

Westbourne Academy Curriculum Planning Document

Subject: RSL Creative and Performing Arts Year: 10

Timescale	Autumn Term	Spring Term	Summer Term
Link to KS3 and previous learning:	Relevant components of devising referred to in each unit across Yr7 curriculum. Associated devising skills related to the live performance component in each unit referred to across Yr 8 curriculum. Associated development of responding to a stimulus and the methods related to the live performance component referred to across Yr 9 curriculum. Homework across KS3.		
Unit Title:	Unit 201E; Live Performance (mock)		
Key learning aims: 1. Be able to plan for a live performance 2. Be able to demonstrate the skills for a live performance 3. Be able to reflect on their performance	<u>Task 1: Planning for your live assessment</u> 1. Read brief and research topic 2. Complete fact file of research 3. Plan Statement of Personal Aims 4. Write Statement of Personal Aims 5. Brainstorm and propose ideas for a performance 6. Learn how to create a production plan + begin 7. Create a production plan 8. Analyse Health and Safety 9. Write up health and safety plan	<u>Task 2: The performance (10 hours)</u> 1. Rehearsal – Reading and annotating scripts 2. Rehearsal – Blocking 3. Rehearsal – Vocal skills 4. Rehearsal – Physical Skills 5. Watch a professional performance (filmed)– evaluate and compare to own scene 6. Rehearsal – Incorporating notes from above 7. Rehearsal - Semiotics <u>Dress Rehearsal</u> Performance assessment (Alternatively perform to an audience after school hours). Audience and teacher completes feedback survey	<u>Task 3: Evaluation (3 hours)</u> 1. Watch your performance back. Read feedback surveys. Make notes on your response 2. Consider and respond to feedback and begin writing / filming report. 3. Finish report
Key knowledge/terminology:	Skills for Performance Appropriate knowledge of repertoire for performance Understanding the nature of the performance and the performance environment Understanding of the relevant personal equipment required for performance Ability to perform repertoire as required Ability to safely and efficiently set up personal equipment for performance as required Strategies for overcoming nerves Techniques for communicating with other performers/the audience presentation skills Vocal Skills Understanding of relevant stylistic characteristics in relation to projection of the voice Vocal techniques appropriate to the context of the live performance Acting Skills Understanding of relevant stylistic characteristics in relation to being in character		Analytical Skills The ability to analyse and assess own skills and personal aims The ability to evaluate their own work and consider ways of improving own performance in a live performance environment The capacity to respond positively to teacher comments and evaluations The capacity to assess and act upon Health & Safety considerations Organisational Skills The capacity to plan and prepare effectively for live performance The means to access the relevant personal and peripheral equipment required for live performance Strategies for learning and retaining repertoire Time management skills – working to a given time frame, working to deadlines Planning and Rehearsing Exploring personal aims and image

	<p>Acting techniques appropriate to performing to a live audience; such as projection of the voice and the use of accents where appropriate</p> <p>The ability to memorise lines for the performance</p> <p>Health & Safety</p> <p>The ability to safely and efficiently set up personal equipment for performance as required</p> <p>Understanding of personal Health & Safety considerations in relation to performing in the context of the performance environment generally</p> <p>Communication Skills</p> <p>The means to identify and respond to audio/visual cues</p> <p>Use of verbal and/or non-verbal communication in live performance (with other performers), as appropriate</p> <p>The ability to respond to stage direction</p>	<p>Researching performance ideas</p> <p>Equipment</p> <p>Health & Safety</p> <p>Rehearsal techniques</p> <p>Acting and dance techniques</p> <p>Performing</p> <p>Performance skills</p> <p>Communication skills</p> <p>Live performance production/management</p>
Unit Title:	Unit 212; Performing Text	
<p>Key learning aims:</p> <p>1. Understand how to interpret and analyse text in modern and classic dramatic writing</p> <p>2. Perform dialogue from modern and classic texts</p>	<p>1. Context of play given. Each group given a scene. Understanding character. Role on the wall. Students select lines and infer what they say about their character. Block scene.</p> <p>2. Vocal and physical skills exercise – use to create character. Rehearse</p> <p>3. Perform scenes – self assessment</p>	
Key knowledge/terminology:	<p>Analytical Skills</p> <p>Applying text analysis skills to the preparation of performance, underpinned by related vocal, physical and movement skills</p> <p>Communication Skills</p> <p>Use of verbal and non-verbal communication in live performance (alone or with others), as appropriate</p> <p>The capacity to constructively peer review the work of others</p> <p>The ability to analyse and assess own skills and personal aims</p> <p>The ability to assess and evaluate own work and develop strategies for improving own performance</p> <p>The capacity to respond positively to tutor comments and evaluations</p> <p>The ability to assess and utilise peer evaluation</p> <p>Performing and Presentational Skills</p> <p>Approaches to the creation of character and conveyance of narrative in text based drama work</p> <p>Ability to underpin well ‘realised’ use of dramatic text with appropriate and effective use of physical, movement and vocal techniques</p> <p>Awareness of any related Health & Safety issues</p>	

Assessment (methods to assess)	<p>Assessment for Learning, Mock Tasks (<i>formative feedback</i>), PREs, Homework, Assignments (<i>summative feedback</i>), Re-submissions, Rehearsal – vocal skills, Rehearsal – physical skills, Rehearsal semiotics, Peer assessment, Self Evaluation. Self assessment, Peer assessment</p> <p>1.1 Statement of Personal Aims 1.2 Propose ideas for performance 1.3 Create production plan - Consideration of Health and Safety 2.1 Rehearse with others 2.2 Present a performance to an audience (4-10mins) 2.3 demonstrate your performance skills 3.1 Review your performance in light of feedback 3.2 Suggest ways to improve future performances</p> <p>1.1 Describe personal aims in relation to the live performance including own image, repertoire and audience expectation 1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance 1.3 Produce a production plan to meet the needs of an agreed brief 1.4 Analyse Health & Safety issues in the context of a live performance 2.1 Work with others to plan and rehearse the performance 2.2 Present a performance to a target audience 2.3 Demonstrate acting/dance skills during the performance 3.1 Review their performance in the light of feedback 3.2 Suggest ways to improve future performances</p>
Interventions to maintain progress:	<p>PiXL marking feedback, Texts to parents, Detentions, Catch-up after school, PREs, Recorded sessions/rehearsals with evaluative feedback, Re-submissions.</p>

Westbourne Academy Curriculum Planning Document

Subject: RSL Creative and Performing Arts Year: 11

Timescale	Autumn Term	Spring Term	Summer Term
Link to previous learning:	Relevant components of scripted skills referred to in each unit across Yr7 curriculum. Associated scripted skills related to the live performance component in each unit referred to across Yr 8 curriculum. Associated development of lifting off text and the methods related to the performing texts component referred to across Yr 9 curriculum. Homework across KS3. Previous explorative work of Year 10.		
Unit Title:	Unit 212; Performing Texts		
Key learning aims: 1. Understand how to interpret and analyse text in modern and classic dramatic writing 2. Perform dialogue from modern and classic texts	1. Context of play given. Each group given a scene. Understanding character. Role on the wall. Students select lines and infer what they say about their character. Block scene. 2. Vocal and physical skills exercise – use to create character. Rehearse 3. Perform scenes – self assessment		
Key knowledge/terminology:	Analytical Skills Applying text analysis skills to the preparation of performance, underpinned by related vocal, physical and movement skills Communication Skills Use of verbal and non-verbal communication in live performance (alone or with others), as appropriate The capacity to constructively peer review the work of others The ability to analyse and assess own skills and personal aims The ability to assess and evaluate own work and develop strategies for improving own performance The capacity to respond positively to tutor comments and evaluations The ability to assess and utilise peer evaluation Performing and Presentational Skills Approaches to the creation of character and conveyance of narrative in text based drama work Ability to underpin well ‘realised’ use of dramatic text with appropriate and effective use of physical, movement and vocal techniques Awareness of any related Health & Safety issues		
Unit Title:	Unit 201E; Live Performance		
Key learning aims: 1. Be able to plan for a live performance 2. Be able to demonstrate the skills for a live performance	Learning the skills required for 201 E – Live performance. Perform a scene with lessons focusing on the following skills: 1. Venues and staging 2. Target audiences + Responding to a brief	Task 1: Planning for your live assessment 1. Continue research / written work on research 2. Write Statement of Personal Aims 3. Brainstorm and propose ideas for a performance 4. Devising: Try out ideas and conventions	8. <u>Dress Rehearsal</u> 9. Performance assessment (Alternatively perform to an audience after school hours). Audience and teacher complete feedback survey

3. Be able to reflect on their performance	<div>3. Health and safety</div> <div>4. Creating a production and rehearsal plan</div> <div>5. Performance skills + rehearsal</div> <div>6. Audience expectations + rehearsal</div> <div>7. Rehearsing / live performance production management</div> <div>8. Technical performance and rehearsals</div> <div>9. Performance assessment</div> <div>10. Evaluation</div> <div>11. Read external 219 brief and research the topic.</div>	<div>5. Devising: Try out ideas and conventions</div> <div>6. Learn how to create a production plan + begin</div> <div>7. Create a production plan</div> <div>8. Analyse Health and Safety</div> <div>9. Write up health and safety plan</div> <div>Task 2: The performance (10 hours)</div> <div>1. Rehearsal – Reading and annotating scripts</div> <div>2. Rehearsal – Blocking</div> <div>3. Rehearsal – Vocal skills</div> <div>4. Rehearsal – Physical Skills</div> <div>5. Watch a professional performance (filmed)– evaluate and compare to own scenes</div> <div>6. Rehearsal – Incorporating notes from above</div> <div>7. Rehearsal – Semiotics</div>	<div>Task 3: Evaluation (3 hours)</div> <div>1. Watch your performance back. Read feedback surveys. Make notes on your response</div> <div>2. Consider and respond to feedback and begin writing / filming report.</div> <div>3. Finish report</div> <div>Fix-ups – ready for submission.</div>
Key knowledge/terminology:	<div>Skills for Performance</div> <div>Appropriate knowledge of repertoire for performance</div> <div>Understanding the nature of the performance and the performance environment</div> <div>Understanding of the relevant personal equipment required for performance</div> <div>Ability to perform repertoire as required</div> <div>Ability to safely and efficiently set up personal equipment for performance as required</div> <div>Strategies for overcoming nerves</div> <div>Techniques for communicating with other performers/the audience presentation skills</div> <div>Vocal Skills</div> <div>Understanding of relevant stylistic characteristics in relation to projection of the voice</div> <div>Vocal techniques appropriate to the context of the live performance</div> <div>Acting Skills</div> <div>Understanding of relevant stylistic characteristics in relation to being in character</div> <div>Acting techniques appropriate to performing to a live audience; such as projection of the voice and the use of accents where appropriate</div> <div>The ability to memorise lines for the performance</div> <div>Health & Safety</div> <div>The ability to safely and efficiently set up personal equipment for performance as required</div> <div>Understanding of personal Health & Safety considerations in relation to performing in the context of the performance environment generally</div> <div>Communication Skills</div>	<div>Analytical Skills</div> <div>The ability to analyse and assess own skills and personal aims</div> <div>The ability to evaluate their own work and consider ways of improving own p</div> <div>performance environment</div> <div>The capacity to respond positively to teacher comments and evaluations</div> <div>The capacity to assess and act upon Health & Safety considerations</div> <div>Organisational Skills</div> <div>The capacity to plan and prepare effectively for live performance</div> <div>The means to access the relevant personal and peripheral equipment require</div> <div>Strategies for learning and retaining repertoire</div> <div>Time management skills – working to a given time frame, working to deadlin</div> <div>Planning and Rehearsing</div> <div>Exploring personal aims and image</div> <div>Researching performance ideas</div> <div>Equipment</div> <div>Health & Safety</div> <div>Rehearsal techniques</div> <div>Acting and dance techniques</div> <div>Performing</div> <div>Performance skills</div> <div>Communication skills</div>	

	<p>The means to identify and respond to audio/visual cues</p> <p>Use of verbal and/or non-verbal communication in live performance (with other performers), as appropriate</p> <p>The ability to respond to stage direction</p>	Live performance production/management	
Assessment (methods to assess)	<p>Assessment for Learning, Mock Tasks (<i>formative feedback</i>), PREs, Homework, Assignments (<i>summative feedback</i>), Re-submissions, Rehearsal – vocal skills, Rehearsal – physical skills, Rehearsal semiotics, Peer assessment, Self Evaluation. Self assessment, Peer assessment</p> <p>1.4 Statement of Personal Aims</p> <p>1.5 Propose ideas for performance</p> <p>1.6 Create production plan - Consideration of Health and Safety</p> <p>2.1 Rehearse with others</p> <p>2.2 Present a performance to an audience (4-10mins)</p> <p>2.3 demonstrate your performance skills</p> <p>3.1 Review your performance in light of feedback</p> <p>3.2 Suggest ways to improve future performances</p> <p>1.1 Describe personal aims in relation to the live performance including own image, repertoire and audience expectation</p> <p>1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance</p> <p>1.3 Produce a production plan to meet the needs of an agreed brief</p> <p>1.4 Analyse Health & Safety issues in the context of a live performance</p> <p>2.1 Work with others to plan and rehearse the performance</p> <p>2.2 Present a performance to a target audience</p> <p>2.3 Demonstrate acting/dance skills during the performance</p> <p>3.1 Review their performance in the light of feedback</p> <p>3.2 Suggest ways to improve future performances</p>		
Interventions to maintain progress:	<p>PiXL marking feedback, Texts to parents, Detentions, Catch-up after school, PREs, Recorded sessions/rehearsals with evaluative feedback, Re-submissions.</p>		