

Year 11 Curriculum Overview Plan: Musical Theatre

| Autumn 1 Component 2 Teaching / Assessment Phase | Autumn 2 Component 3 Teaching | Spring 1 Component 3 Final Assessment | Spring 2 Component 3 Final Assessment | Summer 1 N/A | Summer 2 N/A |
|--|--|---|---|---|---|
| <p>Key Theme:</p> <p>Component 2 A2: Develop skills and techniques during the rehearsal process B1: Application of skills and techniques during rehearsal B2: Application of skills and techniques in performance</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Describe/Explain/ Analyse the key features of 'Our House' the musical'.</p> | <p>Key Theme:</p> <p>Component 3 A1: Understand how to respond to a brief through discussion and practical exploration activities B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Working To a stimulus; Planning;</p> | <p>Key Theme:</p> <p>Component 3 A1: Understand how to respond to a brief through discussion and practical exploration activities B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> | <p>Key Theme:</p> <p>Component 3 A1: Understand how to respond to a brief through discussion and practical exploration activities B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> | <p>Key Theme:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Links to Prior Learning:</p> <p>Key Assessment Pieces:</p> | <p>Key Theme:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Links to Prior Learning:</p> <p>Key Assessment Pieces:</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

| | | | | | |
|---|---|---|--|--|--|
| <p>Learn, rehearse & perform a small group section from 'Our House'.</p> <p>Links to Prior Learning: Knowledge of Roles, Skills, the processes and components of a performance are embedded in Autumn yr 10. Practical skills and self management are embedded in Spring yr 10.</p> <p>Key Assessment Pieces: Component 2 practical evidence and notes (Our House)</p> <p>Tier 3 Vocabulary Vault: Powerpoint information. Specific to the discipline.</p> | <p>Practical Exploration ideas; Note writing; Developing Ideas; Personal Contributions; Shaping ideas / forms and structures; Working towards a performance.</p> <p>Links to Prior Learning: Subject specific vocabulary used in KS3/4.</p> <p>Key Assessment Pieces: Group workshop performance. Three written submissions: ideas, development of skills and evaluation.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline - Professional skills, techniques. Please</p> | <p>Discuss the key requirements of the brief in small groups. Developing ideas in response to a brief.</p> <p>Links to Prior Learning: Subject specific vocabulary used in KS3/4</p> <p>Key Assessment Pieces: Milestone 1: Ideas log written submission</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline - Professional skills, techniques. Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research.</p> | <p>Select and develop skills and techniques for performance. Evaluate the development process and outcome.</p> <p>Links to Prior Learning: Subject specific vocabulary used in KS3/4</p> <p>Key Assessment Pieces: Written submissions: Milestone 2: Skills log Milestone 3: Evaluation Report</p> <p>Video of workshop performance.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline - Professional skills, techniques. Please</p> | <p>Tier 3 Vocabulary Vault:</p> <p>Reading Exposure:</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> | <p>Tier 3 Vocabulary Vault:</p> <p>Reading Exposure:</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> |
| | | | | | |

| | | | | | |
|--|--|---|--|--|--|
| <p>Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research. Powerpoint information. Contexts. Historical /Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW link to yr 10. Theory DINS.</p> | <p>see the knowledge organiser.</p> <p>Reading Exposure: Independent research. The assignment brief. Contexts. Historical / Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW link to yr 10. Theory DINS.</p> | <p>The assignment brief. Contexts. Historical / Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW link to yr 10. Theory DINS.</p> | <p>see the knowledge organiser.</p> <p>Reading Exposure: Independent research. The assignment brief. Contexts. Historical / Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW link to yr 10. Theory DINS.</p> | | |
|--|--|---|--|--|--|

| | | |
|--|--|--|
| | | |
|--|--|--|