



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### KS4- Performing Arts- Acting Knowledge and Skills Curriculum Overview

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.



**Mark 4:24**

And he said to them, “Pay attention to what you hear: with the measure you use, it will be measured to you, and still more will be added to you.

	Year 9	Year 10	Year 11
<b>Sequencing of topics</b>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 1 Practitioners</li> <li>❖ Spring term: Component 3 Mock External</li> <li>❖ Summer term: Component 2 Exploration of Texts</li> </ul> <p><b>Careers:</b> see developmental homework</p> <ul style="list-style-type: none"> <li>❖ Broadcast presenter</li> <li>❖ Playwright</li> </ul>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> <li>❖ Spring term: Component 3- Responding to a Brief- Externally Set Exam</li> <li>❖ Summer term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>❖ Special Effect Technician</li> <li>❖ Theatre Manager</li> </ul>	<ul style="list-style-type: none"> <li>❖ Autumn term: Component 2 – Developing Skills and Techniques in the Performing Arts</li> <li>❖ Spring &amp; Summer term: Component 3- Responding to a Brief- Externally Set Exam</li> </ul> <p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>❖ Community Arts Worker</li> <li>❖ <u>Make up artist</u></li> </ul>
<b>Calendared assessments</b>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Research and reflection journal which can include notes and images. See booklet in SOL resources folder. Learning Aims A and B.</li> <li>• 1 Report comparing the process of the three practitioners explored- Learning Aim A</li> <li>• 1 Report discussing the different roles experienced while exploring the three approaches- Actor, director, designer- Learning Aim B</li> </ul> <p><b>NOTE: Students will be completing their C1 assessment booklet and report throughout the whole of year 9 as part of their homework and will submit this at the end of the year for final grading.</b></p>	<p><b>Autumn &amp; Spring</b></p> <ul style="list-style-type: none"> <li>• Exploration workshops of extracts will be filmed every week/2 weeks- Learning Aim A and B.</li> <li>• Filmed recordings of milestone rehearsals, dress rehearsal and performance- Learning Aim B.</li> <li>• 1 Performance lasting 5- 10 minutes- Learning Aim A.</li> <li>• 1 log book booklet- Learning Aim C</li> </ul> <p>NOTE: End of unit assessment to take place after official BTEC hand in. Grades returned to students usually before the Christmas holiday. Students will produce and be assessed on:</p>	<p><b>Autumn &amp; Spring</b></p> <ul style="list-style-type: none"> <li>• 1 Ideas logbook- electronic controlled conditions- AO1</li> <li>• 1 Development logbook- electronic controlled conditions- AO2</li> <li>• 1 Performance lasting 7-15 minutes in length- AO3</li> <li>• 1 Evaluation logbook- electronic controlled conditions- AO4</li> </ul> <p>NOTE: Unit is studied from 28<sup>th</sup> Jan – 15<sup>th</sup> May Unit is external so all work is sent to an examiner via USB before the 15<sup>th</sup> May.</p>
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV,</i>	Building on their <b>Cultural Capital</b> students will complete a theory unit by examining three contrasting practitioners' work and the processes used to create performance. They will develop their understanding of <b>British Values</b> through an application and tolerance of other cultures, religious beliefs and rule of law.	Students will develop their <b>Cultural Capital</b> through performing arts skills and techniques through the reproduction of acting. They will view and study renowned scripts and develop their performance skills for stage. Students will explore the view points of others and consider	Students will have a first attempt at their external exam in Year 10 which provides an opportunity for re-sit in year 11. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. This is where student

<p><i>cultural capital)</i></p>	<p>Student's <b>personal development</b> is addressed through challenging their preconceptions of culture, theatre styles and moral dilemmas.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Prophetic and Intentional</b> – Do I remember my role in the wider world?</li> <li>• <b>Attentive and Discerning</b> – How well do I know how to use my body for performance?</li> <li>• <b>Eloquent and Truthful</b> – What benefits do humans have? What responsibilities do humans have to each other?</li> </ul> <p><b>Cross Curricular Links:</b> Links to English: Exploration of key scene in A Christmas Carol, Macbeth &amp; An Inspector Calls Exploration of Romeo &amp; Juliet through practitioners. Links with RE: Situational ethics &amp; religious beliefs.</p>	<p>the impact of storytelling on their <b>emotional well being</b>.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Faith-filled and Hopeful</b> – How can I find a balance in my life?</li> <li>• <b>Grateful and Generous</b> – Do I appreciate the physical things I have around me?</li> <li>• <b>Compassionate and Loving</b> – How can I attract others into my life to be positivity?</li> </ul> <p><b>Cross Curricular Links:</b> Links with English: Oppression and societal views. Links with RE: Situational ethics &amp; vocation.</p>	<p>develop and explore <b>British Values and emotional and mental wellbeing</b>.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Active and Curious</b> – What is beyond the world around me?</li> <li>• <b>Learned and Wise</b> – How can I be a source of energy to all those around me?</li> <li>• <b>Grateful and Generous</b> – Am I thankful for the special moments I have in my life?</li> </ul> <p><b>Cross Curricular Links:</b> Links with English: Oppression and societal views. Themes: Revenge, manipulation, duty. Links with RE: Religious influences on characterisation and life &amp; death.</p>
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<p><b>Progression model</b></p>	<p>What <b>knowledge</b> will pupils develop? <i>(Including key terminology)</i></p> <p><b>Component 1- Exploring the Performing Arts</b></p> <p>The three practitioners and works explored are:</p> <ol style="list-style-type: none"> <li>1. Stanislavski- Crucible</li> <li>2. Frantic Assembly- The Curious Incident of the Dog in the Night Time</li> <li>3. Steven Berkoff- Metamorphosis</li> </ol> <p><b>Learning Aim A:</b> Examine professional practitioners' performance work <b>Learning Aim B:</b> Explore the interrelationships between constituent features of existing performance material NOTE: Students have a single practical lesson and a single theory lesson each week.</p>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i></p> <p>Exploration of stylistic qualities, roles and responsibilities within the arts, interrelationships between practitioners, processes &amp; skills that are implemented by the selected companies.</p> <p><b>Literacy skills</b> are developed through extended writing tasks.</p>
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**Component 2 – Developing Skills and Techniques in the Performing Arts**

Students will develop their **Cultural Capital** through performing arts skills and techniques through the reproduction of acting.

**Learning Aim A:** Develop skills and techniques for performance

**Learning Aim B:** Apply skills and techniques in rehearsal and performance

**Learning Aim C:** Review own development and contribution to the performance

Learning Aim A and B – Students choose an extract from the explored genres to rehearse and perform:

1. Physical theatre- Curious Incident of the Dog in the Night Time
2. Naturalism - Crucible
3. Epic Theatre- Metamorphosis

In groups, students will learn a 2 minute repertoire piece created by a professional company/ practitioner.

Learning Aim C – Students will continue with their written element Acting skills development booklet.

Performance skills, strict technique development, teamwork, rehearsal preparation and ICT skills (students use ipads to independently learn repertoire)

**Literacy skills** are developed through extended writing tasks. Peer assessment and self-assessment tasks included in coursework.

**Component 3- Responding to a Brief- Externally Set Exam**

Students will have a first attempt at their external exam which provides an opportunity for re-sit in year 11. Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. This is where student develop and explore **British Values and emotional and mental wellbeing**

**AO1** Understand how to respond to a brief

**AO2** Select and develop skills and techniques in response to a brief

**AO3** Apply skills and techniques in a workshop performance in response to a brief

**AO4** Evaluate the development process and outcome in response to a brief

Acting skills: vocal skills( pace, tone, pitch, volume), physical skills (body language, spatial awareness, mannerisms, gestures), colour of voice

Devising skills, teamwork, performance skills, rehearsal development using: Soundscape, physical theatre, still image, placards, thought-tracking, direct address, Brecht, Grotowski, Artaud, Stanislavski, Boal, Frantic Assembly, mime, slow motion, choral speak

**Literacy skills** are developed through extended writing tasks.

**Development  
homework**

Broadcast Presenter- <https://www.prospects.ac.uk/job-profiles/broadcast-presenter>

Playwright- [https://study.com/articles/How to Become a Playwright Education and Career Roadmap.html](https://study.com/articles/How_to_Become_a_Playwright_Education_and_Career_Roadmap.html)

Special Effect Technician- <https://www.prospects.ac.uk/job-profiles/special-effects-technician>

Theatre Manager - <https://www.prospects.ac.uk/job-profiles/theatre-manager>

Community Art Worker- <https://www.prospects.ac.uk/job-profiles/community-arts-worker>

Make up Artist- <https://www.prospects.ac.uk/job-profiles/make-up-artist>