

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
Unit title:	Component 1: Exploring the Performing Arts				Component 2: Developing Skills and Techniques for a Live Performance	
Unit length:	26 weeks				12 weeks	
Key concepts:	Through written work and practical exploration, students will explore the creative process of making theatre, taking a performance from page to stage. Students must study 3 live performances, creating a written portfolio that discusses the process, roles involved and creative intentions. In this term, students will undertake the preparation work needed to succeed in the unit and study one live performance, completing the relevant written portfolio.				Through practical exploration, students will develop a range of vocal and physical acting techniques, equipping them with a toolkit of skills and readying them to interpret, produce and perform existing performance repertoire. Students will undertake a series of practical workshops, developing skills and techniques to prepare them to focus on a scripted extract to be performed to an audience in Year 11.	
Knowledge/ Skills:	<p>Skills:</p> <ul style="list-style-type: none"> Analysis and evaluation of professional performance work Specific acting skills needed for different styles Devising Working with text Opportunity to give constructive feedback after performances, linking it to the learning criteria. <p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of how a performance goes from page to stage. Understanding of roles involved in performance productions and how they work together to create the final product. Understanding of the different processes undertaken to create a performance. Exploration of creative intentions and the purpose of different theatre works. 				<p>Skills:</p> <ul style="list-style-type: none"> Vocal and physical skills (body language, facial expressions, gesture, gait, tone of voice, emphasis, intonation, accent etc.) Naturalistic and non-naturalistic theatre conventions/techniques <p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of skills needed to perform a piece of existing repertoire. Understanding of key theatre practitioner's theory and techniques 	
End points covered:	To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.				To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.	

	<p>To be able to recognise and use practitioner influence in order to create specific styles of dramatic performance.</p> <p>Have an understanding of the roles and responsibilities involved in performance</p> <p>To critically evaluate performances using their own personal opinions and feedback.</p>	<p>To be able to recognise and use practitioner influence in order to create specific styles of dramatic performance.</p> <p>Have an understanding of the roles and responsibilities involved in performance</p> <p>To critically evaluate performances using their own personal opinions and feedback.</p>
NC/Spec coverage:	BTEC Tech Award L2- Comp 1: Exploring the Performing Arts.	BTEC Tech Award L2- Comp 1: Exploring the Performing Arts. Component 2: Developing Skills and Techniques for a Live Performance
Cross-curricular links:	English – analysis and evaluation of existing repertoire (Blood Brothers can be used, which is a set text with AQA) History – context of repertoire	English – analysis and evaluation of existing repertoire (Blood Brothers can be used, which is a set text with AQA) History – context of repertoire
Assessments:	Students will be given continuous verbal feedback throughout the work. 1 formative / 1 summative at least per learning outcome .	Students will be given continuous verbal feedback throughout the work. 1 formative / 1 summative at least per learning outcome.
<i>Other academy intent priorities</i>		
Curriculum Careers - Gatsby 4	Knowledge of the role of a performer and director, understanding of the processes of rehearsal and live theatre	Knowledge of the role of a performer, understanding of the processes of rehearsal and live theatre. Technical theatre and how to apply it.
Culturally rich – broadening horizons	Opportunities to view plays. Potential trips to the theatre Plays from different cultures or areas of the world. Different cultural or religious backgrounds	

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Culturally rich – broadening horizons	<p>Themes discussed in repertoire. Understanding of the role of the audience and how a range of factors can influence a performance – age, culture, religion, race, etc.</p>	<p>Theme of script chosen. Understanding of the role of the audience and how a range of factors can influence a performance – age, culture, religion, race, etc. Exploration of genre.</p>
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