

Unit Overview: Component 3: Responding to a Brief								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	18
<u>Key Focus for Unit:</u> <i>What is the key knowledge being delivered?</i> <i>What is the intent of this unit?</i>								
<p>In this component, the student will have the opportunity to respond to a brief. The student will be given a brief that outlines the performance and design requirements and asks the student to consider their target audience and to start the creative process by using the stimulus included in the brief.</p> <p>Working as part of a group, the student will develop their ideas for a workshop performance and apply the relevant skills and techniques to communicate creative intentions to the audience. The performance or design skills the student will use will vary depending on features such as the selected performance discipline and the content of the work, venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. The student will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.</p>								
<u>Key Knowledge and Big Ideas:</u> <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 they being closed?</i>								
<p>Devising Analysing theatre.</p>								
<u>Unit Assessment:</u> <i>How will this unit be assessed?</i> <i>What is the frequency of assessments – baselines etc?</i>								
<p>Formative assessment: Written log book Progress tracker for skills</p> <p>Summative assessment: This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 3 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only.</p> <p>For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice</p> <p>Homework KS3/4:</p> <ul style="list-style-type: none"> Developing and preparing for written responses. 								

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
Ensemble Vocal Skills Physical Skills Rehearsal Skills Re	Practitioners Projection Articulation Tone and expression Pace (voice) Phrasing Emphasis Pause Volume Coordination Control Spatial Awareness	Students have previously explored existing repertoire from an analytical and performance perspective, this unit allows them to use that knowledge and apply to the creation of an original piece.
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
This component will help the student with progression to Level 2 or 3 vocational or academic qualifications. It will also enable the student to develop transferable skills, such as communication and teamwork, which will help the student to progress to further study.	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.	