

Y 10 PERFORMING ARTS CURRICULUM SEQUENCING

Year 10	Term 1	Term 2	Term 3
Unit(s) (Tablet in 39week plan)	Unit 2: Creating	Unit 1: Performing	Unit 3: Performing Arts in Practice
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Intention – purpose & effect Styles & practitioners & their demands Voice, movement, interaction; scripting, blocking, development through improvisation, narrative structure Devising processes Review and justification	Research & Impact Rehearsal schedule Reflective journal – action planning Accuracy/co-ordination/ communication/ control/ resilience/ interpretation Evaluation	Social, cultural, political and historical contexts Factors influencing the creation of performance work; budgets & resources Promotion/ marketing/ pitching Commissioning panel Creative proposals
Opportunities for Reading	Research into various styles & genres Research into different practitioners Various published scripts	Various scripts and research around the chosen repertoire	Research into various styles & genres Research into different practitioners Creative bodies and organisations
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students will work in a huge range of different disciplines. They will create something to a commissioned brief. Students will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.	Students will work with an existing piece of text & undertake a research and rehearsal process in order to reproduce the work to a professional standard. Students must track the development of their skills & techniques in their chosen pathway.	Students are given the opportunity to plan & create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. They will need to develop a good understanding of the business and management sector of the performing arts industry
Strategies to engage and maximise achievement of PP learners	Raising pupil aspirations using engagement/aspirational language Developing social and emotional competencies Co-operative learning (structured group work) Opportunities for visual, aural and kinaesthetic learning Key terminology/ Aspirational quotes on display Enrichment opportunities; school production, theatre trips & other performance opportunities Using PP playbook		
Cross Curricular Links (Authentic Connections with other curriculum)	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers
Key Assessments	The exam board will release the unit 2 briefs available in September and then December of each year through the secure area of the website. Unit 1 brief stays the same for the remainder of the course and can be submitted in December/ May.		