

Subject Area: Performing Arts Year 12

Curriculum Intent: The performing arts curriculum at Trinity Sixth Form Academy is designed to instil a lifelong love of performing and theatre life. The curriculum is carefully designed to build confidence and the ability to apply the necessary vocational skills to performance, preparing the students to execute those skills in a variety of performance scenarios. Additionally, we have the highest expectations of the students and endeavour to equip the students with the ability to apply their knowledge intellectually in order to compete with their peers should they wish to pursue the subject into higher education. Complementary to this is our commitment to embedding the academy's professional standards, a concept vital to success as a performer, and civic virtues, by covering varied topics helping the students to see the wider world around them with empathy and understanding. By engaging with diverse topics and investigating ways to communicate these to the wider community we are helping to develop the ability to articulate their ideas sensitively and with confidence.

Dates	Content	Assessment	Rationale
Half Term 1	Unit 2 Developing Skills and Techniques for Live Performance Practical performance 1 development LA B and C- Practical skills needed for a live performance including practice and rehearsal techniques as well as specific genre performance skills. Careers Guide LA A- The role of the performer (skills, CPD, Lifestyle factors etc.	LA B-Baseline skills audit (RAG), detailed skills audit, performance practice and rehearsal techniques, research into performance piece 1 and 2 LA C- application of skills to a live performance, style 1 in December (style 2 in February) LA D- Logs of the practical performance techniques and the application to practice and rehearsal LA A- Careers guide will be completed as a magazine for future PA students and completed by Christmas break.	Unit 2 develops the performance skills early and allows them to build on the initial performance with a second one in a contrasting style. It is the initial introduction to different styles but the background of the styles is not as in depth as they will need for the optional unit in year 13. These skills then complement the year 13 work. If the students were studying the smaller qualification then they would do this unit only in year 12 so the exam board recommend this as a good starting point for the development of skill in performing arts. CEIAG: These skills are important to be good at performing and the unit covers working with all those involved in live performance. Skills are based around industry expectations. PS/CV's: Teamwork and collaboration- understanding the value of these and what the impact is when we don't work together.
Half term 2	Continue with the unit to perform the first style in December for assessment (dance-contemporary/acting- total theatre) The careers guide (LA A) will be submitted for assessment 09.12.2021	First live performance for assessment 09.12.2021 The careers guide (LA A) will be submitted for assessment 09.12.2021	They have improved on their baseline skills audit and are ready to apply those skills to the work for performance. The rehearsal process has ample time for constant review and improvement. The submission for the careers guide has allowed for a minimum of one complete draft to be submitted for feedback prior to the final assessment.
Half Term 3	Prepare for Unit 3 with examples of stimulus and devising work from various sources. Prep the milestone writing process- what matters and what doesn't/working with a word count. Brief is released late Jan, early Feb. Unit 2 second performance style for assessment (dance-MT/acting-Shakespeare) Complete the logs and evaluate the unit (LA D) for submission,	Unit 3 is assessed in May. This process is essentially a mock to practice the skills needed for success. Utilising the skills already developed and working on targets set form performance one to create the performance in a contrasting style. Performance on or around the 07.02.2022 Log (LA D) to e submitted 25.02.2021	The 'mock' process helps the student develop the skills prior to the brief being released. Feedback allows them to improve this process so that when they are creating work in controlled conditions they have prior knowledge to help them. The majority of the marks for this unit come from the logs and the ability to explain and justify the creative devising process and not the performance. This is different to the previous unit so the mock helps to ensure the learners understand the process. CEIAG: Building skills needed for the professional performing arts industry based on industry expectations.
Half Term 4	Unit 3 devising the performance workshop based on the brief. Milestone logs will be created at various intervals as the process develops.	Dates for logs and performance will be set once the process is underway and there is a basis for making the decision.	Plan the milestone logs too early and the students don't have the information or experiences needed to be able to write a log that will hit the criteria for success. This process is fluid to allow the students the chance to excel. PS/CV's: Teamwork and collaboration- understanding the value of these and what the impact is when we don't work together. CEIAG: Devising is an integral part of all performance arts
Half Term 5	Unit 3 is performed for a live invited audience, or depending on the piece devised, performed at a different venue. All work must be received by the exam board on a specified date. Timetable is yet to be released by the exam board.	Three Milestones are completed prior to the performance assessing the process of devising work from a given stimulus. The live performance is recorded ad sent to the exam board for assessment. Final milestone log is written after the performance	
Half Term 6	Tidy up of work/course work completion for year 12 Initial exploration of Optional Unit (19 Acting Styles or 10 Jazz Dance Technique) Initial exploration of performance and production elements in preparation for summer project watching works for Unit 1 in year 13.	Beginning to build new/additional skills for the assessment that will take place in year 13 for this unit. A basic outline of the elements for activity 2 in unit 1	In this transition period we will begin to explore one of the practitioners for the optional unit that contrast with what they have already done this year to maintain learner engagement and learn new skills. The unit 1 work allows them to start to build their practitioners knowledge without any pressure over the summer break. PS/CV's: Summer work builds on their ability to work independently and commit to what they are doing to guide their own success.

Subject Area: Performing Arts Year 13

Curriculum Intent: The performing arts curriculum at Trinity Sixth Form Academy is designed to instil a lifelong love of performing and theatre life. The curriculum is carefully designed to build confidence and the ability to apply the necessary vocational skills to performance, preparing the students to execute those skills in a variety of performance scenarios. Additionally, we have the highest expectations of the students and endeavour to equip the students with the ability to apply their knowledge intellectually in order to compete with their peers should they wish to pursue the subject into higher education. Complementary to this is our commitment to embedding the academy's professional standards, a concept vital to success as a performer, and civic virtues, by covering varied topics helping the students to see the wider world around them with empathy and understanding. By engaging with diverse topics and investigating ways to communicate these to the wider community we are helping to develop the ability to articulate their ideas sensitively and with confidence.

Dates	Content	Assessment	Rationale
Half Term 1	Optional Unit for each subject- Dance unit 10 jazz dance technique, Acting unit 19 Acting Styles Workshops exploring the practitioners (four are covered) for LA B and C developing skill and applying skills and also building knowledge and research for LA A investigating and comparing practitioners styles and their impact on the industry today. Logs of each workshop will support the completion of LA D. Unit 1 Investigating Practitioners Work- initial research and introduction to the activities on the paper and the wording of the questions. This is broad research into the influencing factors for Matthew Bourne up to and including PC 1. We will then move onto investigating the performance and production elements for activity 2 for Matthew Bourne.	LA B-Baseline skills audit (RAG) Workshops in three styles with mini performances of professional works in those styles to ensure a full and complete understanding of the style and how to apply it. LA C- application of skills to mini performances, to assess understanding of the work and the style. LA D- Logs of the practical performance techniques and the application to practice and rehearsal LA A- Research will be complete and written up as the practitioners are explored. Unit 1- PC 1 will utilise the style of question for Unit 1 activity 1 with a single practitioner.	The workshops allow the exploration of the styles before applying to a piece for assessment. The mini performances allow the tutor and the student to assess their understanding of the work and make any changes before final assessment takes place. Drip feeding the research and writing up of the work for LA A takes off the pressure whilst also prepping for the compulsory unit 1 exam. Unit 1 is described by the exam board as the synoptic unit and it is advised to be done in year 13. We sit the January paper to allow for a resit if needed. CEIAG: These skills are important to be good at performing and the unit covers working with all those involved in live performance. Skills are based around industry expectations. PS/CV's: Teamwork and collaboration- understanding the value of these and what the impact is when we don't work together.
Half Term 2	Optional Units- continue to do workshops in the style of the practitioners to be used for LA A. Each practitioner will get a write up as the first part LA A which will directly contribute to the final assessment of the LA. Unit 1 activity 3- persuasive argument. Recap the skills used at GCSE in other subjects and explore the cross over of the skills for application here. The theme is released so research is finetuned to fit. The second practitioner is decided and research completed for all three activities based on their work. Last 4 weeks is the fine tuning of the research based on the theme which has been released.	Interim assessments of the practical work in the practitioner styles with feedback on skills and knowledge for LA A,B,C. Logs of the workshops for LA D. Unit 1- mock tests of the questions from past papers to get used to the style of the question and the structure of the answers for accessing the higher grade criteria. Unit 1 is the main focus for this half term in preparation for the paper directly after the Christmas Break.	Using the practical workshops to introduce the stylistic features of the practitioners helps to realise the work and the application of the stylistic features making the writing up of the research into the styles much easier to do because the understanding is all linked to the practical application. Also a chance to work on general practical presentation skills such as voice projection and spatial awareness etc. Unit 1 needs to have an exceptionally good understanding of the work of one practitioner, and a sound understanding of the second. Bourne has a lot of easily accessible information making this task easier. The second practitioner will complement Bourne and fit the theme. Separating them out so they are not learnt all at the same time stops any cross over of information and is clear for the learner.
Half Term 3	One week intense focus on Unit 1 in preparation for the paper. Notes checked and bibliography checked. Optional Unit (19 for acting, 10 for dance) LA A completed and submitted. Compare and contrast of the practitioners and their work is explored to recap and written up. Workshop logs are updated and filed.	Unit 1 paper is sat the second week of term under exam conditions. LA A Written presentation of the work done for each practitioner and the then the comparisons of their work and the contribution it has on what we see in that style today. Recap of styles contributes to LA B	Unit 1 is completed in its first sitting by the second week in January. Sitting the paper in this window allows for a resit if needed. This paper is the only paper like this, all theory based, in the BTEC level 3 and PA students tend to find an entire theory unit more difficult than the practical work. Whilst resits are rare it is still effective for the overall grades at the end of year 13 to make sure the option is available. The workshops are completed and the styles are recapped allowing the students to finish LA A at this point and focus will lie with practical work after this. CEIAG: This unit often gives the students a broader idea of the work that is available in the PA industry that isn't acting or dancing. This is helpful in choosing next steps after sixth form.
Half Term 4	Devising of the final performance piece for the optional unit (19 for acting, 10 for dance) Using the skills and styles explored and developed a piece is created for performance to a live audience for assessment.	LA D logs for the rehearsal process LA C the application of skills to the piece(s) for performance	The most enjoyable part of the optional unit is the practical development of work for performance. This is the reason students pick PA as a subject. They have explored the various styles and completion of the LA A means they have a good understanding of the effectiveness of the styles for a performance. These can then be successfully applied to the work that is chosen or devised for performance allowing access to the higher grade criteria. PS/CV's: Teamwork and collaboration- understanding the value of these and what the impact is when we don't work together. CEIAG: A broad knowledge of styles makes for a more employable performer
Half Term 5	Optional Unit: LA D final evaluation of the performance for a live audience of the pieces. Watch the work back, set targets for improvement and make judgements on what would be done different if this project was repeated. If time allows we recap some of the work completed over the course of the BTEC and put on a final sharing of work for a live audience in the style of a variety show.	LA D evaluation and final logs for completion of this learning aim. This allows the students to use all of the skills they have developed over the course and put them altogether.	LA A has been completed and signed off and LA B has been evidenced during the log process for LA d during the workshops. LA C is completed on the performance for a live audience and additional evidence is in the rehearsal logs for LA D. The final piece is to bring it all together in a detailed evaluation of the performance and the process of preparing for performance for the completion of LA D. A final chance to show off the work they have created and developed in the style of a professional show. PS/CV's: Putting the skills and work together into a show they have organised and put together themselves in the style of small independent performance company.
Half Term 6	A final opportunity to tidy up the work completed for year 13- The optional unit (19 for acting/ 10 for dance) Ensuring work is stored in the correct files, labelled correctly and all feedback has been applied. Looking at skills beyond BTEC such as self-tapes, creating show reels, acting for camera.	NA	Should additional work be called upon for any reason from the exam board it is complete, well organised and ready to go.

