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 	Students will be introduced to Performing Arts Industry. They will be introduced to a range of practitioners and styles of acting. Students will be assessed on a monologue task as a benchmark for improvement over the course.

<p>Term 1.5</p>	<p>Intro to Unit 3 Group Performance</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 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>Students create a play with guidance and support. 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
<p>Term 2</p>	<p>Mock of Unit 3 Group Performance</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 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>Students will perform a devised play completely on their own in groups. Students will produce a log book of the devising process. Students will research and develop their devised plays.</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

<p>Term 3 and 4</p>	<p>Introduction to the assignment briefs for Units 2 and 19.</p>	<ul style="list-style-type: none"> ● 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. ● 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 	<p>Showcasing the actor’s craft.</p> <ul style="list-style-type: none"> ● Understand acting styles and techniques for performance ● Develop acting styles, skills and techniques for performance ● Apply acting styles, skills and techniques in rehearsal and performance ● Review personal development and own performance <p>A Performer’s Life for Me</p> <ul style="list-style-type: none"> ● Understand the role and skills of a performer ● Develop performance skills and techniques for live performance ● Apply performance skills and techniques in selected styles ● Review and reflect on development of skills and techniques for live performance
<p>Term 5</p>	<p>Unit 1 MOCK task set and completed.</p> <p>Investigating Practitioners’ Work</p>	<ul style="list-style-type: none"> ● 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. ● 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 	<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

Term 6	Unit 19 completed	<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>A Performer’s Life for Me</p> <ul style="list-style-type: none"> ● Understand the role and skills of a performer ● Develop performance skills and techniques for live performance ● Apply performance skills and techniques in selected styles ● Review and reflect on development of skills and techniques for live 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 ELT 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

- Parents information evening is an opportunity for parents to have an insight into the course specifications and examination formats
- 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.