

Year 11 Performing Arts Curriculum

INTENT: Year 11 utilises all of the skills developed so far in the curriculum including devising skills, script work, character building, and reading and writing skills. The Year is constructed around the WJEC Eduqas specification. The Year is built around Responding, Developing and Evaluating which has been consistently explored across all phases. Each Component in Year 11 is fully assessed and contributes to the overall GCSE grade.

Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

Component 1

Component 1
Continued

Component 2

Component 2
Continued

Component 3

Component 3
and Written
Exam

Why teach Component 1 here?	Why teach Component 1 here?	Why teach Component 2 here?	Why teach Component 2 here?	Why teach Component 3 here?	Why teach Component 3 here?
<p>The devised Component is worth 40% of the overall mark for GCSE. Work must be submitted to the exam board in February. Starting this unit early in September gives students the opportunity to experiment with a range of styles and rehearsal techniques in response to their stimuli in order to write a detailed reflective portfolio and evaluation</p>	<p>In the second part of Component 1, students will perform their devised piece to an audience and receive feedback to be used as part of the written evaluation and portfolio. Focussed practical rehearsal including working with tech gives students the opportunity to develop a quality performance. Brecht is the practitioner used in this unit. Students can pursue assessment in this unit as either an acting or design candidate.</p>	<p>This Component is worth 20% of the final GCSE mark and utilises the skills developed in previous years on script responding, developing and evaluating. This unit consists of working in small groups with a given script that corresponds to a time period set by the exam board. Students can pursue assessment in this unit as either an acting or design candidate.</p>	<p>In the second half of this Component, students perform their script in front of a visiting examiner who will award a mark for the performance in either acting or design. Students must submit an Artistic Intentions to the examiner before the performance to specify the performance style of the piece.</p>	<p>This unit is worth 40% of the final GCSE mark and is the culmination of all script work done in all phases up to this stage. In the first half of this Component, the set text is revisited from Year 10 and re-read with a focus on the reading skills outlined in the department's literacy policy. Students analyse set, costume, props, lighting, acting methods and rehearsal techniques to be able to write in detail about them in the written exam.</p>	<p>In the second half of this Component, there is a focus on exam writing techniques and practise exam questions in order to prepare students for the final written exam. Questions cover analysis of set, costume, props, lighting, acting methods and rehearsal techniques. Detailed feedback is given on exam answers so that students can improve responses before the final exam.</p>
Exam Specification Links	Exam Specification Links	Exam Specification Links	Exam Specification Links	Exam Specification Links	Exam Specification Links
<p>AO1: Ideas have been researched, created and developed in response to the chosen stimulus. Ideas from the chosen practitioner/ genre have been incorporated into the piece to communicate meaning. AO4: Analyse and evaluate how performance or design skills contributed towards the final performance.</p>	<p>AO1: Ideas have been researched, created and developed in response to the chosen stimulus. Ideas from the chosen practitioner/ genre have been incorporated into the piece to communicate meaning. Ideas have been developed, amended and refined during the development of the piece.</p>	<p>AO2: Clear application of performance/ design skills to realise Artistic Intentions. Clear interpretation and engagement with character to realise Artistic Intentions. Clear contribution to the performance as a whole to realise Artistic Intentions.</p>	<p>AO2: Clear application of performance/ design skills to realise Artistic Intentions. Clear interpretation and engagement with character to realise Artistic Intentions. Clear contribution to the performance as a whole to realise Artistic Intentions.</p>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>
Teaching Component 1 here supports:	Teaching Component 1 here supports:	Teaching Component 2 here supports:	Teaching Component 2 here supports:	Teaching Component 3 here supports:	Teaching Component 3 here supports:
<p>Devising techniques in Year 9, Mock Component 1 in Year 10, Script writing in Year 9, Play writing in Year 10.</p>	<p>Devising techniques in Year 9, Mock Component 1 in Year 10, Script writing in Year 9, Play writing in Year 10.</p>	<p>All script work in year 8, all characterisation work in Years 7-10, Mock Component 2 in Year 10.</p>	<p>All script work in year 8, all characterisation work in Years 7-10, Mock Component 2 in Year 10.</p>	<p>Play script study in Year 8, Script work in Year 9, Component 3 playscript in Year 10.</p>	<p>Play script study in Year 8, Script work in Year 9, Component 3 playscript in Year 10.</p>