

The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

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		Term	Foundation	Autumn 1	Unit of work: Devising from a Stimulus
		Term	Year 8	Literacy foci: Verbal	GCSE Assessment objectives: (C1) AO1, AO2,
Term	Foundation	Autumn 1	Unit of work: Physical Theatre Intro	Communication, key	AO4
	Year 7	Literacy foci:	GCSE Assessment objectives: (C1) AO1, AO2	terms. Writing. Formatting	
Autumn 1	Unit of work: Basic Drama Skills			and conventions of script	Enrichment/life and work skills: Exploring
Literacy / numeracy	GCSE Assessment objectives: (C1/C2) AO1,	Verbal	AO4	writing.	emotional themes and issues sensitively.
foci: Verbal	AO2, AO4	Communication. Key			Working practically in a team with others.
Communication. key	7.62,7.61	terms. Writing.	Enrichment/life and work skills: Working	Homework: Devising Skills	Time management. Creative thinking. Public
terms.	Enrichment/life and work skills: Working	Formatting and	practically in a team with others. Time	Homework Booklet	speaking and presentation skills.
terris.	practically in a team with others. Time	conventions of script	management. Creative thinking. Public		g a p and a c
Homework: Basic	management. Creative thinking. Public	writing.	speaking and presentation skills.	Revisiting, revising,	Assessments:
Drama Skills Booklet	speaking and presentation skills.			remembering	Devised Performance
Diama Skiiis Bookiet	speaking and presentation skins.	Homework: Research	Assessments:	opportunities: AO1, AO2,	GCSE C1 Mark Scheme
Devisiting revising	Assessments	on Physical Theatre	Physical Theatre Performance	A04	GESE ET WAN SENEME
Revisiting, revising, remembering	Assessments: Mime performance	Companies.	Devising Assessment Strand	Autumn 2	Unit of work: Mock C1
	Rehearsing Assessment Strand			Literacy foci: Verbal	GCSE Assessment objectives: (C1) AO1, AO2,
opportunities: AO1, AO2, AO4	Renearsing Assessment Strana	Revisiting, revising,		Communication, key	A04
Autumn 2	Unit of work: Working with text	remembering		terms. Writing. Formatting	7.04
Literacy foci: Reading	GCSE Assessment objectives: (C2/3) AO1, AO2,	opportunities : AO1,		and conventions of script	Enrichment/life and work skills: Exploring
		AO2, <b>AO4</b>		writing.	emotional themes and issues sensitively.
short plays.	AO4	<u>Autumn 2</u>	Unit of work: Curious Incident of the Dog in	writing.	Working practically in a team with others.
Interpreting text from	- · · · · //··· · · · · · · · · · · · ·	Literacy foci:	the Night-time	Homework: Bring in a	Time management. Creative thinking. Public
page to stage. Verbal	Enrichment/life and work skills: Working	Reading a novel.	GCSE Assessment objectives: (C1/3) AO1,	stimulus. Prepare for your	speaking and presentation skills.
Communication. Key	practically in a team with others. Time	Interpreting text from	AO2, AO3	devised performance -	speaking and presentation skins.
Terms.	management. Creative thinking. Public	page to stage.		writing scripts/collecting	
	speaking and presentation skills.		Enrichment/life and work skills: Working	costume or	Assessments:
Homework: Basic		Homework: The	practically in a team with others. Time		Devised Performance
Drama Skills Booklet		Curious Incident	management. Creative thinking. Appreciation	props/designing the	
	Assessments:	Homework Booklet	of a character with Asperger's Syndrome.	technical requirements e.g.	Portfolio
Revisiting, revising,	Performance of a scripted scene.		Public speaking and presentation skills.	sound or lighting plot.	GCSE C1 Mark Scheme
remembering	Interpreting Text Assessment Strand	Revisiting, revising,		D. Calabara and Calabara	
opportunities:AO1,		remembering	Assessments:	Revisiting, revising,	
AO2, AO4		opportunities: AO1,	Performance of a moment from the novel.	remembering	
		AO2, AO3	Interpreting Text Assessment Strand	opportunities : AO1, AO2,	
				AO4	

Term



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3000		Term	Foundation	Term	Transition
Term	Foundation		Year 8		Year 9
	Year 7	Spring 1	Unit of work: Melodrama	Spring 1	Unit of work: Live Theatre Evaluation - West End
Spring 1	Unit of work: Chorus Work	Literacy foci: Reading	GCSE Assessment objectives: (C2) AO1, AO2	Literacy foci:	Theatre Trip
Literacy / numeracy	GCSE Assessment objectives: (C1) AO1, AO4	extracts from a play.		Note taking, summarising.	GCSE Assessment objectives: (C3) AO3
foci: Verbal		Interpreting text.	Enrichment/life and work skills: Working	Writing answers to exam	
Communication. Key	Enrichment/life and work skills: Working	Verbal communication.	practically in a team with others. Time	questions.	Enrichment/life and work skills: Theatre visit =
terms.	practically in a team with others. Time	Learning lines.	management. Creative thinking.		understanding the cultural experiences London
	management. Creative thinking.		Appreciation of culturally important classical	Homework: Writing notes	has to offer. Seeing professional actors and
Homework: Research	Appreciation of culturally important classical	Homework:	drama styles and genres. Public speaking and	on performance.	technicians doing their job and gaining an
task - Ancient Greek	drama (Ancient Greek Theatre). Public speaking	Independent Line	presentation skills.		appreciation of the skills of directors and
Theatre	and presentation skills.	Learning.		Revisiting, revising,	designers. Practicing theatre etiquette.
			Assessments:	remembering	Exploring the social, moral spiritual and cultural
Revisiting, revising,	Assessments:	Revisiting, revising,	Performance of a Melodrama (Black Ey'd	opportunities : AO3	issues in the play. Public speaking and
remembering	Chorus Performance	remembering	Susan)		presentation skills.
opportunities: AO1,	Rehearsing Assessment Strand	opportunities: AO1,	Understanding social, historical and cultural		
AO4		AO2	context of performance and text Assessment		Assessments:
Spring 2	Unit of work: Romeo and Juliet		Strand.		Practise Section B questions in preparation for
Literacy foci: Reading	GCSE Assessment objectives: (C2/3) AO2, AO3	Spring 2	Unit of work: Live Theatre Evaluation -		Exam.
extracts from a play.		Literacy foci: Note	Treasure Island (NT On Demand for Schools)		PPE Mark Scheme
Interpreting text.	Enrichment/life and work skills: Working	taking, summarising.	GCSE Assessment objectives: (C3) AO3	Spring 2	Unit of work: DNA by Dennis Kelly
Verbal communication.	practically in a team with others. Time	Writing answers to		<b>Literacy foci:</b> Reading a	GCSE Assessment objectives: (C2/3) AO2, AO3
Learning lines.	management. Creative thinking.	exam questions.	Enrichment/life and work skills: Appreciation	play. Interpreting text.	
	Appreciation of culturally important classical		of culturally important classical literature.	Verbal communication.	Enrichment/life and work skills: Working
Homework:	drama. Exploring the social, moral spiritual and	Homework: Writing	Exploring the social, moral spiritual and	Learning lines.	practically in a team with others. Time
Independent Line	cultural issues in the play. Public speaking and	notes on performance.	cultural issues in the play. Public speaking and		management. Creative thinking. Exploring the
Learning	presentation skills.		presentation skills.	Homework: Independent	social, moral spiritual and cultural issues in the
		Revisiting, revising,		Line Learning.	play. Public speaking and presentation skills.
Revisiting, revising,	Assessments:	remembering	Assessments:		
remembering	Group performance of a scene.	opportunities : AO3	Practise Exam Questions		Assessments:
opportunities: AO2,	Performance Assessment Strand		Appreciation and analysis of other's work	Revisiting, revising,	Exam – Section A and Section B.
AO3			Assessment Strand	remembering	PPE Mark Scheme
			PPE Mark Scheme	opportunities: AO2, AO3	



Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Summer 1	Unit of work: Improvisation and Creating	Summer 1	Unit of work: The Tempest	Summer 1	Unit of work: Othello
Literacy / numeracy	Characters	Literacy foci: Reading	GCSE Assessment objectives: (C3) AO3	<b>Literacy foci:</b> Reading a	GCSE Assessment objectives: (C3) AO3
foci: Verbal	GCSE Assessment objectives: (C1) AO1,	a play. Interpreting		play. Interpreting text.	
Communication. Key	AO4	text. Writing exam	Enrichment/life and work skills: Working	Writing exam style	Enrichment/life and work skills: Working
terms. Descriptive		style answers.	practically in a team with others. Time	answers.	practically in a team with others. Time
vocabulary.	Enrichment/life and work skills: Working		management. Creative thinking.		management. Creative thinking.
	practically in a team with others. Time	Homework: The	Appreciation of culturally important	Homework: Othello	Appreciation of culturally important classical
Homework: Basic	management. Creative thinking. Quick	Tempest Homework	classical drama. Exploring the social, moral	Homework Booklet	drama. Exploring the social, moral spiritual and
Drama Skills Booklet	thinking. Problem solving. Public speaking	Booklet	spiritual and cultural issues in the play.		cultural issues in the play. Public speaking and
	and presentation skills.		Public speaking and presentation skills.	Revisiting, revising,	presentation skills.
Revisiting, revising,		Revisiting, revising,		remembering	
remembering	Assessments:	remembering	Assessments:	opportunities: AO3	Assessments:
opportunities: AO1,	Improvised performance	opportunities : AO3	Section A Practice Exam Questions		Section A and Section B Practice Questions
AO4	Devising Assessment Strand		PPE Mark Scheme		PPE Mark Scheme
Summer 2	Unit of work: Script writing	Summer 2	Unit of work: The Tempest	Summer 2	Unit of work: Othello
<b>Literacy foci:</b> Writing.	GCSE Assessment objectives: (C1) AO1,	Literacy foci: Reading	GCSE Assessment objectives: (C2/3) AO2,	<b>Literacy foci:</b> Reading a	GCSE Assessment objectives: (C2) AO2
Formatting and	AO2, AO4	a play. Interpreting	AO3	play. Interpreting text.	
conventions of script		text. Verbal		Writing exam style	Enrichment/life and work skills: Working
writing.	Enrichment/life and work skills: Working	communication.	Enrichment/life and work skills: Working	answers. Learning lines.	practically in a team with others. Time
	practically in a team with others. Time		practically in a team with others. Time		management. Creative thinking.
Homework: Basic	management. Creative thinking. Public	Homework: The	management. Creative thinking.	Homework: Independent	Appreciation of culturally important classical
Drama Skills Booklet	speaking and presentation skills.	Tempest Homework	Appreciation of culturally important	Line Learning	drama. Exploring the social, moral spiritual and
		Booklet	classical drama. Exploring the social, moral		cultural issues in the play. Public speaking and
Revisiting, revising,	Assessments:		spiritual and cultural issues in the play.	Revisiting, revising,	presentation skills.
remembering	Performance of their original scripted	Revisiting, revising,	Public speaking and presentation skills.	remembering	
opportunities: AO1,	scene.	remembering		opportunities : AO2	Assessments:
AO2, AO4	Performance Assessment Strand	opportunities: AO2,	Assessments:		Performance of a scene from Othello.
		AO3	Performance of a scene from The Tempest.		C2 Mark Scheme
			C2 Mark Scheme		



Term	Mastery	Term	Mastery
	Year 10		Year 11
Autumn 1	Unit of work: Frantic Assembly	Autumn 1	Unit of work: C1 – Devising Performance and Portfolio
	GCSE Assessment objectives: (C1) AO1, AO2, AO4	Literacy foci: Verbal	GCSE Assessment objectives: (C1) AO1, AO4
Literacy / numeracy foci:		Communication, key terms.	
Verbal Communication.	Enrichment/life and work skills: Working practically in a team with others.	Writing. Structuring scenes	<b>Enrichment/life and work skills:</b> Working practically in a team with others to
Key terms.	Time management. Creative thinking. Public speaking and presentation	and following conventions of	achieve intentions. Time management. Creative thinking. Problem solving.
	skills.	script writing.	Public speaking and presentation skills.
Homework: 1.Research		Homework: Preparing for	
Task.	Assessments:	devised performance -	Assessments:
2. Portfolio style writing	Chair Duet Performance	writing scripts/ collecting	Internally Assessed C1 Performance
task.	C1 Performing Mark Scheme	costume or props/ designing	C1 Performance Mark Scheme
		the technical requirements	
Revisiting, revising,	Devised Physical Theatre from a Stimulus.	e.g. a sound or lighting plot.	Completed Portfolio
remembering	C1 Performing Mark Scheme		C1 Portfolio Mark Scheme
opportunities: Please see		Revisiting, revising,	
AO1, AO2, AO4		remembering opportunities:	
		AO1, AO4	
<u>Autumn 2</u>	Unit of work: Live Theatre Evaluation – Intermission Youth Theatre Trip		
	GCSE Assessment objectives: (C3) AO3	Autumn 2	Unit of work: Live Theatre Evaluation - West End Theatre Trip
Literacy foci: Reading a			GCSE Assessment objectives: (C3) AO3
play. Interpreting text.	Enrichment/life and work skills: Theatre visit = understanding the cultural	<b>Literacy foci:</b> Reading a play.	
Key exam vocabulary.	experiences London has to offer and the opportunities they have to be	Interpreting text. Key exam	Enrichment/life and work skills: Theatre visit = understanding the cultural
Structuring exam	involved. Intermission Youth Theatre performances are inspiring as the	vocabulary. Structuring exam	experiences London has to offer. Seeing professional actors and technicians
questions. Quick reading	company comprises of two actors who attended UHS. Intermission Youth	questions. Quick reading	doing their job and gaining an appreciation of the skills of directors and
skills of unseen extract.	Theatre also provide representation to students of colour, who are not as	skills of unseen extract.	designers. Practicing theatre etiquette. Exploring the social, moral spiritual
	often seen on stage. Students get to see professional actors and	Homoworks Davision for DDE	and cultural issues in the play. Public speaking and presentation skills.
Homework: Writing	technicians doing their job and gain an appreciation of the skills of	<b>Homework:</b> Revision for PPE.	Assessments:
notes on performance.	directors and designers. They get to practice theatre etiquette. The	Revisiting, revising,	PPE1
Doviniting revision	evaluation work often focuses on social issues explored in the play.	remembering opportunities:	PPE Mark Scheme
Revisiting, revising,	Assessments:	Please see AO3	TTE WAIR SCHOOL
remembering	Section B Past Paper Questions	Ticase see Aus	
opportunities: Please see	PPE Mark Scheme		
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Term	Mastery	Term	Mastery
	Year 10		Year 11
Spring 1	Unit of work: 1984	Spring 1	Unit of work: C2 Rehearsals
Literacy / numeracy	GCSE Assessment objectives: (C2/3) AO2, AO3	Literacy foci:	GCSE Assessment objectives: (C2) AO2
foci: Reading a play.		Reading a Play.	
Interpreting text. Key	Enrichment/life and work skills: Working practically in a team with others.	Learning lines.	Enrichment/life and work skills: Public speaking and presentation skills.
exam vocabulary.	Time management. Creative thinking. Appreciation of socially and	Interpreting Text.	They will have experience of monologues are often used in professional
Structuring exam	culturally important novel. Exploring the social, moral spiritual and cultural	Verbal	auditions. They must deliver the performance under high pressure
questions.	issues in the play. Public speaking and presentation skills.	Communication.	situations (in front of a visiting external examiner). Some will work in
			pairs and have to be reliable to ensure it doesn't affect others. Working
Homework: 1984 PPE	Assessments:	Homework:	to a deadline. Learning lines. Exploring the themes and social, moral,
questions	Performance of a scene from 1984	Independently	spiritual, and cultural issues in the play and interpreting this for an
	C2 Mark Scheme	learning lines	audience. Playing a character and seeing the world through another
Revisiting, revising,			point of view.
remembering		Revisiting, revising,	
opportunities: AO2,		remembering	Assessments:
AO3		opportunities : AO2	Mock Performances
			C2 Mark Scheme
Spring 2	Unit of work: 1984	Spring 2	Unit of work: C2 Rehearsals and Performances
Literacy foci: Reading	GCSE Assessment objectives: (C2/3) AO2, AO3	Literacy foci:	GCSE Assessment objectives: (C2) AO2
a play. Interpreting		Reading a Play.	
text. Key exam	Enrichment/life and work skills: Working practically in a team with others.	Learning lines.	<b>Enrichment/life and work skills:</b> Public speaking and presentation skills.
vocabulary.	Time management. Creative thinking. Appreciation of socially and	Interpreting Text.	They will have experience of monologues are often used in professional
Structuring exam	culturally important novel. Exploring the social, moral spiritual and cultural	Verbal	auditions. They must deliver the performance under high pressure
questions.	issues in the play. Public speaking and presentation skills.	Communication.	situations (in front of a visiting external examiner). Some will work in
			pairs and have to be reliable to ensure it doesn't affect others. Working
Homework: 1984 PPE	Assessments:	Homework:	to a deadline. Learning lines. Exploring the themes and social, moral,
Questions	PPE Questions	Independently	spiritual, and cultural issues in the play and interpreting this for an
	PPE Mark Scheme	learning lines	audience. Playing a character and seeing the world through another
Revisiting, revising,			point of view.
remembering		Revisiting, revising,	
opportunities: AO2,		remembering	Assessments:
AO3		opportunities : AO2	External C2 Performances
			C2 Mark Scheme



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Term	Mastery	Term	Mastery
	Year 10		Year 11
Summer 1	Unit of work: C1 – Devising and Portfolio	Summer 1	Unit of work: C3 Revision
Literacy foci: Verbal	GCSE Assessment objectives: (C1) AO1, AO2, AO4	Literacy foci:	GCSE Assessment objectives: (C3) AO3
Communication, key terms.		Understanding and	
Writing. Structuring scenes and	Enrichment/life and work skills: Working practically in a team	interpreting the unseen	Enrichment/life and work skills: Exploring the social, moral spiritual
following conventions of script	with others to achieve intentions. Time management. Creative	extract from the play.	and cultural issues in the play. Writing from the perspective of
writing.	thinking. Problem solving. Public speaking and presentation skills.	Writing extended answers	audience member, actor, director and designer. All job roles and
		from multiple points of	perspectives have to be taken into account.
Homework: Research tasks.	Assessments:	view.	
Bringing in your own stimulus.	First Scene Performance	Homework: Revision	
	C1 Performance Mark Scheme		
Revisiting, revising,		Revisiting, revising,	Assessments:
remembering opportunities:		remembering	WTM
AO1, AO2, AO4		opportunities : AO3	PPE Mark Scheme
Summer 2	Unit of work: C1 – Devising and Portfolio	Summer 2	Unit of work: C3 Revision
Literacy foci: Verbal	GCSE Assessment objectives: (C1) AO1, AO2, AO4		GCSE Assessment objectives: (C3) AO3
Communication, key terms.		Literacy foci :	
Writing. Structuring scenes and		Understanding and	Enrichment/life and work skills: Exploring the social, moral spiritual
following conventions of script	Enrichment/life and work skills: Working practically in a team	interpreting the unseen	and cultural issues in the play. Exploring the social, moral spiritual and
writing.	with others to achieve intentions. Time management. Creative	extract from the play.	cultural issues in the play. Writing from the perspective of audience
Homework: Preparing for	thinking. Problem solving. Public speaking and presentation skills.	Writing extended answers	member, actor, director and designer. All job roles and perspectives
devised performance - writing		from multiple points of	have to be taken into account.
scripts/ collecting costume or		view.	
props/ designing the technical		Homework: Revision	Assessments
requirements e.g. a sound or	Assessments:		C3 Exam
lighting plot.	First two portfolio questions.	Revisiting, revising,	
	C1 Portfolio Mark Scheme	remembering	
Revisiting, revising,		opportunities: AO3	
remembering opportunities:			
AO1, AO2, AO4			



CURRICULUM MAP 'skills, knowledge and concepts: literacy, life skills and enrichment'

Term	Advanced	Term	Advanced
	Year 12 – Extended Certificate in Performing Arts		Year 12 – Diploma in Performing Arts
<u>Autumn 1</u>	<b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance	Autumn 1	Unit of work: Unit 23 – Storytelling
Literacy / numeracy foci : Verbal communication, researching and note taking. Referencing.	Assessment objectives: Learning Aim A: Understand the role and skills of a performer Learning Aim B: Develop performance skills and techniques for live performance Learning Aim C: Apply performance skills and techniques in selected styles Learning Aim D: Review and reflect on development of skills and techniques for live performance	<b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing.	Assessment objectives: Learning Aim A: Understand storytelling, traditional stories and their qualities Learning Aim B: Develop storytelling techniques for performance Learning Aim C: Apply storytelling techniques to a performance Learning Aim D: Review personal development and own performance
Homework: Research and planning  Revisiting, revising, remembering opportunities	Enrichment/life and work skills: Set in a vocational context. Acquisition and development of performance and interpretative skills within acting. They will gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a 'toolkit' of performance skills and techniques for future progression as performing arts practitioners.  Assessments:  Presentation to class  Learning Aim A	Homework: Research and planning  Revisiting, revising, remembering opportunities	Enrichment/life and work skills: Set in a vocational context. Developing knowledge and understanding of the key features of traditional stories, investigating the social, moral, spiritual and cultural role of stories. Research into the key features and purposes of traditional stories. Ongoing review and self-evaluation.  Assessments: Research notebook. Report or presentation.  Learning Aim A
Autumn 2	Unit of work: Same as Autumn 1	<u>Autumn 2</u>	Unit of work: Same as Autumn 1
Literacy foci : Verbal communication,	Assessment objectives: Same as Autumn 1	<b>Literacy foci :</b> Verbal communication, interpreting text for	Assessment objectives: Same as Autumn 1  Enrichment/life and work skills: Same as Autumn 1
interpreting text for performance, learning lines.	Enrichment/life and work skills: Same as Autumn 1  Assessments:  Practical exploration and development work.	performance, learning lines.	Assessments: Videos of milestone classes, workshops, discussions and rehearsals.
Homework : Learning lines. Extra Research	Self and peer evaluation. Tutor observation records. Recording of final performance.	Homework: Learning lines. Extra Research for role.	Video of the final storytelling performance. Learning Aim B and C
for role.  Revisiting, revising,	Learning Aim B and C	Revisiting, revising, remembering	
remembering opportunities		opportunities	



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Term	Advanced	Term	Advanced		
	Year 12 – Extended Certificate in Performing Arts		Year 12 – Diploma in Performing Arts		
Spring 1 Literacy / numeracy foci Log /blog writing. Referencing.  Homework: Evaluation of recorded performance  Revisiting, revising, remembering opportunities: Skills taught will be used throughout the course.	Unit of work: Unit 2 – Developing Skills and Techniques for Live Performance Assessment objectives: Learning Aim A: Understand the role and skills of a performer Learning Aim B: Develop performance skills and techniques for live performance Learning Aim C: Apply performance skills and techniques in selected styles Learning Aim D: Review and reflect on development of skills and techniques for live performance  Enrichment/life and work skills: Set in a vocational context. Acquisition and development of performance and interpretative skills within acting. They will gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a 'toolkit' of performance skills and techniques for future progression as performing arts practitioners.  Assessments: Unit log/blog including evaluation and links to recordings of practical work. Learning Aim D	Spring 1 Literacy foci: Formal Written proposal in response to a commission (1000 words).  Homework: Research. Write the notes for your proposal.  Revisiting, revising, remembering opportunities	Unit of work: Unit 5 – Individual Performance Commission (M) – EXTERNAL Assessment objectives:  AO1: Formulate ideas that demonstrate understanding of a commission brief AO2: Apply an understanding of developing performance content in response to a commission brief  Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves creating performance work to suit a specific purpose and target audience. Organisations that commission work include businesses, local authorities and charities and work can range from one-off events to longer projects.  Assessments: Written Proposal AO1, AO2		
Spring 2 Literacy foci:	Unit of work: Unit 1 - Investigating Practitioner's Work (M) - EXTERNAL Assessment objectives:  AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners  AO2: Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners  AO3: Apply critical analysis skills to develop and demonstrate understanding of	Spring 2 Literacy foci	Unit of work: Same as Spring 1 Assessment objectives: A03: Apply performance skills to communicate creative intentions in relation to a commission brief AO4: Evaluate the effectiveness of own performance		
Revisiting, revising, remembering opportunities	performance, production and repertoire  AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements  Enrichment/life and work skills: Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice.  Assessments:  External Written Assessment  AO1, AO2, AO3, AO4	Homework  Revisiting, revising, remembering opportunities	Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves creating performance work to suit a specific purpose and target audience. Organisations that commission work include businesses, local authorities and charities and work can range from one-off events to longer projects.  Assessments: Performance and Evaluation AO2, AO3		



Term	Advanced	Term	Advanced			
	Year 12 – Extended Certificate in Performing Arts		Year 12 - Diploma in Performing Arts			
Summer 1  Literacy / numeracy foci	Unit of work: Unit 3 – Group Performance Workshop (M) Assessment objectives: AO1: Understand how to interpret and respond to stimulus for a group performance	Summer 1 Literacy foci	Unit of work: Same as Spring 1 Assessment objectives: A03: Apply performance skills to communicate creative intentions in relation to a commission brief			
Homework	AO2: Develop and realise creative ideas for a group performance in response to stimulus  AO3: Apply personal management and collaborative skills to a group performance workshop process  AO4: Apply performance skills to communicate creative intentions during	Homework	AO4: Evaluate the effectiveness of own performance  Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves creating performance work to suit a specific purpose and target audience.			
Revisiting, revising, remembering opportunities	performance workshop AO5: Review and reflect on the effectiveness of the working process and the workshop performance  Enrichment/life and work skills: Set in a vocational context. The	Revisiting, revising, remembering opportunities	Organisations that commission work include businesses, local authorities and charities and work can range from one-off events to longer projects.  Assessments: Performance and Evaluation			
	experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.		AO2, AO3			
	Assessments: Milestone 1, Milestone 2 AO1, AO2, AO3	Summer 2 Literacy foci	Unit of work GCSE Assessment objectives			
Summer 2	Unit of work: Same as Summer 1 Assessment objectives: Same as Summer 1					
Literacy foci	Enrichment/life and work skills: Same as Summer 1	Homework	Enrichment/life and work skills			
Homework	Assessments:					
Revisiting, revising, remembering opportunities	Milestone 3, Milestone 4 and Recording of Performance. AO3, AO4, AO5	Revisiting, revising, remembering opportunities	Assessments			



CURRICULUM MAP 'skills, knowledge and concepts: literacy, life skills and enrichment'

Term	Advanced	Term	Advanced
	Year 13 – Extended Certificate in Performing Arts		Year 13 – Diploma in Performing Arts
Autumn 1	<b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance	Autumn 1	Unit of work: Unit 23 – Storytelling
Literacy / numeracy foci : Verbal communication, researching and note taking. Referencing.	Assessment objectives: Learning Aim A: Understand the role and skills of a performer Learning Aim B: Develop performance skills and techniques for live performance Learning Aim C: Apply performance skills and techniques in selected styles Learning Aim D: Review and reflect on development of skills and techniques for live performance	<b>Literacy foci:</b> Verbal communication, researching and note taking. Referencing.	Assessment objectives: Learning Aim A: Understand storytelling, traditional stories and their qualities Learning Aim B: Develop storytelling techniques for performance Learning Aim C: Apply storytelling techniques to a performance Learning Aim D: Review personal development and own performance
Homework: Research and planning Revisiting, revising, remembering opportunities	Enrichment/life and work skills: Set in a vocational context. Acquisition and development of performance and interpretative skills within acting. They will gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a 'toolkit' of performance skills and techniques for future progression as performing arts practitioners.  Assessments:  Presentation to class  Learning Aim A	Homework: Research and planning  Revisiting, revising, remembering opportunities	Enrichment/life and work skills: Set in a vocational context. Developing knowledge and understanding of the key features of traditional stories, investigating the social, moral, spiritual and cultural role of stories. Research into the key features and purposes of traditional stories. Ongoing review and self-evaluation.  Assessments: Research notebook. Report or presentation.  Learning Aim A
Autumn 2	Unit of work: Same as Autumn 1	Autumn 2	Unit of work: Same as Autumn 1
<b>Literacy foci :</b> Verbal communication,	Assessment objectives: Same as Autumn 1	<b>Literacy foci :</b> Verbal communication, interpreting text for	Assessment objectives: Same as Autumn 1  Enrichment/life and work skills: Same as Autumn 1
interpreting text for performance, learning lines.	Enrichment/life and work skills: Same as Autumn 1  Assessments:  Practical exploration and development work.	performance, learning lines.	Assessments: Videos of milestone classes, workshops, discussions and rehearsals.
Homework : Learning lines. Extra Research	Self and peer evaluation. Tutor observation records.	Homework: Learning lines. Extra Research for role.	Video of the final storytelling performance.  Learning Aim B and C
for role.	Recording of final performance.  Learning Aim B and C	Revisiting, revising,	
Revisiting, revising,		remembering	
remembering		opportunities	
opportunities		- эррогипписэ	



Term	Advanced	Term	Advanced
	Year 13 – Extended Certificate in Performing Arts	Term	Year 13 – Diploma in Performing Arts
Spring 1 Literacy / numeracy foci Log /blog writing. Referencing.	<ul> <li>Unit of work: Unit 2 – Developing Skills and Techniques for Live Performance</li> <li>Assessment objectives:</li> <li>Learning Aim A: Understand the role and skills of a performer</li> <li>Learning Aim B: Develop performance skills and techniques for live performance</li> <li>Learning Aim C: Apply performance skills and techniques in selected styles</li> </ul>	Spring 1 Literacy foci	Unit of work: Unit 5 – Individual Performance Commission (M) – EXTERNAL  Assessment objectives:  AO1: Formulate ideas that demonstrate understanding of a commission brie AO2: Apply an understanding of developing performance content in respons
Homework : Evaluation of recorded performance	development of performance and interpretative skills within acting. They will	Homework	Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves
Revisiting, revising, remembering opportunities	gain understanding of the life as a performer through practical training, explorations, workshops and assessments. Developing essential physical, vocal and creative skills to provide learners with a 'toolkit' of performance skills and techniques for future progression as performing arts practitioners.  Assessments: Unit log/blog including evaluation and links to recordings of practical work.	Revisiting, revising, remembering opportunities	creating performance work to suit a specific purpose and target audience. Organisations that commission work include businesses, local authorities and charities and work can range from one-off events to longer projects.  Assessments: Written Proposal A01, A02
	Learning Aim D	Spring 2	Unit of work: Same as Spring 1
Spring 2 Literacy foci :	Unit of work: Unit 1 - Investigating Practitioner's Work (M) - EXTERNAL Assessment objectives:  AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners  AO2: Apply knowledge and understanding of how contextual factors influence	Literacy foci	Assessment objectives:  A03: Apply performance skills to communicate creative intentions in relation to a commission brief  A04: Evaluate the effectiveness of own performance
Homework	the creative intentions and themes of performing arts practitioners AO3: Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4: Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements	Homework	Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves creating performance work to suit a specific purpose and target audience. Organisations that commission work include businesses, local authorities and charities and work can range from one-off events to longer projects.
Revisiting, revising, remembering opportunities	<b>Enrichment/life and work skills:</b> Set in a vocational context. They must watch and study up to three performances for each of their two chosen practitioners that exemplify their work in practice.	Revisiting, revising, remembering opportunities	Assessments: Performance and Evaluation AO2, AO3
	Assessments : External Written Assessment		

AO1, AO2, AO3, AO4



ner 1	Advanced Year 13 – Extended Certificate in Performing Arts Unit of work: Unit 3 – Group Performance Workshop (M)	Term	Advanced Year 13 - Diploma in Performing Arts
ner 1			Year 13 - Diploma in Performing Arts
ner 1	Unit of work: Unit 3 – Group Performance Workshop (M)		
cy / numeracy	Assessment objectives:  AO1: Understand how to interpret and respond to stimulus for a group performance  AO2: Develop and realise creative ideas for a group performance in response	Summer 1 Literacy foci	Unit of work: Same as Spring 1 Assessment objectives: A03: Apply performance skills to communicate creative intentions in relation to a commission brief AO4: Evaluate the effectiveness of own performance
ework	to stimulus  AO3: Apply personal management and collaborative skills to a group performance workshop process  AO4: Apply performance skills to communicate creative intentions during performance workshop  AO5: Review and reflect on the effectiveness of the working process and the	Homework	Enrichment/life and work skills: Set in a vocational context. Develop an understanding of how and why work is commissioned and the different purposes of work that is created using this process. This process involves creating performance work to suit a specific purpose and target audience. Organisations that commission work include businesses, local authorities and
iting, revising, mbering	workshop performance	Revisiting, revising, remembering opportunities	charities and work can range from one-off events to longer projects.  Assessments:
rtunities	Enrichment/life and work skills: Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.		Performance and Evaluation AO2, AO3
	Assessments: Milestone 1, Milestone 2 AO1, AO2, AO3	Summer 2 Literacy foci	Unit of work GCSE Assessment objectives
ner 2	Unit of work: Same as Summer 1 Assessment objectives: Same as Summer 1		
icy foci	Enrichment/life and work skills: Same as Summer 1	Homework	Enrichment/life and work skills
ework	Assessments:		
iting, revising, mbering rtunities	Milestone 3, Milestone 4 and Recording of Performance. AO3, AO4, AO5	Revisiting, revising, remembering opportunities	Assessments
	eting, revising, mbering rtunities  mer 2  cy foci ework eting, revising, mbering	AO2: Develop and realise creative ideas for a group performance in response to stimulus  AO3: Apply personal management and collaborative skills to a group performance workshop process  AO4: Apply performance skills to communicate creative intentions during performance workshop  AO5: Review and reflect on the effectiveness of the working process and the workshop performance  Enrichment/life and work skills: Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.  Assessments:  Milestone 1, Milestone 2  AO1, AO2, AO3  Unit of work: Same as Summer 1  Assessment objectives: Same as Summer 1  cy foci  Enrichment/life and work skills: Same as Summer 1  Assessments:  Milestone 3, Milestone 4 and Recording of Performance.  AO3, AO4, AO5	AO2: Develop and realise creative ideas for a group performance in response to stimulus  AO3: Apply personal management and collaborative skills to a group performance workshop process  AO4: Apply performance skills to communicate creative intentions during performance workshop  AO5: Review and reflect on the effectiveness of the working process and the workshop performance  Enrichment/life and work skills: Set in a vocational context. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.  Assessments:  Milestone 1, Milestone 2  AO1, AO2, AO3  Unit of work: Same as Summer 1  Assessment objectives: Same as Summer 1  Assessment objectives: Same as Summer 1  Assessments:  Milestone 3, Milestone 4 and Recording of Performance.  Mo3, AO4, AO5  Revisiting, revising, mbering  Revisiting, revising, revising