



ArchArchbishop Beck Catholic College Long Term Plan for EDUQAS Performing Arts



Year 10

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Introduction to the course, outline of Eduqas/WJEC units</p> <p><u>Developing Performance Skills (Mock Unit 1: Performing)</u></p> <p>Students will be given a range of opportunities including practical workshops to develop their knowledge and understanding of drama and music skills, depending on their specialism. (this will be on-going)</p> <p>Students will complete workshop lessons exploring aspects of performance as well as practitioners.</p> <p>Students will explore script work or music piece and genres ready to select a piece to perform as. MOCK unit 1 performance.</p> <p>By the end of half term 1, students will have selected a performance piece for AP1 assessment.</p>	<p><u>Developing Performance Skills (Mock Unit 1: Performing)</u></p> <p>Students will develop performance skills in relation to their chosen MOCK performance piece.</p> <p>Rehearsal techniques will be developed and students will begin to reflect on their progress and skill level.</p> <p>Introduction to supporting coursework elements attached to Unit 1. Students will complete a shortened version of this as part of the assessment.</p> <p>Performance exam at the end of this term.</p>	<p><u>DRAMA</u></p> <ul style="list-style-type: none">• Freeze frame• Hot seating• Marking the moment• Pitch• Pace• Rhythm• Pause• Projection• Intonation• Facial expressions• Body language• Gestures• Posture• Gait• Levels• Mannerisms <p><u>MUSIC</u></p> <ul style="list-style-type: none">• Pitch• Rhythm• Dynamics• Structure

		<ul style="list-style-type: none"> • Texture • Timbre
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><u>Unit 2: Creating</u></p> <p>Students will be guided in analysing the stimulus set by the exam board.</p> <p>Student begin work on creating a practical response to the stimulus; this can be individually or in groups.</p> <p>Students will be given weekly task sheets in order to complete the supporting portfolio that will be submitted alongside their performance exam.</p> <p>The written portfolio will describe, explain, analyse and evaluate their performance work and creative process.</p>	<p><u>Unit 2: Creating continued...</u></p> <p>Final rehearsal techniques used and applied to performance work.</p> <p>DRAMA - students will consider staging elements for their devised work e.g. lighting, sound, set, costume.</p> <p>Performance exams completed - filmed with an audience.</p> <p>Evaluating of exam performance using videos and audience feedback.</p>	<p><u>DRAMA</u></p> <ul style="list-style-type: none"> • Vocal skills • Expressive skills • Physical skills • Thought tracking • Conscious alley • Freeze frame • Cross-cutting • Hot seating • Flashbacks/forwards • Narration • Marking the moment • Role play <p><u>MUSIC</u></p> <ul style="list-style-type: none"> • Pitch • Rhythm • Dynamics • Structure • Texture • Timbre
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p>Unit 1: Performance</p>	<p>Unit 1: Performance continued...</p> <p>Ongoing rehearsals for performance piece.</p>	<ul style="list-style-type: none"> • Vocal skills • Expressive skills • Physical skills • Stage direction • Stage space

Students select performance work that they will perform for their Unit 1.

Students will complete workshops on performance skills and analysing their chosen performance piece.

Alongside practical workshops and rehearsals, students will complete portfolio work.

Portfolio work will include lesson logs and a collation of information about the chosen performance piece.

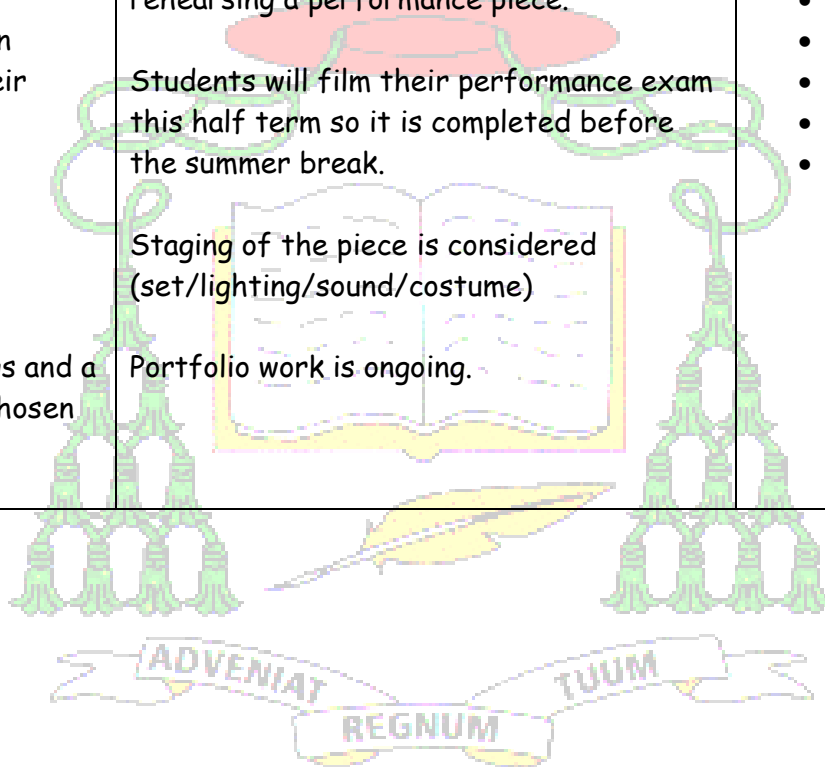
Continued analysis of performance skills progress as well as the creative process of rehearsing a performance piece.

Students will film their performance exam this half term so it is completed before the summer break.

Staging of the piece is considered (set/lighting/sound/costume)

Portfolio work is ongoing.

- Staging
- Freeze frame
- Hot seating
- Marking the moment
- Props
- Set design
- Atmosphere

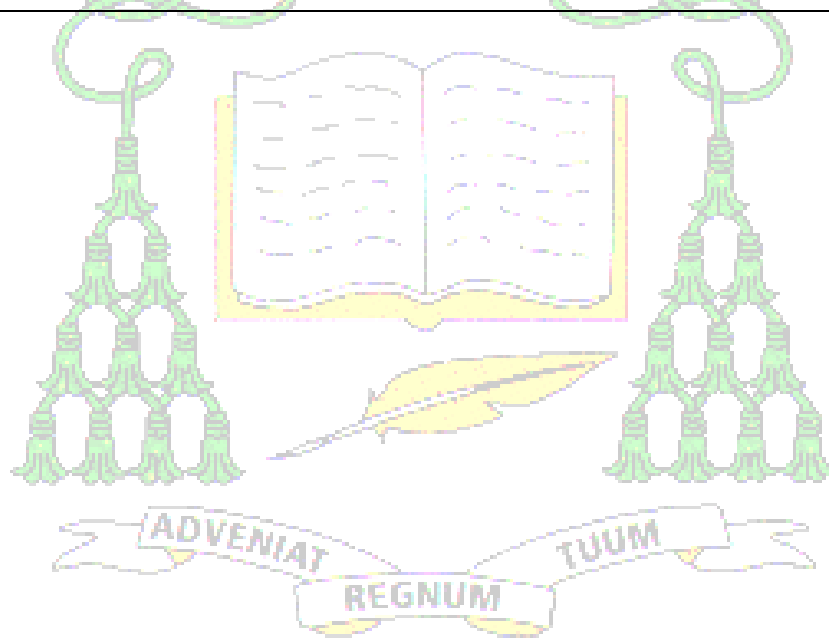


Year 10

Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Theatre visits: ongoing throughout the year.</p> <p>Instrumentalist programs with specialist teaching staff.</p> <p>In house recital evenings and concerts.</p> <p>Festivals and competitions.</p> <p>Annual school production.</p> <p>Workshops: with professional companies and professional performers - ongoing throughout the year</p>	<p>Confidence Speaking, listening and performance - presentations of work, independent devising/composition work.</p> <p>Encouraged to answer questions throughout the lesson. Encouraged to think and evaluate their work.</p> <p>Positive High expectations in presentation of independent study work.</p> <p>Devising/composition work, script work.</p> <p>High expectation in practical performance.</p> <p>Consistent use of praise.</p> <p>Respectful Learners greeted at the door on arrival.</p> <p>Respectful of each other when creating work and performing.</p> <p>Ethos of working as a team - supporting each other's performance exams e.g. singers performing in a guitarist's composition.</p>	<p>Visiting professional practitioners: insight into career.</p> <p>Extra-Curricular to further develop knowledge and support terminology and use of.</p> <p>Drama club workshops- lead learners delivering drama to KS3 students.</p>

Metacognition Methods applied in Teaching

- Activate prior knowledge at the beginning of every lesson.
- Demonstration of practical work to analysis own and others' strengths and weaknesses.
- Developing dialogue to be able give feedback to each other.
- Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.



Archbishop Beck Catholic College Long Term Plan for **EDUQAS Performing Arts**

Year 11



Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p><u>Unit 1: Performing continued...</u></p> <p>Students will review their performance work from the videos last year.</p> <p>Completion of supporting written portfolio for Unit 1 - focusing on the evaluation questions.</p> <p>Students will submit all Unit 1 work this half term.</p> <p><u>Unit 3: Performing Arts in Practice</u></p> <p>Students will be introduced to this unit within one of their allocated lessons this half term.</p> <p>They will begin to develop their knowledge on the aspects that need to be considered when putting on an event (marketing/budgeting/funding etc)</p>	<p><u>Unit 3: Performing Arts in Practice</u></p> <p>Students will be given their brief for this unit and will be guided in analysing it for the first couple of weeks.</p> <p>Students will then be given task sheets to complete tasks 1 - 4 this half term.</p> <p>This work focuses on analysing and interpreting the brief and creating an event which can justifiably be linked to this brief.</p> <p>Marketing ideas will also begin to take shape and be created.</p>	<ul style="list-style-type: none"> • Interpreting a brief • Funding • Marketing • Social Media • Analyse • Evaluate • Presentation skills • Pitch

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><u>Unit 3: Performing Arts in Practice</u></p> <p>Students will begin with completing task 5 - the supporting practical work - for this unit.</p> <p>The remainder of the half term will be spent completing any unfinished work from tasks 1-4 whilst also using this portfolio to create task 6 - their presentation that they will pitch.</p>	<p><u>Unit 3: Performing Arts in Practice</u></p> <p>Students will complete their Task 6 pitches, presenting their ideas in front of a panel and explaining the reasoning behind why they should be chosen to complete the event.</p> <p>They will present their practical examples within this pitch.</p> <p>Students will then use the remainder of this term to evaluate their work and complete Task 7.</p>	<ul style="list-style-type: none"> • Interpreting a brief • Funding • Marketing • Social Media • Analyse • Evaluate • Presentation skills • Pitch
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
Students have completed the course.	Students have completed the course.	

Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
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