

**Unit 3: Bid to get funding for your creative idea and show understanding of the process of putting on a performance.**

**Unit 3: Performing Arts in Practice (working to a brief)**

**Unit 1: Performing**

**Unit 1: Perform existing work, complete specific research and log your development journey from the beginning to the end.**

**External Exam**

**Year 11**

Staging, Planning a performance, Final exam, Production requirements, Budgeting, Marketing, Showcasing ideas, Pitch, Final evaluation, Showcasing skills, Audition/Interview, Rehearsal process and development of skills, Script work/production portfolio, Skills audit, Skills log, Working to a brief.

**Unit 2: Creating**

**Unit 2: Devising**

**Unit 2: Create your own performance work using a brief set by the exam board. You will log your journey throughout the development and the end of your work.**

**Year 10**

**Learning repertoire and devising skills**

To review the key skills required for learning professional repertoire and devising a performance

Page to stage process, Using professional repertoire, Final evaluation, Final performance, Rehearsal process and development, Skills log, Developing your ideas from a stimulus, Learning professional repertoire, Skills audit, Skills development and analysis, Working to a brief, Live Theatre, Practitioner influence, Genre and style, Creative intentions, Starting points.

**Performing Arts Project**

Participate in a range of Performing Arts projects to showcase skills and knowledge gained from KS3 for performance or production roles

**Script work**

Develop knowledge and understanding of the requirements of script work and the genre, style and creative intentions.

1 Monologues, 2 Duologues, Using professional repertoire

Devising - retrieval, Working to a Eduqas brief, Initial ideas, Developing your ideas, Performance, KS3 reflection, Presenting your design, Designing a production brief, Page to stage process, Practitioners' influence, Genre and style, Creative intentions, Starting points

**Key creative intentions and purpose**

Explore key starting points and creative intentions of performances. To develop further understanding of the creative and page to stage process.

**Year 9**

**Performance and production**

Gain an understanding of the roles and responsibilities required for a live performance, on stage and behind the scenes

Performance or production project, Interviews, Behind the scenes, Production job roles, Memorising lines, Live performance, Careers in the industry, Alienation, Knife Crime, To explore the key practitioners and their influence on theatre, Practitioner's influence, Augusto Boal, Murder Mystery

**History of theatre**

Develop understanding and explore theatre throughout History

Retrieval: Skills, Greek Theatre, Mask work: Physical Theatre, Commedia Dell'Arte, Slapstick comedy, Pantomime, Working to a BTEC brief: Adapting genres, Retrieval: Stanislavski and Brecht

**Interpretive skills**

Combining vocal, physical and interpretive skills to understand the full performance requirement

Stanislavski: Naturalism, Awareness of performance space, Dragon's Den, Interpretive skills, Persuasive language - Adverts, Performing Arts project

**Physical skills**

To help develop understanding of the physical skills needed for characterisation

Stereotypes, What are gestures?, What is body language?, Fairy-tales: Stock characters, What is a flashback and flash forward?, What is a still image?, Four types of bullying, Vocal Colour: Pitch, Pace, Volume and Tone, Radio Drama: using your vocal skills, What is articulation?, What is projection?

**Vocal skills**

Through devising stimuli such as bullying, explore the initial processes and techniques to creating a piece of theatre

**Year 7**