

## **Music and Performing Arts**

### **SKILL**

Music is, and always has been, vital to society. Our students will explore a range of different cultures and genres, from the Western classical art tradition to world and contemporary music. They will learn how to read pitch and duration alongside other key features of music notation, and develop an understanding of the key musical elements. Fundamentally, students will have the necessary skills to critically analyse, perform and compose music.

Students will begin by understanding how to use performance skills of body language, gesture, voice and facial expression to create characters. They will explore how to use space, levels and proxemics to show relationships. Students will explore wider issues and stories through physical theatre, choreography, story-telling, script work and devising.

### **CHARACTER**

The strengthening of students' confidence, perseverance and self-discipline are vital to our subject. We want our students to be confident, conscientious and resilient performers, through regular disciplined practice. Students will feel empowered to perform in front of their teachers and peers and be able to offer feedback and support as part of a respectful and encouraging audience.

Performing Arts aims to promote a child that is tolerant, empathetic, collaborative and communicative. Students will be adept at team work and positive thinking. They learn to think, move, speak and act with confidence. They learn how to be focused, innovative and resourceful, they collaborate and take on responsibilities for regular presentations. Through role and dramatic action students build on characterisation to explore, imagine and take risks to communicate ideas, experiences and stories.

### **EXPERIENCES**

Students will gain life changing experiences in Music and Performing Arts. Whether this is by immersing themselves in a new culture, performing to an audience for the first time or composing their own piece of music. Every child has the opportunity to be part of our busy extracurricular timetable including Music Concerts, fully staged Annual Productions, Christmas Carol Concerts, Talent Shows and department trips. We also aim to bring new experiences to the classroom, inviting external professional practitioners to deliver workshops. Ultimately, we want our students to develop a lifelong love of Music and Performing Arts.

### **CRITICALITY**

Music and Performing Arts embodies creativity and innovation. Students are required to think analytically about different performances, responding to its intent and purpose, and consider how the piece can be accurately interpreted. Our subject will challenge a child's perception about the world. Students will explore how and why people behave through questioning their decisions. What is their motivation? How do they feel? What will that look like? How will I create that?

Students will be encouraged and introduced to different types of stimulus' including theme titles, music and video exemplars. Students will be looking at different ways to approach their performance, use of modelling, use of different characters and deliberating ideas using basic research.

**Programme of study – Music and Performing Arts**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<b>FOUNDATION SKILLS IN MUSIC</b>	BUILDING BRICKS (Exploring the Elements of Music)	OFFBEAT (Exploring Reggae and Syncopation) REGGAE PERFORMANCES	WHAT MAKES A GOOD SONG? (Exploring Popular Songs) STITCHES PERFORMANCES	KEYBOARD SKILLS (Exploring Treble Clef Reading and Notation) STARSHIPS & PARADISE PERFORMANCES	RAP AND HIP HOP (Exploring Rap & Hip Hop) RAP PERFORMANCES	TGAR HAS TALENT (Exploring Music/Drama/Dance) TALENT PERFORMANCES
<b>Year 7</b>	<b>FOUNDATION SKILLS IN DRAMA &amp; DANCE</b>	INTRODUCTION TO DRAMA (Exploring the foundational skills in drama)	AROUND THE WORLD (Exploring and creating various styles of dance)	MELODRAMA (Exploring classic melodrama, mask work, Pantomime & soap operas)	MUSICALS (Exploring key dance scenes from a range of musicals in different styles)	SHADOWFALL (Exploring the genre of horror and using a script)	
<b>Year 8</b>	<b>DEVELOPING SKILLS IN MUSIC, DRAMA &amp; DANCE</b>	MUSIC - KEYBOARD CHORDS (Exploring the structure of chords and sequences) CHORD SEQUENCE PERFORMANCES  DRAMA – TENSION & CONFLICT (Exploring the importance of tension & conflict in drama and when to use it)	MUSIC - BUILDING BRICKS IN PERFORMANCE (Exploring the elements of Music in Ode to Joy) ODE TO JOY PERFORMANCES  DANCE – STOMP (Exploring Creation of sound & rhythm through the body and movement)	MUSIC - DEVELOPING KEYBOARD SKILLS (Exploring Treble & Bass Clef Reading and Notation) HARRY POTTER PERFORMANCES  PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD	MUSIC - SOUNDTRACKS (Exploring Film Music) FILM MUSIC PERFORMANCES  PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD	MUSIC - COMPUTER AND VIDEO GAME MUSIC (Exploring Global Computer and Video Game Music) VIDEO GAME PERFORMANCES  PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD	MUSIC - COMPUTER AND VIDEO GAME MUSIC (Exploring Global Computer and Video Game Music) VIDEO GAME PERFORMANCES  PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD

<p><b>Year 9</b></p>	<p><b>PERFORMING ARTS BRONZE ARTS AWARD Level 1 Award in the Arts</b></p>	<p style="text-align: center;"><b>Part A-D</b></p> <p>Part A: Explore the arts as a participant. Participation in any art form. Improvement in personal arts practice.  Part B: Explore the arts as an audience member. Experience of one or more arts events. Reflection on personal enjoyment and Quality of the arts event(s). Participation in discussion about the arts event(s).  Part C: Arts inspiration. Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner. What they have learnt from the research into the person’s arts career, life and work.  Part D: Arts skills share — passing on arts skills to others. Discussion with their adviser or another arts professional about the plans for their arts skills share. Delivery of their arts skills share. How well they passed on their skills.</p>
<p><b>Year 10/11</b></p>	<p><b>PERFORMING ARTS NCFE LEVEL ½ TECH AWARD IN PERFORMANCE SKILLS</b></p>	<p style="text-align: center;"><b>Unit 01 Working in the performance industry</b></p> <p>This unit will allow the learner to understand how work is undertaken in the performance industry across a variety of disciplines. The learner will know about performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry. The learner will understand how skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.</p> <hr/> <p style="text-align: center;"><b>Unit 02 Planning and performing</b></p> <p>In this unit learners will apply performance and production skills in developing a performance. Learners will be able to work in performance,  Pre-production and production roles to meet a given performance event brief. Learners will know and understand planning, development,  Documentation and evaluation of production activities. Showing creative and technical skills in response to a brief.</p>
<p><b>Year 11 (Additional Qualification)</b></p>	<p><b>PERFORMING ARTS SILVER ARTS AWARD Level 2 Award in the Arts</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>Part A: Identify and plan an arts challenge  Part B: implement and review the arts challenge  Part C: review arts events  Part D: arts research</p> <p style="text-align: center;"><b>Unit 2</b></p> <p>Part A: identify leadership role and plan the project’s aims  Part B: plan the practical issues  Part C: effective arts leadership  Part D: working effectively with others  Part E: review the project and leadership role</p>

<p><b>BTEC LEVEL 3 EXTENDED CERTIFICATE IN PERFORMING ARTS</b></p>	
<p><b>Year 12</b></p>	<p>Unit 1: Investigating Practitioners’ Work  Unit in brief</p>

	<p>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</p>
	<p style="text-align: center;">Unit 2: Developing Skills and Techniques for Live Performance Unit in brief</p> <p>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.</p>
<b>Year 13</b>	<p style="text-align: center;">Unit 3: Group Performance Workshop Unit in brief</p> <p>Learners explore and integrate creative, physical and vocal skills and techniques, working Collaboratively to create a performance in response to a given stimulus.</p>
	<p style="text-align: center;">Unit 27: Musical Theatre Techniques Unit in brief</p> <p>Learners explore key features of musical theatre, developing specialist skills and techniques as a Musical theatre performer combining acting, singing and dance skills for a performance.</p>

GCSE specification: NCFE – V Cert

Level 3 specification: Edexcel

Arts Award – Trinity College London

## Year 7-13 Fundamentals – Music and Performing Arts

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 7 Autumn term: BUILDING BRICKS OFFBEAT INTRODUCTION TO DRAMA AROUND THE WORLD	<p style="text-align: center;"><b>FOUNDATION SKILLS IN MUSIC</b>            Exploring the Elements of Music.            Exploring Reggae and Syncopation.            REGGAE PERFORMANCES</p> <p style="text-align: center;"><b>FOUNDATION SKILLS IN DRAMA &amp; DANCE</b>            Exploring the foundational skills in drama.            Exploring and creating various styles of dance.</p>	Pitch, Tempo, Dynamics, Duration, Texture, Timbre, Articulation, Silence, Staff Notation, Stave, Bass Line, Chord, Offbeat(s), Rhythm, Syncopation. Improvisation, Script, Character, Scenes, Style, Movement, Composition.
Year 7 Spring term: WHAT MAKES A GOOD SONG? KEYBOARD SKILLS MELODRAMA MUSICALS	<p style="text-align: center;">FOUNDATION SKILLS IN MUSIC            Exploring Popular Songs.            STITCHES PERFORMANCES.            Exploring Treble Clef Reading and Notation.            STARSHIPS &amp; PARADISE PERFORMANCES.</p> <p style="text-align: center;">FOUNDATION SKILLS IN DRAMA &amp; DANCE            Exploring classic melodrama, mask work, Pantomime &amp; soap operas.            Exploring key dance scenes from a range of musicals in different styles.</p>	Popular Song Structure—Intro, Verse, Pre-Chorus, Chorus, Middle 8/Bridge, Instrumental Solo, Coda/Outro, Melody, Lyrics, Chord, Bass Line, Texture, Accompaniment, Layout of Piano/Keyboard, Treble Clef Notation, Stave, Staff, Lines, Spaces, Black Keys, Sharps (#), Flats (b), Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Exaggeration, Expression, Gesture, Cross Cutting, Aside, Devising, Story, Lyrics, Interaction, Communication, Audience, Ensemble
Year 7 Summer term: RAP AND HIP HOP SHADOWFALL TGAH HAS TALENT	<p style="text-align: center;">FOUNDATION SKILLS IN MUSIC            Exploring Rap &amp; Hip Hop.            RAP PERFORMANCES.</p> <p style="text-align: center;">FOUNDATION SKILLS IN DRAMA &amp; DANCE            Exploring the genre of horror and using a script.            Exploring Music/Drama/Dance.            TALENT PERFORMANCES</p>	Rapping, Sampling, Mixing, Cueing, Blending, Pitch Shifting, Scratching, looping Voice, Sounds, Atmosphere, Physical Theatre, Location, Props, Interpretation, Planning, Creating, Confidence

### Year 7 Half Term 1

## **BUILDING BRICKS (Exploring the Elements of Music)**

Pitch, Dynamics, Duration, Tempo, Texture, Timbre, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores.

## **INTRODUCTION TO DRAMA (Exploring the foundational skills in drama)**

Improvisation, performing in different styles of theatre, using a script, creating a character, Devising your own scenes, Group work & discussion skills.

### ***Year 7 Half Term 2***

#### **OFFBEAT (Exploring Reggae and Syncopation) REGGAE PERFORMANCES**

Exploring reggae music and the culture it comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, students learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre. Students explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music.

#### **AROUND THE WORLD (Exploring and creating various styles of dance)**

Learning and remembering movement, performing movement in a range of styles, Creating your own dances, Group work & Discussion Skills.

### ***Year 7 Half Term 3***

#### **WHAT MAKES A GOOD SONG? (Exploring Popular Songs) STITCHES PERFORMANCES**

Students explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. They learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, as well as how different textural layers combine vertically showing awareness of the different parts used in a popular song.

#### **MELODRAMA (Exploring classic melodrama, mask work, Pantomime & soap operas)**

Performing in a melodramatic style, Using exaggeration, facial expression and gesture to show a character and tell a story, Using cross cutting and aside, Devising and blocking scenes, Group work & discussion skills.

### ***Year 7 Half Term 4***

#### **KEYBOARD SKILLS (Exploring Treble Clef Reading and Notation) STARSHIPS & PARADISE PERFORMANCES**

Explore treble clef notation, lines and spaces, sharps and flats, octaves and scales linking to note names on a Piano/Keyboard. Students learn the melody line in the right hand and are introduced to the left hand accompaniment with Chords/Triads - C, F, G, Am

#### **MUSICALS (Exploring key dance scenes from a range of musicals in different styles)**

Characterisation through movement, telling a story through movement, matching movement to lyrics, Interaction with others, Communication with audience, being part of a larger group ensemble, being directed.

### ***Year 7 Half Term 5***

RAP AND HIP HOP (Exploring Rap & Hip Hop) RAP PERFORMANCES

Students explore a range of short popular riffs from Hip Hop songs (Dr. Dre, Dead Prez, Beyoncé, Eminem and 50 Cent) using treble and bass clefs for keyboards/piano. Covers the origins, history and development of Hip Hop.

SHADOWFALL (Exploring the genre of horror and using a script)

Using voice in creative ways to create different sounds to create atmosphere, using physical theatre to create location and props, Using and interpreting a script, developing a longer performance with connecting scenes.

**Year 7 Half Term 6**

**TGAR HAS TALENT (Exploring Music/Drama/Dance) TALENT PERFORMANCES**

Applying your skills and talents from across the year, planning your own show, Creating and working independently, Confidence to perform as part of a competition.

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 8 Autumn term: MUSIC - KEYBOARD CHORDS DRAMA – TENSION & CONFLICT  MUSIC - BUILDING BRICKS IN PERFORMANCE  DANCE – STOMP	<p align="center"><b>DEVELOPING SKILLS IN MUSIC, DRAMA &amp; DANCE</b></p> <p align="center">Exploring the structure of chords and sequences.                      CHORD SEQUENCE PERFORMANCES</p> <p align="center">Exploring the importance of tension &amp; conflict in drama and when to use it.</p> <p align="center">Exploring the elements of Music in Ode to Joy.                      ODE TO JOY PERFORMANCES.</p> <p align="center">Exploring Creation of sound &amp; rhythm through the body and movement.</p>	Chords, Triads, Melody, Bass line, Accompaniment, flats, sharps, Pitch, Tempo, Dynamics, Duration, Texture, Timbre, Articulation, Silence, Offbeat, rhythm, Syncopation Devices, Techniques, Conscience Alley, Thought Tracking, Genres, Emotion, Rhythm, Timing, Canon, Echo, Accumulation, Patterns, Layering
Year 8 Spring term: MUSIC - DEVELOPING KEYBOARD SKILLS MUSIC – SOUNDTRACKS	<p align="center"><b>DEVELOPING SKILLS IN MUSIC, DRAMA &amp; DANCE</b></p> <p align="center">Exploring Treble &amp; Bass Clef Reading and Notation.                      HARRY POTTER PERFORMANCES.</p> <p align="center">Exploring Film Music.                      FILM MUSIC PERFORMANCES</p> <p align="center">PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD</p>	Treble Clef, Bass clef, Stave, Staff, Lines, Spaces, Black Keys, Sharps (#), Flats (b), Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave Leitmotif, Sequencing, Atmosphere/Mood, Storyboard, Cue Sheet, Soundtrack, Orchestration,

		Timbre/Sonority, Musical Clichés, Mickey-Mousing, Sound Effects, Theme, Motif, Chromatic Harmony, Dissonance, Diegetic and Non- Diegetic Film Music
--	--	---

### **Year 8 Half Term 1**

#### **MUSIC - KEYBOARD CHORDS (Exploring the structure of chords and sequences) CHORD SEQUENCE PERFORMANCES**

Explore a number of more complex chord sequences using all note names on a Piano/Keyboard. Students learn the chords/triads in the right hand and the left hand.

#### **DRAMA – TENSION & CONFLICT**

(Exploring the importance of tension & conflict in drama and when to use it)

How to create tension & conflict in drama by using more complex devices & techniques – conscience alley, thought tracking, marking the moment. You will learn about genres where tension & conflict are crucial – soap operas, westerns etc. Devise more professional pieces and perform to a more sophisticated level that requires lots of focus and emotions

### **Year 8 Half Term 2**

#### **MUSIC - BUILDING BRICKS IN PERFORMANCE (Exploring the elements of Music in Ode to Joy) ODE TO JOY PERFORMANCES**

Develop knowledge of the elements of music including Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence. Use a variety of elements to rehearse and perform Ode to Joy on the keyboard.

#### **DANCE – STOMP (Exploring Creation of sound & rhythm through the body and movement)**

Build on learning and remembering movement from Year 7 – but will use more technical and complex movement, rhythms and timing. Learn more complex choreographic devices – canon, echo, accumulation & Q & A to be able to create more professional dances with rhythmical patterns and layering.

### **Year 8 Half Term 3**

#### **MUSIC - DEVELOPING KEYBOARD SKILLS (Exploring Treble & Bass Clef Reading and Notation) HARRY POTTER PERFORMANCES**

Explore treble and bass clef notation, lines and spaces, sharps and flats, octaves and scales linking to note names on a Piano/Keyboard. Students learn the melody line in the right hand and the chords/triads in the left hand accompaniment.

#### **PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD**

### **Year 8 Half Term 4**

## MUSIC – SOUNDTRACKS (Exploring Film Music) FILM MUSIC PERFORMANCES

Experience being “film soundtrack composers” and explores the challenges and musical devices used in film soundtrack composition. The unit focuses on three genres of film soundtrack: Action/Thriller Soundtracks, ‘Western’ Soundtracks and “Horror Movie” Soundtracks. Pupils begin by exploring Leitmotifs and how they have been used to represent certain “characters” or “situations” in films, before exploring how Themes have been used in film soundtracks and performing a number of “James Bond” Themes.

## PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD

### *Year 8 Half Term 5 & 6*

## MUSIC - COMPUTER AND VIDEO GAME MUSIC (Exploring Global Computer and Video Game Music) VIDEO GAME PERFORMANCES

the development of computer and video game music from early Chiptunes and 8-Bit Music allowing pupils to perform a range of early computer and video game themes and/or motifs.

Explore the musical features of computer and video game music looking at characteristic jumping bass lines, staccato articulation, chromatic movement and syncopation found in computer and video game themes and sound effects. The importance of music being used at certain points within computer and video games is explored in terms of cues, ground themes, decision motifs and character themes/motifs and how these can be changed or altered at different points within a computer or video game.

## PERFORMING ARTS – INTRODUCTION TO BRONZE ARTS AWARD

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 Exploring the Arts! Arts Inspiration! Arts Skills Share!	<p style="text-align: center;"><b>PERFORMING ARTS BRONZE ARTS AWARD Level 1 Award in the Arts Part A-D</b></p> <p>Part A: Explore the arts as a participant. Participation in any art form. Improvement in personal arts practice.</p> <p>Part B: Explore the arts as an audience member. Experience of one or more arts events. Reflection on personal enjoyment and Quality of the arts event(s). Participation in discussion about the arts event(s).</p> <p>Part C: Arts inspiration. Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner. What they have learnt from the research into the person’s arts career, life and work.</p> <p>Part D: Arts skills share — passing on arts skills to others. Discussion with their adviser or another arts professional about the plans for their arts skills share. Delivery of their arts skills share. How well they passed on their skills.</p>	Art form, knowledge, understanding, creativity, communication, participant, performer, audience, inspiration, practitioner, skills, reflection.

### *Year 9 Half Term 1 -6*

**Part A:** Explore the arts as a participant. Participation in any art form. Improvement in personal arts practice.

A description of their arts activity

Evidence of participating in their arts activity (eg through written/recorded diary logs, annotated photographs, notes, comments or feedback)

A summary of what they have learnt and how their interests, knowledge and skills have developed

**Part B:** Explore the arts as an audience member. Experience of one or more arts events. Reflection on personal enjoyment and Quality of the arts event(s). Participation in discussion about the arts event(s).

Evidence of at least one arts event, eg programme, postcards, photographs, CDs or DVDs

Evidence of personal reflection on the event and its creative impact, eg written or recorded comments

Evidence of communicating personal reflection/sharing with one or more people, eg photographs, comments from adviser, recorded reflection, CDs or DVDs

**Part C:** Arts inspiration. Simple research into, and appreciation of, the work of an artist, craftsperson or an Evidence of their research, eg notes, photographs or recordings

Evidence of their research, eg notes, photographs or recordings

A summary, in any format that others can understand, of what they have found out, why the person was chosen and what they learnt about that person's arts career, life and work

**Part D:** Arts skills share — passing on arts skills to others. Discussion with their adviser or another arts professional about the plans for their arts skills share. Delivery of their arts skills share. How well they passed on their skills.

An explanation of their activity, why they chose it, and the plans they've made

Evidence of the activity and how they passed on their skills to others

Reflection on how well they passed on their skills

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 10/11 Unit 01 Working in the performance industry  Unit 02 Planning and performing	<p align="center"><b>PERFORMING ARTS</b> <b>NCFE LEVEL ½ TECH AWARD IN</b> <b>PERFORMANCE SKILLS</b></p> <p align="center"><b>Unit 01 Working in the performance industry</b> This unit will allow the learner to understand how work is undertaken in the performance industry across a variety of disciplines. The learner will know about performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry. The learner will understand how skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.</p> <p align="center"><b>Unit 02 Planning and performing</b> In this unit learners will apply performance and production skills in developing a performance. Learners will be able to work in performance,</p>	<p>Actor, Singer, Dancer, Musician, Musical Theatre Performer, Accuracy, Coordination, Fluency, Control, Posture, Intonation, Strength and stamina, Timing, Rhythm, Concentration, Clarity, Audience, Characterisation, Facial expression, Gesture, Dynamics, Phrasing, Interpretation, Stylistic awareness,</p>

Pre-production and production roles to meet a given performance event brief. Learners will know and understand planning, development, Documentation and evaluation of production activities. Showing creative and technical skills in response to a brief.

Devising and composing, Improvisation, Evaluative understanding, Imagination, Inventiveness, Timekeeping, Commitment, Flexibility, Discipline

## **Year 10/11 Half Term 1 -6**

### **UNIT 01**

#### **Learning outcome 1: Understand roles, responsibilities, skills and qualities in the performance Industry**

##### **1.1 Roles**

The learner will know and understand what each of the following performance roles are and how they interact with the performance industry:

Actor, Singer, Dancer, Musician, Musical Theatre Performer,

##### **1.2 Responsibilities**

The learner will know and understand the responsibilities associated with each of the performance roles

Identified below:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

##### **1.2.1 Devising, learning and performing material**

The learner will know and understand devising, learning and performing material. This must include: Creating materials, Memorising materials, Demonstrating performance skills.

##### **1.2.2 Working with others**

The learner will know and understand working with others. This must include: Attending rehearsals and performances, responding to direction, working safely.

##### **1.3 Skills**

The learner will know and understand how skills are applied in each of the performance roles identified below:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

##### **1.3.1 Technical Skills**

The learner will know and understand technical skills. This must include: Accuracy, Coordination, Fluency, Control, Posture, Intonation, Strength and stamina.

##### **1.3.2 Communicative skills**

The learner will know and understand communicative skills. This must include: Timing, Rhythm, Concentration, Clarity, Audience engagement, Projection, Use of costume, Use of props, Use of lighting, Use of amplification.

##### **1.3.3 Expressive skills**

The learner will know and understand expressive skills. This must include: Characterisation, Facial expression, Gesture, Dynamics, Phrasing.

##### **1.3.4 Creative skills**

The learner will know and understand creative skills. This must include: Interpretation, Stylistic awareness, Devising and composing, Improvisation.

##### **1.4 Qualities**

The learner will know and understand creative and professional qualities in relation to each of the performance roles identified below:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

##### **1.4.1 Creative qualities**

The learner will know and understand creative qualities. This must include:

Evaluative understanding, Imagination, Inventiveness.

#### 1.4.2 Professional qualities

The learner will know and understand professional qualities. This must include:  
Timekeeping, Commitment, Flexibility, Discipline, Knowledge of terminology.

### **Learning outcome 2: Understand national organisations related to employment in the Performance industry**

In this learning outcome, learners will know and understand how different types of organisations work Together and with individuals in the performance industry. Learners should understand how different Organisations are linked to roles within the industry.

#### 2.1 National Organisations

The learner will know and understand functions of national organisations working within the Performance industry.

##### 2.1.1 Funding organisations

The learner will know and understand funding organisations within the performance industry. This must Include:

Arts councils (England and Wales), Creative Scotland, Lottery funding, Trusts, Charitable foundations.

##### 2.1.2 Unions

The learner will know and understand the function of unions within the performance industry. This must Include:

Equity, Musician's Union, Broadcasting, Entertainment Communications and Theatre Union (BECTU).

##### 2.1.3 Administrative

The learner will know and understand the function of the following administrative organisations within The performance industry. This must include:

PRS for Music Limited, Phonographic Performance Ltd (PPL), British Equity Collecting Society (BECS).

##### 2.1.4 Business organisations

The learner will know and understand the business organisations that support the delivery of the Product within the performance industry. This must include:

Record labels, Theatre companies, Dance companies, booking agencies, Management companies.

#### 2.2 Employment

The learner will know and understand the nature of employment in the performance industry.

##### 2.2.1 Types of employment opportunities

The learner will know and understand the range of employment opportunities within the performance Industry. This must include:

Voluntary, Casual, Permanent, Part-time, Full-time, Fixed-term, Freelance.

##### 2.2.2 Employment responsibilities

The learner will know and understand the employment responsibilities of the individual working within The performance industry. This must include:

Tax, National Insurance, Keeping records and accounts, Invoicing.

##### 2.2.3 Role requirements

The learner will know and understand the qualifications and training required to work within the Performance industry. This must include:

Qualifications, Continuous Professional Development (CPD).

##### 2.2.4 Employment opportunities

The learner will know and understand how to access information on employment opportunities within The performance industry. This must include:

Trade journals, Internet advertising, Agencies, Networking, Social media.

### **Learning outcome 3: Understand how performers are promoted**

In this learning outcome the learner will know and understand how performers are promoted and how This relates to finding and sustaining work in the performance industry.

#### 3.1 Promotional Materials

Learners will know and understand how and why content is created to promote and market performers.

##### 3.1.1 Purpose and content

The learner will know and understand why promotional materials are created and how the most

Appropriate content is selected for the targeted audience. This must include:

Purpose of content, finding work, sustaining work, promoting product, presentation of a particular image.

Content, biography, experience, skills, audio visual performance.

### 3.1.2 Format

The learner will know and understand the formats in which promotional content is presented and the Purpose for which they are used. This must include:

Social media, webpage, blog, flyer, poster, event, portfolio, demo, showreel, CV, interview, video.

### 3.1.3 Intended audience

The learner will know and understand the intended audience for promotional material. This must include:

General public, Press, Agent, Manager, Producer, Collaborators.

### 3.1.4 Promotional roles

The learner will know and understand the roles involved in promotion and how they work with performers and each other. This must include:

Writer, public relations (PR), journalist, publicist.

## **Learning outcome 4: Understand production planning**

In this learning outcome, the learner will know and understand the requirements of planning, promoting and carrying out a performance production. The learner will understand the requirements of preproduction and production roles alongside logistical, technical, legal, financial and promotional requirements for productions.

### 4.1 Roles

Learners will know and understand how performance, pre-production and production roles interact during the planning and execution of an event.

#### 4.1.1 Pre-production roles

The learner will know and understand the requirements of each of the following roles:

Set Designer, Choreographer, Lighting Designer, Sound Designer, Costume Designer, Composer, Advertiser, Merchandiser, Script Writer, Director, Promoter.

#### 4.1.2 Production roles

The learner will know and understand the requirements of each of the following roles:

Stage Manager, Stage Hand, Crew, Lighting Technician, Dresser, Make-Up Artist, Hair and Wig Artist, Prop Handler

Sound Technician, Front of House, Venue Manager.

### 4.2 Performance Spaces

#### 4.2.1 Types of performance spaces

The learner will know and understand the function of performance spaces in relation to the presentation of performance. This must include:

Outdoor space, Repurposed space, Multi-event space, Theatre, Club, Pub, Arena.

#### 4.2.2 Suitability of space for intended performance and audience

The learner will know and understand the suitability of performance spaces for the intended performance and audience. This must include:

Accessibility, audience accessibility (legal requirements, facilities access and egress, fire exits, disabled

Access), performer accessibility (load in, set up, staging requirements), availability of venue (available dates), Creative considerations, location (travel and transport), style/genre requirements, Legal considerations, curfew, audience capacity (maximum occupancy).

#### 4.2.3 Service providers

The learner will know and understand the different service providers who are required when planning a performance event. This must include:

Sound and lighting, Staging, Trucking, Rigging, Crewing, Security, Stewarding, Catering.

### 4.3 Production Planning

The learner will know and understand how to plan and prepare for a performance event.

#### 4.3.1 Timelines

The learner will know and understand the stages, timelines and documentation of a production. This must include:

Rehearsals, developmental, technical, dress, Production meetings, Set up and take down, Event itinerary/call sheet, Access arrangements (performer and production role passes), Stage times, Running order.

#### 4.3.2 Technical requirements and specifications

The learner will know and understand equipment requirements and how these are documented. This must include:

Stage plans, Specifications, sound, lighting, props, make-up and costume, cue sheets.

#### 4.3.3 Legal

The learner will know and understand the legal requirements of a production and the organisations involved. This must include:

Licensing, licensing organisations (local authority/council, police service, fire service), Temporary Events Notice (TEN), premises license, PRS for music license, PPL license, Insurance, public liability, cancellation, Health and safety, risk assessments, fire regulations, sound levels, amenities, working practices.

#### 4.3.4 Financial

The learner will know and understand the financial considerations and documentation used in the planning of a production. This must include:

Contracts, Budgets, Cash flow projections, Income sources, ticketing sales, sponsorship, funding, merchandise sales, Outgoings, equipment costs, venue hire costs, staff costs, marketing, expenses.

#### 4.3.5 Promotional

The learner will know and understand how to promote a performance event. This must include:

Audience demographic, age, gender, socio economic group, location, Promotion, promotional events (radio, TV, press), promotional items (guest list, passes, competitions, products), Advertising formats, web, social media, posters/billboards, flyers, Merchandise sales, audio and visual products, clothing, programmes.

### **Learning outcome 5: Understand rehearsal processes**

The learner will know and understand the rehearsal processes needed to undertake rehearsal in the Context of solo and group work.

#### 5.1 Rehearsal Process

##### 5.1.1 Health and safety

The learner will know and understand safe working practices during rehearsal. This must include:

Risk assessment, identify hazards (condition and safety of space/equipment), assess risks, control measures, Warm-up exercises, Cool down exercises.

##### 5.1.2 Planning

The learner will know and understand the methods used to plan rehearsals. This must include:

Baseline skills assessment, SWOT analysis (strengths, weaknesses, opportunities and threats), Rehearsal schedule, Action planning, Developmental journal, Study of audio/video performances.

##### 5.1.3 Working with others

The learner will know and understand the skills required to work with others in a rehearsal environment.

This must include:

Interpersonal skills, people management, working with direction, motivation, professional skills, time management, language, attitude, commitment, communication skills, verbal communication, non-verbal communication (gestures, eye contact, facial expressions, body language, posture).

##### 5.1.4 Types of rehearsal

The learner will know and understand different forms of rehearsal and their purpose. This includes:

Developmental, Technical, Dress.

## **UNIT 02**

In this unit learners will apply performance and production skills in developing a performance. Learners will be able to work in performance, pre-production and production roles to meet a given performance

event brief. Learners will know and understand planning, development, documentation and evaluation of production activities. Showing creative and technical skills in response to a brief.

### **Learning outcome 1: Understand and respond to a live performance production brief**

In this learning outcome learners will know and understand how to respond to the requirements of a given live performance production brief. The learner needs to consider performance material and job roles required for a successful performance.

#### **1.1 Understand and Respond to a Live Performance Production Brief**

##### **1.1.1 Material selection**

The learner will know and understand how to select performance material based on the requirements of a given live performance production brief. This must include:

Stylistic considerations, discipline selection (dancer, musician, actor, singer, musical theatre performer), stylistic approach, response to written, audio, visual and thematic stimulus, Audience considerations, purpose of production (entertainment, information), audience demographic, appropriateness of material.

##### **1.1.2 Performance space selection**

The learner will know and understand how to assess the suitability of performance spaces to meet the given brief. This must include:

Accessibility, audience accessibility (legal requirements: facilities access and egress, fire exits, disabled access), performer accessibility (logistical requirements), location (travel and transport links), audience capacity, availability of venue.

##### **1.1.3 Performance roles**

The learner will know and understand how to select appropriate performance roles based on the requirements of a given live performance production brief.

Ensemble Performer - working with others as part of a group. This must be in one of the following Disciplines:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

Solo Performer - performing as an individual or with accompaniment. This must be in one of the Following disciplines:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

##### **1.1.4 Pre-production roles**

The learner will know and understand how to select appropriate pre-production roles based on the requirements of a given live performance production brief. This must include:

Set Designer, Choreographer, Lighting Designer, Sound Designer, Costume Designer, Composer, Script Writer, Director.

##### **1.1.5 Presenting a response**

The learner will know and understand how to present a response to the requirements of a given live performance production brief. This must include:

Content, material selection (the material selected to meet the brief based on given requirements), performance space selection (the space selected to meet the brief based on given requirements), performance roles (their own performance role and that of others in response to the brief), pre-production roles (their own pre-production role and that of others in response to the brief).

Presentation method - the learner will be able to present a response using an appropriate method, written report, spoken pitch, video presentation.

### **Learning outcome 2: Understand planning, pre-production and promotion of live performance Productions**

In this learning outcome the learner will know and understand how to take part in the planning and preproduction

For a live performance production in response to a given brief.

#### **2.1 Pre-Production Planning and Activities**

Learners will know and understand how to document the technical requirements of a live performance production and undertake at least one pre-production role.

##### **2.1.1. Document technical planning**

The learner will know and understand how to be able to produce appropriate technical documentation to

Support development of the live performance production. This must include:

Stage plan, Specifications, sound, lighting, props, costume, rehearsals, developmental, technical, dress, production meetings, event itinerary/call sheet, set-up and take down, stage times, running order, risk assessment.

## 2.2 Undertake a pre-production role

Learners will undertake at least one pre-production role during a live performance production. This must be in one of the following pre-production roles:

Set Designer, choreographer, lighting designer, sound designer, costume designer, composer, script writer, director.

### 2.2.1 Work with others to undertake planning and practical activities

The learner will know and understand how to work with others in planning and practical activities. This must include:

Production meetings, Rehearsals, Design/creation of materials,

## 2.3 Promotion

Learners will know and understand how to produce materials to promote a live performance.

### 2.3.1 Defining audience

The learner will know and understand how a target audience for an event is defined to inform the Production of promotion materials. This must include:

Audience demographic, age, gender, socio-economic group.

### 2.3.2 Planning promotional material

The learner will know and understand what promotional material for the event should contain. This must

Include:

Defining content (information to be included in the material), defining format (presentation, medium).

### 2.3.3 Produce promotional material

The learner will know and understand how to produce promotional material. This must include:

Content - producing content to promote the live performance event, Format - producing material in a format to meet the requirements of the brief, social media content, webpage, flyer, poster.

## **Learning outcome 3: Understand rehearsal and development of material as a performer for a live**

### **Performance production**

In this learning outcome the learner will know and understand how to be able to plan and take part in Rehearsals as a performer.

#### 3.1 Rehearsal of Material

Learners will know and understand how to document the rehearsal requirements of a live performance production and develop material, during rehearsal in at least one solo and one ensemble performance role identified below:

Ensemble performer - working with others as part of a group, actor, singer, dancer, musician, musical theatre performer. Solo performer - performing as an individual or with accompaniment, actor, singer, dancer, musician, musical theatre performer.

##### 3.1.1 Rehearsal planning

The learner will know and understand how to plan and document the rehearsal process. This must include:

Baseline skills assessment, SWOT analysis (strengths, weaknesses, opportunities and threats), Action planning (setting of milestones), Study of audio/video performances.

##### 3.1.2 Work with others in rehearsal

The learner will know and understand how to implement the skills required to work with others in a rehearsal environment. This must include:

Interpersonal skills, people management, working with direction. Professional skills, time management, language, attitude. Communication skills, verbal communication, non-verbal communication (gesture, eye contact, facial expression, body language, posture).

##### 3.1.3 Develop material through rehearsal

The learner will know and understand how to develop material with reference to stylistic and creative considerations during rehearsal. This must include:

Stylistic considerations, genre and style, work of other performers. Creative considerations, interpretation, devising and composing, improvisation.

#### 3.1.4 Health and safety

The learner will know and understand how to undertake safe working practices during rehearsal. This Must include:

Risk assessment, identify hazards (condition and safety of space, condition and safety of equipment), assess risks, control measures, Warm-up exercises, Cool down exercises.

### **Learning outcome 4: Understand how to present live performance productions to an audience**

In this learning outcome the learner will know and understand how to participate in a live event to an Audience.

#### 4.1 Performance Role

Learners will know and understand how to demonstrate to an audience, skills in at least one solo and One ensemble performance role during a live event.

Ensemble Performer - working with others as part of a group. This must be in one of the following Disciplines:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

Solo Performer - performing as an individual or with accompaniment. This must be in one of the following disciplines:

Actor, Singer, Dancer, Musician, Musical Theatre Performer.

#### 4.1.1 Performance Skills

The learner will know and understand how to demonstrate technical, communicative, expressive and creative skills as a performer during the production. This must include:

Technical, accuracy, fluency and control. Communicative, timing and rhythm, clarity, audience engagement, projection. Expressive, dynamics, phrasing. Creative, interpretation, stylistic awareness.

### **Learning outcome 5: Understand how to review live performance productions**

#### 5.1 Review the Performance

##### 5.1.1 Review a recording of the performance

The learner will know and understand how to review the live performance event. This must include: Review technical, communicative, expressive and creative skills as a performer, Review the success of production against the brief, Review the rehearsal process as a performer, Review working practices, working safely (the learner will work safely in performance roles during the event), work to plan (the learner will work to itinerary/call sheets in performance roles during the event), work with others (the learner will work with others in performance roles during the event).

##### 5.1.2 Draw conclusions

The learner will know and understand how to draw conclusions based on the review. This must include:

Response to brief, Strengths and weaknesses, Ways to improve.

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 (Additional Qualification) Arts Challenge! Arts Events! Arts Research! Arts Leadership!	<p style="text-align: center;"><b>PERFORMING ARTS SILVER ARTS AWARD Level 2 Award in the Arts Unit 1</b></p> <p style="text-align: center;">Part A: Identify and plan an arts challenge Part B: implement and review the arts challenge Part C: review arts events Part D: arts research</p> <p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;">Part A: identify leadership role and plan the project's aims Part B: plan the practical issues Part C: effective arts leadership Part D: working effectively with others Part E: review the project and leadership role</p>	art form, knowledge and understanding, creativity, planning and review, communication

### **Year 11 Half Term 1 -6**

#### **Unit 1**

**Part A:** Identify and plan an arts challenge

Reflection on their strengths and weaknesses within their art form

Details of the challenge they have set and why they have chosen it

An action plan detailing how the challenge will be implemented

**Part B:** implement and review the arts challenge

Ongoing evidence of their progress as they undertake the challenge, eg activity log, annotated photographs, recordings, blogs,

Ongoing review of milestones and targets

A review of their challenge by someone else

Their own final review and reflection on their challenge

**Part C:** review arts events

Evidence of arts event(s), e.g. programme, ticket or photographs

Copies of reviews in any appropriate format, including comments on the artistic qualities and creative impact of the event(s)

Evidence of how the review was shared with others

**Part D:** arts research

Information about meeting arts practitioners and what they have learnt about practitioners' career development and work (through workshops, events or other ways)

Evidence of research into future opportunities in the arts. These include: education, career pathways, other, opportunities within their art form

A summary in their own words of what they have found out within this part and what influence it has had on them

## **Unit 2**

**Part A:** identify leadership role and plan the project's aims

Details of the leadership skills they wish to develop

A description of the arts project chosen, its aims and scope

A description of their leadership role within the project and how it will support development of their leadership skills

If working in a team, how their role relates to the roles of others

**Part B:** plan the practical issues

A project plan detailing (but not limited to): practical issues, timescales, how they will promote the project, how they will recruit the participants, how they will deliver the project, how they will collect feedback and evaluate, their ongoing leadership development, and any other relevant evidence/notes

**Part C:** effective arts leadership

Evidence of delivery of the project, eg diary log, recordings, annotated photographs, printed materials, details of meetings and discussions

Ongoing reflection on where and how they are developing and applying their chosen leadership skills during the delivery of the project

**Part D:** working effectively with others

Evidence of how they are working with others

Evidence of how they are resolving problems that arise

Evidence of how they are collecting feedback from others both about the project and their leadership and communication skills

**Part E:** review the project and leadership role

A review of the project in any format to include (but not be limited to): reflection on how they have developed their chosen leadership skills, reflection on how their project plan worked, the overall achievements, successes and challenges of the project, what they have learnt about working effectively with others, what they have learnt from the feedback they received, what they would do differently in future.

Term and Topic:	Fundamental knowledge	Entitlement vocabulary
Year 12 <b>Unit 1: Investigating Practitioners' Work</b> <b>Unit 2: Developing Skills and Techniques for Live Performance</b>	<p style="text-align: center;"><b>BTEC LEVEL 3 EXTENDED CERTIFICATE IN PERFORMING ARTS</b></p> <p>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</p> <p>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.</p>	Contextual influences Creative intentions Critical analysis Practitioners Investigation Theme Role  Skill Technique Style Interpretation Personal Management Application
Year 13 <b>Unit 3: Group Performance Workshop</b>  <b>Unit 27: Musical Theatre Techniques</b>	<p>Learners explore and integrate creative, physical and vocal skills and techniques, working Collaboratively to create a performance in response to a given stimulus.</p> <p>Learners explore key features of musical theatre, developing specialist skills and techniques as a Musical theatre performer combining acting, singing and dance skills for a performance.</p>	Collaborative skills Creative intentions Personal management Practical exploration Stimulus  Key features Genre Form Structure Theme Character Skill Technique

## YEAR 12 HALF TERM 1-6

### Unit 1: Investigating Practitioners' Work

Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

Assessment outcomes (External) Mandatory

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

### **Unit 2: Developing Skills and Techniques for Live Performance**

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Learning aims (Internal) Mandatory

A Understand the role and skills of a performer

B Develop performance skills and techniques for live performance

C Apply performance skills and techniques in selected styles

D Review and reflect on development of skills and techniques for live performance

## **YEAR 13 HALF TERM 1-6**

### **Unit 3: Group Performance Workshop**

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Assessment outcomes (External) Mandatory

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 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

### **Unit 27: Musical Theatre Techniques**

Learners explore key features of musical theatre, developing specialist skills and techniques as a Musical theatre performer combining acting, singing and dance skills for a performance.

Learning aims (Internal)

A Understand the key features of musical theatre performance

B Develop skills and techniques in musical theatre

C Apply musical theatre skills and techniques to a performance

D Review personal development and own performance