

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title:</b>	Component 2: Developing Skills and Techniques in the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts
<b>Unit length:</b>	8 weeks	6 weeks	7 weeks	7 weeks	7 weeks	7 weeks
<b>Key concepts:</b>	Basic understanding of the different performance skills , introduced throughout the topic	Basic understanding of the different performance skills , introduced throughout the topic	Basic understanding of the different performance skills , introduced throughout the topic	Dance styles such as ballet, contemporary, jazz, tap, urban, international	Dance styles such as ballet, contemporary, jazz, tap, urban, international	Performance roles Non-performance agreed roles
<b>Knowledge/ Skills:</b>	Performance skills needed by performers including: o physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture,	For performers: repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography.  • Experimenting with skills and techniques appropriate to the role selected.  • Reproducing repertoire, such as: o interpreting and developing a character	Skills and techniques, such as: o physical o vocal o musicality o interpretative o stylistic o interaction with the group o interaction in performance o refining ideas o communicating design ideas e.g. pitch, presentation.  B2 Application of skills and techniques in/for performance • Learners will apply/realise skills and	Creative stylistic qualities, to include:  o treatment of theme/issue o production elements o form/structure/narrative o response to stimulus o style/genre o contextual influences o collaboration with other practitioners o influences by other practitioners	Purpose and its influence on stylistic qualities, to include:  o to educate o to inform o to entertain o to provoke o to challenge viewpoints o to raise awareness o to celebrate.  Performance roles Non-performance agreed roles	Responsibilities such as: o rehearsing o performing o contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing o refining performance material o managing self and others.  Skills such as: o physical, vocal and music skills used by

	<p>phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight. o vocal and musical skills relevant to the performance discipline such as: clarity and articulation, projection, breath control, remembering lines, pitch, inflection and modulation, tone and vocal colour, phrasing, pace, use of pause, tuning, rhythm, timing, following an accompaniment, communicating the meaning of a song, learning songs, projection and placing of the voice, interpreting lyrics, phrasing, musicality, characterisation, expression. o other performance and interpretative skills relevant to the performance</p>	<p>o communicating a style or genre  o combining separate elements of a piece (score, choreography and libretto)  o developing the relationship between musical, lyrical and spoken elements  o communicating themes and ideas  o interpreting and realising design elements from existing performance material.  o responding to direction, such as:  o applying health and safety procedures  o being prepared, warming up and cooling down  o positive response to teacher instruction and feedback  o peer feedback  o absorbing and applying feedback and corrections.</p> <ul style="list-style-type: none"> <li>• Reviewing and recording development of skills,</li> </ul>	<p>techniques during the performance of existing repertoire.</p> <ul style="list-style-type: none"> <li>• Application of performance/design skills appropriate to performance repertoire.</li> <li>• Application of interpretative skills such as expression, character, mood and atmosphere.</li> <li>• Application of stylistic characteristics particular to the style or genre.</li> <li>• Communicating meaning of repertoire through:  o interpretation and realisation of creative intentions  o demonstrating the appropriate style and influences  o expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.</li> <li>• Developing skills such as physical,</li> </ul>			<p>performers o managing and directing skills used by a choreographer, artistic director, casting director or musical director o communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer o creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter o organisational skills used to put on a performance by a director or choreographer</p>
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	<p>discipline such as: awareness of the performance space and audience, interaction with and response to other performers, focus, energy and commitment, handling and use of props, set, costume, makeup and masks, emphasis, projection, use of space, awareness and appreciation of sound accompaniment, for example following the accompaniment, musicality, facial expression, tuning, rhythm and timing, stage presence, energy. • Design skills needed by designers relevant to the performance discipline, such as: o costume – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft</p>	<p>techniques and progress in logbook.  <ul style="list-style-type: none"> <li>• Behaviours and attitudes when working with others such as cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others’ opinions and skills.</li> </ul> </p>	<p>vocal, musical, design and interpretative.  <ul style="list-style-type: none"> <li>• Responding to feedback, e.g. teachers, instructors, peers.</li> <li>• Identifying strengths and areas for development.</li> <li>• Actions and targets for improvement.</li> <li>• Reference to professional working practices.</li> <li>• Use of terminology appropriate to the discipline/style of performance.</li> </ul> <p>Review own application of skills and techniques in/for performance  <ul style="list-style-type: none"> <li>• Applying skills such as physical, vocal, musical, design and interpretative.</li> <li>• Responding to audience feedback.</li> <li>• Identifying strengths and areas for future development.</li> <li>• Actions and targets for future performances.</li> </ul> </p> </p>			
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	<p>sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. annotated drawings showing construction methods and materials o set – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotated drawings o props – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g.</p>		<ul style="list-style-type: none"> <li>• Reference to professional working practices.</li> <li>• Use of terminology appropriate to the discipline/style of performance.</li> </ul>			
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	<p>scale plans, 3-D models and annotated drawings o masks – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotated drawings o makeup – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. facial plan o lighting – interpreting the director’s brief, researching, developing and shaping ideas, e.g.</p>					
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	<p>producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale lighting plans, CAD models and annotated drawings o sound – interpreting the director’s brief, research, developing and shaping ideas, e.g. pitching ideas, sourcing soundtracks, recording effects, trialling sound elements, making changes, refining ideas and creating and communicating final designs</p>					
<p><b>End points covered:</b></p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>	<p>To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.</p> <p>Develop a range of presenting skills and. The ability to set SMART targets from evaluating their own work.</p>

				Have an understanding of the roles and responsibilities involved in performance	Have an understanding of the roles and responsibilities involved in performance	Have an understanding of the roles and responsibilities involved in performance
<b>NC/Spec coverage:</b>	Component 2-learning aim a	Component 2-learning aim a/b	Component 2 learning aim a	Component 1-learning aim a	Component 1-learning aim a	Component 1-learning aim b
<b>Cross-curricular links:</b>	Drama planning a idea or concept. Pe – Movement skills and skills analysis	Drama planning a idea or concept. Pe – Movement skills and skills analysis	Drama planning a idea or concept. Pe – Movement skills and skills analysis	PE/ SPORT SCIENCE- Components of fitness. Skill acquisition . Humanities, different styles and cultures around dance	PE/ SPORT SCIENCE- Components of fitness. Skill acquisition . Humanities, different styles and cultures around dance	PE/ SPORT SCIENCE- Components of fitness. Skill acquisition . Humanities, different styles and cultures around dance
<b>Assessments:</b>	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative	On going feedback on task development – Completion of controlled assessment- 1x formal mark 1 x summative
<i>Other academy intent priorities</i>						
<b>Curriculum Careers - Gatsby 4</b>	Across the course we cover a range of different careers and further education opportunities: Choreography , the arts industry, education, leadership, Theatre roles , management					
<b>Culturally rich – broadening horizons</b>	Experiencing styles from diverse backgrounds and cultures Opportunities to visit theatres and productions Guest speakers					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Unit title:</b>	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief	
<b>Unit length:</b>						
<b>Key concepts:</b>	Processes of rehearsal and development	Processes of rehearsal and development	Understand how to respond to a brief through discussion and practical exploration activities	Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief	How to conduct an evaluation and review. Links to component 1/2	
<b>Knowledge/ Skills:</b>	<p>Processes used in development, rehearsal and performance</p> <ul style="list-style-type: none"> <li>• Processes, to include:               <ul style="list-style-type: none"> <li>o responding to stimulus to generate ideas for performance material</li> <li>o exploring and developing ideas to develop material</li> <li>o discussion with performers</li> <li>o setting tasks for performers</li> <li>o sharing ideas and intentions</li> <li>o teaching material to performers</li> <li>o developing performance material</li> </ul> </li> </ul>	<p>Techniques and approaches used in performance</p> <ul style="list-style-type: none"> <li>• Techniques such as:               <ul style="list-style-type: none"> <li>o rehearsal</li> <li>o production</li> <li>o technical rehearsal</li> <li>o dress rehearsal</li> <li>o performance</li> <li>o post-performance evaluation/review</li> </ul> </li> </ul> <p>Practical performance piece</p>	<p>Discussion of key requirements and parameters for the workshop</p> <ul style="list-style-type: none"> <li>o target audience</li> <li>o performance space</li> <li>o planning and managing resources</li> <li>o running time</li> <li>o style of work.</li> </ul> <ul style="list-style-type: none"> <li>• Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:               <ul style="list-style-type: none"> <li>o a theme: concept such as distance or a key word such as discovery</li> </ul> </li> </ul>	<p>Skills and techniques of the individual performer e.g. vocal, physical.</p> <ul style="list-style-type: none"> <li>• Skills and techniques of the performers as a group e.g. comedy, improvisation.</li> <li>• Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.</li> <li>• The style and/or genre of the work being created e.g. street dance, physical theatre.</li> <li>• The influence of selected practitioners</li> </ul>	<p>Reflect on the process</p> <ul style="list-style-type: none"> <li>• Contributing to initial ideas and exploring activities in response to:               <ul style="list-style-type: none"> <li>o the brief</li> <li>o the stimulus</li> <li>o contributions from other members of the group.</li> </ul> </li> <li>• Contributing to the development process.</li> <li>• Skills and techniques:               <ul style="list-style-type: none"> <li>o selection</li> <li>o development and/or adaptation</li> <li>o application</li> <li>o individual strengths and areas for improvement</li> <li>o overall individual contribution to the group.</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>o organising and running rehearsals</li> <li>o refining and adjusting material to make improvements</li> <li>o providing notes and/or feedback on improvements</li> </ul>		<ul style="list-style-type: none"> <li>o an issue: social, health or safety issues</li> <li>o a prop: an umbrella, an apple, a dustbin</li> <li>o time and place: a beach in winter, night time in a hospital, early morning in the park</li> <li>o existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</li> <li>• The development of ideas for the work will be informed by:                             <ul style="list-style-type: none"> <li>o structure of the work</li> <li>o style and genre of the work</li> <li>o skills required</li> <li>o creative intentions.</li> </ul> </li> <li>• Working effectively as a member of the group</li> </ul>	<p>e.g. Brecht, Fosse, Julie Taymor</p> <ul style="list-style-type: none"> <li>• Appropriate skills for the target audience e.g. young children, the elderly.</li> <li>• Taking part in skills development classes or workshops.</li> <li>• Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul> <p>Skills and techniques</p> <p>Working effectively with others</p> <p>Communicating ideas through performance</p>	<p>Reflect on the outcome</p> <ul style="list-style-type: none"> <li>• Contributing to the workshop performance outcome:</li> <li>o effectiveness of the response to the brief</li> <li>o individual strengths and areas for improvement</li> <li>o overall impact of the work of the group.</li> </ul>	
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<b>NC/Spec coverage:</b>	Component 1 learning aim b	Component 1 learning aim b	Component 3-learning aim a	Component 3 learning aim b/c	Component 3 learning aim 3/4	
<b>Cross-curricular links:</b>	PE/ SPORT SCIENCE- Components of fitness. Skill acquisition . Humanities, different styles and cultures around dance	PE/ SPORT SCIENCE- Components of fitness. Skill acquisition . Humanities, different styles and cultures around dance	Responding to a client brief- All vocational subjects  Performance planning – Drama/ Music	Responding to a client brief- All vocational subjects  Performance planning – Drama/ Music	Responding to a client brief- All vocational subjects  Performance planning – Drama/ Music	
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