

Unit Overview: Component 2: Developing Skills and Techniques in the Performing Arts								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	18
Key Focus for Unit: <i>What is the key knowledge being delivered?</i> <i>What is the intent of this unit?</i>								
<p>Working as a performer or designer requires the application of skills, techniques and practices that enable the student to produce and interpret performance work. The student will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre. In this component, the student will develop performing or design skills and techniques. The student will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process.</p> <p>The student will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout the development, the student will review their own progress and consider how to make improvements. Developing performance or design skills and techniques will enable the student to consider the student aptitude and enjoyment for performing arts, helping the student to make informed decisions about what the student study in the future. T</p>								
Key Knowledge and Big Ideas: <i>What Powerful Knowledge and Big Ideas are explored in this Unit?</i> <i>How have these progressed from previous learning? What gaps in knowledge have the student identified from baselining and how are the being closed?</i>								
Performance skills Script work Analysing drama								
Unit Assessment: <i>How will this unit be assessed?</i> <i>What is the frequency of assessments – baselines etc?</i>								
Formative assessment: Written log book Progress tracker for skills Verbal feedback on performance.								
Summative assessment: The assignment for this component consists of three tasks. In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire. In response to Task 2, learners will showcase performance or production designs for an audience. In response to Task 3, learners will review the development and application of skills and techniques during the process and after.								
Homework KS3/4: <ul style="list-style-type: none"> Weekly log book entry and skills review. 								
Key Skills Explored			Vocabulary Selected for DVI			Links to Previous Unit		

<p>Vocal Skills</p> <p>Projection Articulation Tone and expression Pace (voice) Phrasing Emphasis Pause Volume Physical Skills</p> <p>Coordination Control Spatial Awareness Weight placement Gesture Facial Expression Pace (movement) Using Props and costumes Rehearsal Skills</p> <p>Blocking Focus Being prepared Attendance Punctuality</p>	<p style="text-align: center;">Verisimilitude Characterisation Annotation Character Development Story Arch</p> <p>Projection Articulation Tone and expression Pace (voice) Phrasing Emphasis Pause Volume Coordination Control Spatial Awareness</p>	<p>Students have previously explored existing repertoire from an analytical perspective, this unit gives them the opportunity to explore and interpret, . practically</p>
<p><u>Links to Careers/Employability</u></p>	<p><u>How does this unit prepare students for the next unit?</u></p>	
<p>This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever the student decide to do.</p>	<p>This component will help the student to progress to Level 3 qualifications in performing arts which look at skills and techniques in more detail. Alternatively, the student may want to progress to other Level 3 vocational or academic subject areas.</p>	