







Performing Arts CURRICULUM MAP YEAR 11

<p>TERM 1: Component 3: Responding to a Brief Mock</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.</p> <p>In this component, pupils will have the opportunity to respond to a brief. They will be given a brief that outlines the performance and design requirements and asks them to consider their target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, they will develop your ideas for a workshop performance and apply your skills and techniques to communicate their creative intentions to their audience.</p>		<p>Brechtian techniques as stimuli for devised work - Epic theatre and Brecht - GCSE Drama Revision - WJEC - BBC Bitesize</p> <p>The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize</p> <p>Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision - WJEC - BBC Bitesize</p>
<p>The performance or design skills they will use will vary depending on features such as your selected performance discipline and the content of the work, their 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. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.</p>		<p>Activity 1 – 800 word log on ideas Activity 2 – 800 word Skills log Activity 4 – 800 Word evaluation</p>
<p>A Understand how to respond to a brief</p> <p>A1 Understand how to respond to a brief through discussion and practical exploration activities</p> <ul style="list-style-type: none"> • Discussion of key requirements and parameters for the workshop performance: <ul style="list-style-type: none"> - target audience - performance space - planning and managing resources - running time - style of work. • Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus: <ul style="list-style-type: none"> - a theme: concept such as distance or key word such as discovery - an issue: social, health or safety issues - a prop: an umbrella, an apple, a dustbin - time and place: e.g. a beach in winter, night-time in a hospital, early morning in the park - existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response. • The development of ideas for the work will be informed by: <ul style="list-style-type: none"> - structure of the work - style and genre of the work - skills required - creative intentions. • Working effectively as a member of the group: <ul style="list-style-type: none"> - making an individual contribution - responding to the contributions of others. 		<p>Key Terms</p> <ul style="list-style-type: none"> • Monologues • Split Scenes • Lighting • Sound • Freeze frames • Costume • Make Up • Set • Physical Theatre • Mime • Dance • Song • Multi Roles • Split Roles • Narration • Audience engagement • Soundscape • Placards • Comic Relief • Conscience alley
		<p>Careers</p> <ul style="list-style-type: none"> - Actor - Director - Script Writer <p>Personal Development</p> <ul style="list-style-type: none"> - Working collaboratively within a group - Building confidence through performing in front of an audience and a camera



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B Select and develop skills and techniques in response to a brief

Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief.

B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief

- Skills and techniques of the individual performer, e.g. vocal, physical.
- Skills and techniques of the performers as a group, e.g. comedy, improvisation.
- Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.
- The style and/or genre of the work being created, e.g. street dance, physical theatre.
- The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor.
- Appropriate skills for the target audience, e.g. young children, the elderly.
- Taking part in skills development classes or workshops.
- Taking part in the rehearsal process, including individual preparation and group rehearsals

C Apply skills and techniques in a workshop performance in response to a brief

C1 Skills and techniques

Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.

- Skills may include:
 - vocal skills
 - physical skills
 - design skills
 - interpretative skills: showing time and place, presenting a character, creating humour or emotion.
- If performing, demonstrating and sustaining in performance, the following skills:
 - energy
 - focus
 - concentration
 - commitment.
- If designing, during the presentation, demonstrating the following skills were used during the development process:
 - research skills
 - interpretative skills
 - collaborative skills (with performers/other designers)







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<ul style="list-style-type: none"> - ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes. - <p>C2 Working effectively with others</p> <ul style="list-style-type: none"> • Communicating effectively with other performers: <ul style="list-style-type: none"> - in preparation for performance - (if performing) during performance - (if performing) applying stage etiquette - following industry standards. • Taking part in final group preparations, which may include: <ul style="list-style-type: none"> - setting up/get in - get out/strike - taking part in/contributing to a workshop performance. • If designing, ensuring that the realised designs are appropriate for the workshop performance and performers. <p>C3 Communicating ideas through performance</p> <ul style="list-style-type: none"> • Taking part in/contributing towards a performance for an audience. • Communicating ideas and intentions effectively to an audience. • If designing: present ideas to an audience, which will include: <ul style="list-style-type: none"> - an explanation of creative intentions and processes - a demonstration of the final design for the workshop performance e.g. model box, lighting grid plans and a lantern schedule. • Designs are realised in workshop performance. <p>D Evaluate the development process and outcome in response to a brief</p> <p>D1 Reflect on the process</p> <ul style="list-style-type: none"> • Contributing to initial ideas and exploring activities in response to: <ul style="list-style-type: none"> - the brief - the stimulus - contributions from other members of the group. • Contributing to the development process. • Skills and techniques: <ul style="list-style-type: none"> - Selection - development and/or adaptation - application - individual strengths and areas for improvement - overall individual contribution to the group <p>D2 Reflect on the outcome</p> <ul style="list-style-type: none"> • Contributing to the workshop performance outcome: <ul style="list-style-type: none"> - effectiveness of the response to the brief - individual strengths and areas for improvement - overall impact of the work of the group 		
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<p>TERM 2: Component 3: Responding to a Brief</p> <p>Activity 1: Ideas log You should work with your performance group to develop ideas based on the stimulus.</p> <p>You should prepare notes to support the completion of Activity 1.</p> <p>Complete the ideas log to show your contribution to the development of ideas in response to the brief.</p>		<p>Brechtian techniques as stimuli for devised work - Epic theatre and Brecht - GCSE Drama Revision - WJEC - BBC Bitesize</p> <p>The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize</p> <p>Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision - WJEC - BBC Bitesize</p>
<p>You must complete the log template, providing information on the following:</p> <ul style="list-style-type: none"> • the concept and style of performance • your choice of target audience • the resources needed during the development and performance for the exploration and development of ideas • how the ideas meet the requirements of the brief • how the work of practitioners has influenced your ideas • ideas you have contributed • how you explored ideas. 		<p>Activity 1 – 800 word log on ideas Activity 2 – 800 word Skills log Activity 4 – 800 Word evaluation</p>
<p>You will be assessed on your individual contribution to the interpretation of the brief, your exploration and development of ideas and your planning.</p> <p>Activity 2: Skills log You should work as part of your performance group to develop the skills relating to the performance/pitch. You should prepare notes to support the completion of Activity 2.</p> <p>Complete the skills log template, providing information on the following:</p> <ul style="list-style-type: none"> • your role in the group • the skills and techniques you selected • how your skills meet the requirements of the brief • how you developed your skills and techniques • your own contribution to the rehearsal/development process • how the work of practitioners has influenced your development of skills and techniques. 		<p>Key Terms</p> <ul style="list-style-type: none"> • Monologues • Split Scenes • Lighting • Sound • Freeze frames • Costume • Make Up • Set • Physical Theatre • Mime • Dance • Song • Multi Roles • Split Roles • Narration • Audience engagement • Soundscape • Placards • Comic Relief • Conscience alley
<p>You will be assessed on your choice and development of skills, contribution to the rehearsal/development process and your use of the influence of practitioners</p> <p>Activity 3: Workshop performance You must present your group workshop performance or pitch/presentation to an invited</p>		<p>Careers</p> <ul style="list-style-type: none"> - Actor - Director - Script Writer <p>Personal Development</p> <ul style="list-style-type: none"> - Working collaboratively within a group - Building confidence through performing in front of an audience and a camera



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audience. The group workshop performance must be between 7 to 15 minutes long.

You will need to perform as part of a group and work together.

Each design candidate must give a pitch/presentation of between 3 to 10 minutes at the start of the workshop performance.

You will be assessed on your individual skills and techniques, your collaboration with others and your communication of creative ideas to the audience through your role.

Activity 4: Evaluation report

Complete the evaluation report, reflecting on the effectiveness of the development process and the performance/design outcome. You should prepare notes to support the completion of Activity 4.

You must complete the evaluation report template provided by evaluating:

- how the outcome met the requirements of the brief
- the development process as an individual and as a group
- the performance/design outcome
- the key strengths of your work
- areas for further development.

You will be assessed on your ability to evaluate your own contribution to the development of ideas, skills and the workshop performance or design.