

## Performing Arts – Year 11

Content focus	
Autumn 1	Autumn 1 – Year 11
	<p><i>Introduce Unit 3.</i></p> <ul style="list-style-type: none"> <li>• In advance of the publication of the brief, there are a number of topics which should be taught. The overall aim of Unit 3 is to plan and pitch an event around a given theme. The following topics should be taught so that learners can refer to them in their proposals:</li> <li>• Job roles in performing arts – this could link with work experience or invited speakers who work in different roles.</li> <li>• Named practitioners who have created performance work. Again, workshops or visiting speakers would add to this.</li> <li>• Named organisations which create or commission performance work.</li> </ul>
Autumn 2	Autumn 2
	<p><i>Unit 3</i></p> <ul style="list-style-type: none"> <li>• Performance spaces and venues. Consider visiting local venues or looking at the school hall as a performance space.</li> <li>• Target audience.</li> <li>• The process of putting on an event: planning, resources, timelines, what is viable.</li> <li>• Budgeting.</li> <li>• Promotion, advertising, and marketing including using social media.</li> </ul> <p><i>It will be useful for learners to have a file of information on the above to refer to when working on the tasks for Unit 3.</i></p>

## Spring 1

*Unit 3*

When the brief is published:

- Discuss the brief in general terms, to ensure the learners fully understand, and can consider how this could affect the outcome – what would make a good/bad response to the brief in terms of content? Why?
- Are there specific social/political/historical context which need to be considered thoughtfully?

Learners should each devise their own proposed performance piece, then go on to complete Task 1.

*Unit 3 Task 1: Outline the factors that have influenced the creation of your proposed performance work. (2 hours)*

This can be presented in any appropriate format.

Learners should now be ready to complete Task 2.

*Unit 3 Task 2: Produce your plans and ideas for your proposed event. (2 hours)*

This can be presented in any appropriate format.

Spring 1

- At this point candidates could begin work towards Task 5, which requires learners to produce practical examples from the proposed event. This will not be completed yet but could help to inform Task 3 and Task 4, which will also refer to previous learning.

*Unit 3 Task 3: Outline the timeline, personnel and resources required for the implementation of your creative proposal. (1.5 hours)*

*Unit 3 Task 4: Outline how you could use marketing and public relations to promote your event. (1.5 hours)*

These can be presented in any appropriate format.

*Unit 3*

- Continuing from the previous term, learners should devise and practise as necessary to complete Task 5, making recordings and rehearsing if they plan to present their examples live in Task 6. (*Candidates can utilise others as part of this work if necessary, as unassessed participants. However, unassessed participants must not contribute any ideas or direction to the piece.*)

*Unit 3 Task 5: Produce practical examples from your proposed event connected to one or more disciplines listed in task 2 (see task for full details). (8 hours)*

These should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g., a score, script, diagrams, photographs.



## Spring 2

*Unit 3*

- Learners should be taught how to present and pitch an idea and given opportunities to practise.
- They could review pre-recorded presentations and pitches (such as in *The Apprentice*) and practise by giving a short presentation to the class on a hobby or interest, or reviewing a film/TV show, then discussing what was successful in the presentation and what needed to be improved.
- Learners should focus on presentation skills and communication, including pace, clarity and use of tone.
- It would be beneficial for learners if a panel who would be able to ask thoughtful questions and give meaningful feedback could be assembled for the Task 6 presentations.

*Unit 3 Task 6: Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback. (2.5 hours)*

These should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g., a score, script, diagrams, photographs.

Spring 2



Summer 1	Summer 1
	<p><i>Unit 3</i></p> <ul style="list-style-type: none"><li>• Learners will now have presented their proposal to an audience.</li><li>• The final task for Unit 3 is an evaluation. They have already completed similar tasks in Unit 1 and Unit 2 but should be reminded of the qualities of a thorough, evidence-based evaluation before they complete the final task.</li><li>• Learners should be allowed to view/listen to the recording made of their presentation and refer to their work completed for the other tasks to complete their own self-evaluation.</li><li>• Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers, which could be in addition to that referred to in Task 6.</li></ul> <p><i>Unit 3 Task 7: Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events. (2.5 hours)</i></p> <p>This can be presented in any appropriate format.</p> <p>This completes Unit 3.</p>