

The Performing Arts curriculum prepares students to become independent and creative individuals. A range of topics allow students to develop an understanding and appreciation of the Arts formed in a contemporary society and throughout the world. These themes are explored through a range of different creative styles, practitioners and mediums. Furthermore, the Performing Arts curriculum promotes a sense of self-worth, encourages confidence, resilience and develops peer relationships. The curriculum is based around providing students with the knowledge of the main components within the Performing Arts. Creativity, performance skills and confidence are built through a plethora of experiences both in and out of the classroom.

Pupils are provided with a wide-range of opportunities to take part in arts activities throughout their school time, whether this is participation in an Arts Award qualification or developing practical skills through a range of extra-curricular activities such as whole-school performances and performance-related after school clubs.

## **Key Stage 4**

The NCFE Performance Skills course is designed to give pupils a holistic overview of the Performing Arts and all roles/career pathways that exist in the arts. Year One requires pupils to gain a broad understanding and knowledge of working in the sector and explore the Performing Arts through hands-on experiences and through content which is concrete and directly related to those experiences. Year Two allows pupils to truly hone their skills as performers, providing opportunities to take part in classroom performances and projects in various different roles, such as Actor, Singer, Musician, Dancer, Director and Lighting Designer.

This two-year course has two units of study that involve:

Unit One: Working in The Performance Industry – External Examination (40% Weighting)

Unit Two: Planning and Performing – Internal Synoptic/Coursework Project (60% Weighting)

Year	Knowledge (Topics / contexts) What pupils will <b>'know'</b> .	Skills acquired What pupils will be able to <b>'do'</b> .	Concepts developed What pupils will <b>'understand'</b> .	Assessments How do we and the pupils know what has been learnt?
10/11	<ul style="list-style-type: none"> <li>- How work is undertaken in the performance industry across a variety of disciplines.</li> <li>- About performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry.</li> <li>- How skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform within a group and as a solo performer in a range of Arts activities.</li> <li>- Successfully perform one (or more) chosen strands within the course. (Actor, Musician, Musical Theatre Performer, Singer or Dancer)</li> <li>- Perform with confidence, expression and creativity. Demonstrating their ability through imaginative interpretation, stylistic awareness and inventiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- How to apply performance and production skills in developing a performance.</li> <li>- Pupils will be able to work in performance, pre-production and production roles to meet a given performance event brief.</li> <li>- Pupils will know and understand planning, development, documentation and evaluation of production activities.</li> <li>- Pupils will understand how to apply creative and technical skills in response to a brief.</li> </ul>	<ul style="list-style-type: none"> <li>- Half-termly and end of topic tests based on practice examination questions.</li> <li>- Formative performance-based assessment half-termly culminating in verbal feedback and reflection by students.</li> <li>- Demonstration of this understanding in their practical classwork. Consistent reflection and verbal feedback given by peers and class teacher.</li> <li>- Externally assessed examination based on criteria from the examination board.</li> <li>- Internally assessed synoptic project – Coursework based around planning and participating in performances in response to an externally set brief.</li> </ul>