

Teaching and Learning Content: Performing Arts

Year Group: 11

Spring Term – Half Term 2.2



Component Three: Performing to a Brief

Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

Home Learning:

Students are expected to complete **one piece of Performing Arts home learning each week.** Details of this is on the Knowledge Organiser.

Key Questions:

- What are your initial ideas in response to the brief?
- What are your key requirements for your piece? E.g. target audience, performance space, resources, style, etc...
- What are the starting points that can be investigated and explored practically to generate ideas to inform your response to the brief?
- Are you clearly and concisely explaining how your piece meets the requirement on the exam brief?
- Can you clearly explain what your group did to explore the task and which practitioners influenced your ideas?
- Can you explain what YOUR individual ideas and contributions are?
- What research have you done in order to develop your idea?
- What physical resources do you need? E.g. props, costume, lighting, sound, etc...

Students will:

- Be able to understand how to respond to a brief.
- Be able to **select and develop** skills and techniques in response to a brief.
- Be able to apply skills and techniques in a workshop performance in response to a brief.

Diagnosis

- Retrieval activities from knowledge organisers
- Practical workshops
- Questioning

Therapy

- Sharing model responses, both practical and written
- DIRT tasks
- Peer to peer support

Testing

- Students will complete milestone tasks in line with their Assignment Brief.
- Teacher observations.
- Ongoing Self and Peer assessment.