

Curriculum Map Year 11

	Half Term 1 and 2	Half Term 3,4 and 5
<b>Topic</b>	Component 2 – Developing Skills and Techniques in the Performing Arts (Internally Assessed)	Component 3 – Responding to a Brief (Externally Assessed)
<b>Intent</b>	<p>Working as a performer requires the application of skills techniques and practices that allow students to produce and interpret performance work.</p> <p>Students will learn to communicate intentions to an audience through a range of disciplines.</p>	Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.
<b>Starting Points</b>	<p><b>Performing Arts</b> – Students will have access to diverse and challenging new scripts.</p> <p><b>Dance</b> – Students will have access to challenging and diverse choreographers,</p>	<p><b>Performing Arts</b> – Students will have previous knowledge of working from a brief from T.I.E in Year 9.</p> <p><b>Dance</b> – Students will have previous knowledge of working from a brief from T.I.E in Year 9. They will now have to adapt this to dance and choreography.</p>
<b>End Point</b>	The expected end point is for students to complete their work for component 2 achieving their target grade or better. They should have the foundation now to be able to devise/choreograph a performance as part of an independent group in Component 3.	By the end of the component the qualification will be complete, and students will be awaiting their final qualification results in August. They should now be able to devise performances or choreograph dance pieces in response to a set brief and have the skill set to analyse the successes and improvement areas of work in order to make improvements in the future.
<b>Misconceptions</b>	Creative intentions identified by professional directors/choreographers.	Implementation of title and target audience that can be easily accessed by audience and assessors.
<b>Key Knowledge and Key Skills</b>	In this component, you will develop performing skills and techniques. You will take part in workshops and classes where you will develop	In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider

	<p>technical, practical, and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.</p> <p>Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.</p>	<p>your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</p> <p>The performance skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work, or it may be an ensemble piece.</p> <p>You will have the opportunity to inform the performance using existing or newly developed skills, in performing and adapting them to suit the performance.</p>
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