



# CURRICULUM MAP

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

Term	Foundation Year 7
<p><b>Autumn 1</b>  <b>Literacy / numeracy foci:</b> Verbal Communication. key terms.</p> <p><b>Homework:</b> Basic Drama Skills Booklet</p> <p><b>Revisiting, revising, remembering opportunities:</b> AO1, AO2, AO4</p>	<p><b>Unit of work:</b> Basic Drama Skills</p> <p><b>GCSE Assessment objectives:</b> (C1/C2) AO1, AO2, AO4</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Mime performance  <i>Rehearsing Assessment Strand</i></p>
<p><b>Autumn 2</b>  <b>Literacy foci:</b> Reading short plays.</p> <p>Interpreting text from page to stage. Verbal Communication. Key Terms.</p> <p><b>Homework:</b> Basic Drama Skills Booklet</p> <p><b>Revisiting, revising, remembering opportunities:</b> AO1, AO2, AO4</p>	<p><b>Unit of work:</b> Working with text</p> <p><b>GCSE Assessment objectives:</b> (C2/3) AO1, AO2, AO4</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Performance of a scripted scene.  <i>Interpreting Text Assessment Strand</i></p>

Term	Foundation Year 8
<p><b>Autumn 1</b>  <b>Literacy foci:</b> Verbal Communication. Key terms. Writing. Formatting and conventions of script writing.</p> <p><b>Homework:</b> Research on Physical Theatre Companies.</p> <p><b>Revisiting, revising, remembering opportunities :</b> AO1, AO2, AO4</p>	<p><b>Unit of work:</b> Physical Theatre Intro</p> <p><b>GCSE Assessment objectives:</b> (C1) AO1, AO2, AO4</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Physical Theatre Performance  <i>Devising Assessment Strand</i></p>
<p><b>Autumn 2</b>  <b>Literacy foci:</b> Reading a novel. Interpreting text from page to stage.</p> <p><b>Homework:</b> The Curious Incident Homework Booklet</p> <p><b>Revisiting, revising, remembering opportunities:</b> AO1, AO2, AO3</p>	<p><b>Unit of work:</b> Curious Incident of the Dog in the Night-time</p> <p><b>GCSE Assessment objectives:</b> (C1/3) AO1, AO2, AO3</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Appreciation of a character with Asperger's Syndrome. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Performance of a moment from the novel.  <i>Interpreting Text Assessment Strand</i></p>

Term	Transition Year 9
<p><b>Autumn 1</b>  <b>Literacy foci:</b> Verbal Communication, key terms. Writing. Formatting and conventions of script writing.</p> <p><b>Homework:</b> Devising Skills Homework Booklet</p> <p><b>Revisiting, revising, remembering opportunities:</b> AO1, AO2, AO4</p>	<p><b>Unit of work:</b> Devising from a Stimulus</p> <p><b>GCSE Assessment objectives:</b> (C1) AO1, AO2, AO4</p> <p><b>Enrichment/life and work skills:</b> Exploring emotional themes and issues sensitively. Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Devised Performance  <i>GCSE C1 Mark Scheme</i></p>
<p><b>Autumn 2</b>  <b>Literacy foci:</b> Verbal Communication, key terms. Writing. Formatting and conventions of script writing.</p> <p><b>Homework:</b> Bring in a stimulus. Prepare for your devised performance - writing scripts/collecting costume or props/designing the technical requirements e.g. sound or lighting plot.</p> <p><b>Revisiting, revising, remembering opportunities :</b> AO1, AO2, AO4</p>	<p><b>Unit of work:</b> Mock C1</p> <p><b>GCSE Assessment objectives:</b> (C1) AO1, AO2, AO4</p> <p><b>Enrichment/life and work skills:</b> Exploring emotional themes and issues sensitively. Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b>            Devised Performance            Portfolio  <i>GCSE C1 Mark Scheme</i></p>



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



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

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Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Autumn 1</b></p> <p><b>Literacy / numeracy foci:</b> Verbal Communication. Key terms.</p> <p><b>Homework:</b> 1. Research Task. 2. Portfolio style writing task.</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO1, AO2, AO4</b></p>	<p><b>Unit of work:</b> Frantic Assembly <b>GCSE Assessment objectives:</b> (C1) <b>AO1, AO2, AO4</b></p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Chair Duet Performance <i>C1 Performing Mark Scheme</i></p> <p>Devised Physical Theatre from a Stimulus. <i>C1 Performing Mark Scheme</i></p>	<p><b>Autumn 1</b></p> <p><b>Literacy foci:</b> Verbal Communication, key terms. Writing. Structuring scenes and following conventions of script writing.</p> <p><b>Homework:</b> Preparing for devised performance - writing scripts/ collecting costume or props/ designing the technical requirements e.g. a sound or lighting plot.</p> <p><b>Revisiting, revising, remembering opportunities:</b> <b>AO1, AO4</b></p>	<p><b>Unit of work:</b> C1 – Devising Performance and Portfolio <b>GCSE Assessment objectives:</b> (C1) <b>AO1, AO4</b></p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others to achieve intentions. Time management. Creative thinking. Problem solving. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Internally Assessed C1 Performance <i>C1 Performance Mark Scheme</i></p> <p>Completed Portfolio <i>C1 Portfolio Mark Scheme</i></p>
<p><b>Autumn 2</b></p> <p><b>Literacy foci:</b> Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions. Quick reading skills of unseen extract.</p> <p><b>Homework:</b> Writing notes on performance.</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO3</b></p>	<p><b>Unit of work:</b> Live Theatre Evaluation – Intermission Youth Theatre Trip <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <p><b>Enrichment/life and work skills:</b> Theatre visit = understanding the cultural experiences London has to offer and the opportunities they have to be involved. Intermission Youth Theatre performances are inspiring as the company comprises of two actors who attended UHS. Intermission Youth Theatre also provide representation to students of colour, who are not as often seen on stage. Students get to see professional actors and technicians doing their job and gain an appreciation of the skills of directors and designers. They get to practice theatre etiquette. The evaluation work often focuses on social issues explored in the play.</p> <p><b>Assessments:</b> Section B Past Paper Questions <i>PPE Mark Scheme</i></p>	<p><b>Autumn 2</b></p> <p><b>Literacy foci:</b> Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions. Quick reading skills of unseen extract.</p> <p><b>Homework:</b> Revision for PPE.</p> <p><b>Revisiting, revising, remembering opportunities:</b> Please see <b>AO3</b></p>	<p><b>Unit of work:</b> Live Theatre Evaluation - West End Theatre Trip <b>GCSE Assessment objectives:</b> (C3) <b>AO3</b></p> <p><b>Enrichment/life and work skills:</b> Theatre visit = understanding the cultural experiences London has to offer. Seeing professional actors and technicians doing their job and gaining an appreciation of the skills of directors and designers. Practicing theatre etiquette. Exploring the social, moral spiritual and cultural issues in the play. Public speaking and presentation skills.</p> <p><b>Assessments:</b> <b>PPE1</b> <i>PPE Mark Scheme</i></p>

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Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Spring 1</b> Literacy / numeracy foci: Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions.</p> <p>Homework: 1984 PPE questions</p> <p>Revisiting, revising, remembering opportunities: AO2, AO3</p>	<p><b>Unit of work:</b> 1984 <b>GCSE Assessment objectives:</b> (C2/3) AO2, AO3</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Appreciation of socially and culturally important novel. Exploring the social, moral spiritual and cultural issues in the play. Public speaking and presentation skills.</p> <p><b>Assessments:</b> Performance of a scene from 1984 <i>C2 Mark Scheme</i></p>	<p><b>Spring 1</b> Literacy foci: Reading a Play. Learning lines. Interpreting Text. Verbal Communication.</p> <p>Homework: Independently learning lines</p> <p>Revisiting, revising, remembering opportunities : AO2</p>	<p><b>Unit of work:</b> C2 Rehearsals <b>GCSE Assessment objectives:</b> (C2) AO2</p> <p><b>Enrichment/life and work skills:</b> Public speaking and presentation skills. They will have experience of monologues are often used in professional auditions. They must deliver the performance under high pressure 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 to a deadline. Learning lines. Exploring the themes and social, moral, spiritual, and cultural issues in the play and interpreting this for an audience. Playing a character and seeing the world through another point of view.</p> <p><b>Assessments:</b> Mock Performances <i>C2 Mark Scheme</i></p>
<p><b>Spring 2</b> Literacy foci: Reading a play. Interpreting text. Key exam vocabulary. Structuring exam questions.</p> <p>Homework : 1984 PPE Questions</p> <p>Revisiting, revising, remembering opportunities: AO2, AO3</p>	<p><b>Unit of work:</b> 1984 <b>GCSE Assessment objectives:</b> (C2/3) AO2, AO3</p> <p><b>Enrichment/life and work skills:</b> Working practically in a team with others. Time management. Creative thinking. Appreciation of socially and culturally important novel. Exploring the social, moral spiritual and cultural issues in the play. Public speaking and presentation skills.</p> <p><b>Assessments:</b> PPE Questions <i>PPE Mark Scheme</i></p>	<p><b>Spring 2</b> Literacy foci: Reading a Play. Learning lines. Interpreting Text. Verbal Communication.</p> <p>Homework: Independently learning lines</p> <p>Revisiting, revising, remembering opportunities : AO2</p>	<p><b>Unit of work:</b> C2 Rehearsals and Performances <b>GCSE Assessment objectives:</b> (C2) AO2</p> <p><b>Enrichment/life and work skills:</b> Public speaking and presentation skills. They will have experience of monologues are often used in professional auditions. They must deliver the performance under high pressure 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 to a deadline. Learning lines. Exploring the themes and social, moral, spiritual, and cultural issues in the play and interpreting this for an audience. Playing a character and seeing the world through another point of view.</p> <p><b>Assessments:</b> External C2 Performances <i>C2 Mark Scheme</i></p>

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



# CURRICULUM MAP

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

Term	Advanced Year 12 – Extended Certificate in Performing Arts	Term	Advanced Year 12 – Diploma in Performing Arts
<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b>            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</p> <p><b>Enrichment/life and work skills :</b> 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.</p> <p><b>Assessments:</b>            Presentation to class  <i>Learning Aim A</i></p>	<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 23 – Storytelling</p> <p><b>Assessment objectives:</b>            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</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b>            Research notebook.            Report or presentation.  <i>Learning Aim A</i></p>
<u>Autumn 2</u>	<p><b>Unit of work:</b> Same as Autumn 1</p> <p><b>Assessment objectives:</b> Same as Autumn 1</p> <p><b>Enrichment/life and work skills:</b> Same as Autumn 1</p> <p><b>Assessments:</b>            Practical exploration and development work.            Self and peer evaluation.            Tutor observation records.            Recording of final performance.  <i>Learning Aim B and C</i></p>	<u>Autumn 2</u>	<p><b>Unit of work:</b> Same as Autumn 1</p> <p><b>Assessment objectives:</b> Same as Autumn 1</p> <p><b>Enrichment/life and work skills:</b> Same as Autumn 1</p> <p><b>Assessments :</b>            Videos of milestone classes, workshops, discussions and rehearsals.            Video of the final storytelling performance.            Learning Aim B and C</p>
<p>Literacy / numeracy foci : Verbal communication, researching and note taking. Referencing.</p> <p>Homework : Research and planning</p> <p>Revisiting, revising, remembering opportunities</p>		<p>Literacy foci: Verbal communication, researching and note taking. Referencing.</p> <p>Homework : Research and planning</p> <p>Revisiting, revising, remembering opportunities</p>	
<p>Literacy foci : Verbal communication, interpreting text for performance, learning lines.</p> <p>Homework : Learning lines. Extra Research for role.</p> <p>Revisiting, revising, remembering opportunities</p>		<p>Literacy foci : Verbal communication, interpreting text for performance, learning lines.</p> <p>Homework : Learning lines. Extra Research for role.</p> <p>Revisiting, revising, remembering opportunities</p>	



# CURRICULUM MAP

Term	Advanced Year 12 – Extended Certificate in Performing Arts	Term	Advanced Year 12 – Diploma in Performing Arts
<p><b>Spring 1</b></p> <p><b>Literacy / numeracy foci :</b> Log /blog writing. Referencing.</p> <p><b>Homework :</b> Evaluation of recorded performance</p> <p><b>Revisiting, revising, remembering opportunities:</b> Skills taught will be used throughout the course.</p>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b> 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</p> <p><b>Enrichment/life and work skills :</b> 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.</p> <p><b>Assessments :</b> Unit log/blog including evaluation and links to recordings of practical work. <i>Learning Aim D</i></p>	<p><b>Spring 1</b></p> <p><b>Literacy foci :</b> Formal Written proposal in response to a commission (1000 words).</p> <p><b>Homework:</b> Research. Write the notes for your proposal.</p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 5 – Individual Performance Commission (M) – EXTERNAL</p> <p><b>Assessment objectives:</b> AO1: Formulate ideas that demonstrate understanding of a commission brief AO2: Apply an understanding of developing performance content in response to a commission brief</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b> Written Proposal AO1, AO2</p>
<p><b>Spring 2</b></p> <p><b>Literacy foci :</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Unit 1 - Investigating Practitioner’s Work (M) - EXTERNAL</p> <p><b>Assessment objectives:</b> 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 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</p> <p><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.</p> <p><b>Assessments :</b> External Written Assessment <i>AO1, AO2, AO3, AO4</i></p>	<p><b>Spring 2</b></p> <p><b>Literacy foci</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p><b>Unit of work:</b> Same as Spring 1</p> <p><b>Assessment objectives:</b> AO3: Apply performance skills to communicate creative intentions in relation to a commission brief AO4: Evaluate the effectiveness of own performance</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b> Performance and Evaluation AO2, AO3</p>

‘skills, knowledge and concepts: literacy, life skills and enrichment’





# CURRICULUM MAP

Term	Advanced Year 12 – Extended Certificate in Performing Arts	Term	Advanced Year 12 - Diploma in Performing Arts
Summer 1	<p><b>Unit of work:</b> Unit 3 – Group Performance Workshop (M)</p> <p><b>Assessment objectives:</b></p> <p>AO1: Understand how to interpret and respond to stimulus for a group performance</p> <p>AO2: Develop and realise creative ideas for a group performance in response to stimulus</p> <p>AO3: Apply personal management and collaborative skills to a group performance workshop process</p> <p>AO4: Apply performance skills to communicate creative intentions during performance workshop</p> <p>AO5: Review and reflect on the effectiveness of the working process and the workshop performance</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b></p> <p>Milestone 1, Milestone 2</p> <p>AO1, AO2, AO3</p>	Summer 1	<p><b>Unit of work:</b> Same as Spring 1</p> <p><b>Assessment objectives:</b></p> <p>AO3: Apply performance skills to communicate creative intentions in relation to a commission brief</p> <p>AO4: Evaluate the effectiveness of own performance</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b></p> <p>Performance and Evaluation</p> <p>AO2, AO3</p>
Literacy / numeracy foci		Literacy foci	
Homework		Homework	
Revisiting, revising, remembering opportunities		Revisiting, revising, remembering opportunities	
Summer 2	<p><b>Unit of work:</b> Same as Summer 1</p> <p><b>Assessment objectives:</b> Same as Summer 1</p> <p><b>Enrichment/life and work skills:</b> Same as Summer 1</p> <p><b>Assessments:</b></p> <p>Milestone 3, Milestone 4 and Recording of Performance.</p> <p>AO3, AO4, AO5</p>	Summer 2	<p>Unit of work</p> <p>GCSE Assessment objectives</p> <p>Enrichment/life and work skills</p> <p>Assessments</p>
Literacy foci		Literacy foci	
Homework		Homework	
Revisiting, revising, remembering opportunities		Revisiting, revising, remembering opportunities	

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# CURRICULUM MAP

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

Term	Advanced Year 13 – Extended Certificate in Performing Arts	Term	Advanced Year 13 – Diploma in Performing Arts
<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b>            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</p> <p><b>Enrichment/life and work skills :</b> 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.</p> <p><b>Assessments:</b>            Presentation to class  <i>Learning Aim A</i></p>	<u>Autumn 1</u>	<p><b>Unit of work:</b> Unit 23 – Storytelling</p> <p><b>Assessment objectives:</b>            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</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b>            Research notebook.            Report or presentation.  <i>Learning Aim A</i></p>
<u>Autumn 2</u>	<p><b>Unit of work:</b> Same as Autumn 1</p> <p><b>Assessment objectives:</b> Same as Autumn 1</p> <p><b>Enrichment/life and work skills:</b> Same as Autumn 1</p> <p><b>Assessments:</b>            Practical exploration and development work.            Self and peer evaluation.            Tutor observation records.            Recording of final performance.  <i>Learning Aim B and C</i></p>	<u>Autumn 2</u>	<p><b>Unit of work:</b> Same as Autumn 1</p> <p><b>Assessment objectives:</b> Same as Autumn 1</p> <p><b>Enrichment/life and work skills:</b> Same as Autumn 1</p> <p><b>Assessments :</b>            Videos of milestone classes, workshops, discussions and rehearsals.            Video of the final storytelling performance.            Learning Aim B and C</p>
<p>Literacy / numeracy foci : Verbal communication, researching and note taking. Referencing.</p> <p>Homework : Research and planning</p> <p>Revisiting, revising, remembering opportunities</p>		<p>Literacy foci: Verbal communication, researching and note taking. Referencing.</p> <p>Homework : Research and planning</p> <p>Revisiting, revising, remembering opportunities</p>	
<p>Literacy foci : Verbal communication, interpreting text for performance, learning lines.</p> <p>Homework : Learning lines. Extra Research for role.</p> <p>Revisiting, revising, remembering opportunities</p>		<p>Literacy foci : Verbal communication, interpreting text for performance, learning lines.</p> <p>Homework : Learning lines. Extra Research for role.</p> <p>Revisiting, revising, remembering opportunities</p>	



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Term	Advanced Year 13 – Extended Certificate in Performing Arts
<p><b>Spring 1</b></p> <p>Literacy / numeracy foci : Log /blog writing. Referencing.</p> <p>Homework : Evaluation of recorded performance</p> <p>Revisiting, revising, remembering opportunities</p>	<p><b>Unit of work:</b> Unit 2 – Developing Skills and Techniques for Live Performance</p> <p><b>Assessment objectives:</b> 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</p> <p><b>Enrichment/life and work skills :</b> 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.</p> <p><b>Assessments :</b> Unit log/blog including evaluation and links to recordings of practical work. <i>Learning Aim D</i></p>
<p><b>Spring 2</b></p> <p>Literacy foci :</p> <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p>	<p><b>Unit of work:</b> Unit 1 - Investigating Practitioner's Work (M) - EXTERNAL</p> <p><b>Assessment objectives:</b> 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 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</p> <p><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.</p> <p><b>Assessments :</b> External Written Assessment <i>AO1, AO2, AO3, AO4</i></p>

Term	Advanced Year 13 – Diploma in Performing Arts
<p><b>Spring 1</b></p> <p>Literacy foci</p> <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p>	<p><b>Unit of work:</b> Unit 5 – Individual Performance Commission (M) – EXTERNAL</p> <p><b>Assessment objectives:</b> AO1: Formulate ideas that demonstrate understanding of a commission brief AO2: Apply an understanding of developing performance content in response to a commission brief</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b> Written Proposal AO1, AO2</p>
<p><b>Spring 2</b></p> <p>Literacy foci</p> <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p>	<p><b>Unit of work:</b> Same as Spring 1</p> <p><b>Assessment objectives:</b> AO3: Apply performance skills to communicate creative intentions in relation to a commission brief AO4: Evaluate the effectiveness of own performance</p> <p><b>Enrichment/life and work skills:</b> 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.</p> <p><b>Assessments:</b> Performance and Evaluation AO2, AO3</p>

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Summer 2	<p><b>Unit of work:</b> Same as Summer 1</p> <p><b>Assessment objectives:</b> Same as Summer 1</p> <p><b>Enrichment/life and work skills:</b> Same as Summer 1</p> <p><b>Assessments:</b></p> <p>Milestone 3, Milestone 4 and Recording of Performance.</p> <p>AO3, AO4, AO5</p>	Literacy foci	
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Homework		Revisiting, revising, remembering opportunities	
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