

## Year 11 Curriculum Overview Plan: Performing Arts (Drama & Musical Theatre)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:		
Component 2:	Component 3:	Component 3	Component 3		
Developing Skills and	Responding to a	Responding to a	Responding to a		
Techniques in the	Brief	Brief	Brief		
Performing Arts	Learning Outcome,	Learning outcome B:	Final Assessment		
Final Assessment	A: Understand how	Select and develop	Learning outcome C:		
Learning outcome B:	to respond to a brief	skills and techniques	Apply skills and		
Apply skills and	to respond to a brief	in response to a brief	techniques in a		
techniques in	Prior Learning:	Learning outcome C:	workshop		
performance.	Trior Learning.	Apply skills and	performance in		
Learning outcome C:	Students will draw on	techniques in a	response to a brief		
Review own	knowledge, skills and	workshop	C1 Skills and		
development and	techniques gained in	performance in	techniques		
application of	Component 1 and 2	response to a brief	C2 Working		
performance or	to create original	C1 Skills and	effectively with		
design skills	performances.	techniques	others		
		C2 Working	Learning outcome D:		
Prior Learning:	Current Learning:	effectively with	Evaluate the		
		others	development		
Students will	Key Concepts,		process and		
continue refining	Knowledge & Skills		outcome in response		
their performance	to be Embedded:	Prior Learning:	to a brief D1 Reflect		
and developing their			on the process		
skills gained during	In preparation for the	Students will draw on	D2 Reflect on the		
the previous year.	completion of	knowledge, skills and	outcome		
	Component 3,	techniques gained			



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	students will explore	thus far, to create	Prior Learning:	
	a range of brief and	original performance		
<b>Current Learning:</b>	respond to them in	material.	All prior learning C1,	
<b>6</b> -	mini projects. They		C2 and C3 underpins	
Key Concepts,	will create original	Current Learning:	this final	
Knowledge & Skills	work with clear		performance of	
to be Embedded:	intentions, for a	Key Concepts,	original work from a	
to be Embedded.	range of target	Knowledge & Skills	given brief.	
Learners will apply	audiences and in a	to be Embedded:		
interpretative skills	variety of styles.		Current Learning:	
and techniques		Learners will work		
appropriate to the	Future Learning:	collaboratively, to	Key Concepts,	
selected discipline in		create original	Knowledge & Skills	
a performance or	The practice will	performance	to be Embedded:	
design realisation.	prepare them for the	material from a given		
They will cover either	final brief provided	brief. Their	Learners will	
the performance or	by the exam board.	performance must	continue to work	
design skills as	by the exam board.	have clear intentions	collaboratively, to	
appropriate to	Assessment	suitable for a specific	develop an original	
selected discipline.	Methods:	target audience and	performance from a	
Learners must track	ivietnous:	have clear stylistic	given brief.	
their progress during	Fack main!	influence. Their	Their performance	
this component,	Each mini	performance must	must showcase their	
reflecting on their	performance project	showcase their skills	skills and techniques	
development of skills	will be assessed	and techniques and	and they must work	
and working	against exam criteria.	they must work	effectively with	
practices in		effectively with	others to overcome	
workshops, through		others to overcome	any issues that arise.	
to rehearsals and		any issues that arise.	They must	
performances		They must	continuously reflect	
her rouniance?		continuously reflect	on the process and	
		continuously reflect	on the process and	



	Tier 3 Vocabulary	on the process and	set clear targets for	
Future Learning:	Vault:	set clear targets for	development.	
		development.	They must take	l
This knowledge and	Stimulus	They must take	direction and	
skills will be used	Target Audience	direction and	respond to feedback.	
during Component 3	Performance Space	respond to feedback.	They must evaluate	
where they must	Running Time		the final outcome,	
create new material	Style	Future Learning:	clearly identifying	
in response to a	Creative Intention		areas of success, and	
given brief.	Theme	This creative process	overall impact	
	Genre	will ensure that the		
Assessment	Practitioner	final performances		
Methods:	Stylistic Qualities	are well developed,	Assessment	
	Form	fit for purpose,	Methods:	
Final Assessment	Structure	refined and polished.		
Coursework	Narrative		Coursework	
Performance	Collaboration	Assessment	Rehearsals	
		Methods:	Performance	
Tier 3 Vocabulary	Tier 3 Vocabulary			
Vault:	(skills and	Coursework	Tier 3 Vocabulary	
	techniques) is	Regular check-points	Vault:	
Skill and technique-	specific to the	of working progress.		
based vocabulary is	students chosen		Stimulus	
specific to chosen	discipline.	Tier 3 Vocabulary	Target Audience	
discipline acting,		Vault:	Performance Space	
dance or musical	Reading Exposure:		Running Time	
theatre. See		Stimulus	Style	
knowledge	A range of reading	Target Audience	Creative Intention	
organisers.	materials such as,	Performance Space	Theme	
	extracts of text,	Running Time	Genre	



	T	Π	T	I
	poems, reviews, and	Style	Practitioner	
Reading Exposure:	articles.	Creative Intention	Stylistic Qualities	
	Students will be	Theme	Form	
A range of reading	required to do	Genre	Structure	
materials such as,	independent	Practitioner	Narrative	
extracts of text,	research on given	Stylistic Qualities	Collaboration	
eviews, and articles.	brief.	Form		
Skill audits	Vocabulary Vault	Structure	Tier 3 Vocabulary	
ocabulary Vault		Narrative	(skills and	
•		Collaboration	techniques) is	
	Strategies to		specific to the	
Strategies to	enable new	Tier 3 Vocabulary	students chosen	
enable new	concepts,	(skills and	discipline.	
oncepts,	knowledge & skills	techniques) is		
nowledge & skills	to embed in long-	specific to the	Reading Exposure:	
_		students chosen		
o embed in long-	term memory:	discipline.	A range of reading	
erm memory:	December 1 of 1911.		materials such as,	
	Repeated skills	Reading Exposure:	extracts of text,	
Repeated skills	practice in practical	nedding Exposure.	poems, reviews, and	
practice in practical	performance through	A range of reading	articles.	
erformance through	activities, group work	materials such as,	Students will be	
ictivities, group work	and exploration	extracts of text,	required to do	
and exploration	tasks. All 'Do It Now'	poems, reviews, and	independent	
asks.	tasks allow for recap	articles.	research on given	
All 'Do It Now' tasks	and retrieval and	Students will be	brief.	
llow for recap and	promote deeper	required to do		
etrieval and	understanding	independent	Strategies to	
promote deeper	through 'Think	research on given	enable new	
understanding	Ahead' questioning.	brief.		
		Dilei.	concepts,	



through 'Think Ahead' questioning.	Strategies to enable new concepts, knowledge & skills to embed in long- term memory:  Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning	knowledge & skills to embed in long- term memory:  Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning		
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