

Year 10					
June - July	September - October	November - December	January - February	February - March	April - May
Unit 1 - Performing	Unit 2 - Creating	Unit 2 - Creating	Unit 2 - Creating	Unit 1 - Performing	Unit 1 - Performing
Foundation and 'mock' for unit 1. Research and presentation skills practice. Skills audit. Skills workshop.	Introduction to unit. Composition skills. Interpreting a brief/theme and using technical elements to realise this. Task 1: Learners will outline the components that they considered when writing their creative brief.	Students begin creation of original piece to fulfil the exam board set brief. Task 2: Learners will start a development log that records the exploration and development of their ideas in response to the creative brief.	Completion of creation of original work and development log. Task 3: Learners will present their final piece(s) to an audience. Task 4: Learners will evaluate the success of their creative process and final creation.	Task 1a: Learners will outline the findings of the research they have undertaken for their chosen piece(s). Task 1b: Learners will discuss how this research will influence their performance. . Different types of rehearsals.	Task 2: Learners will outline a rehearsal schedule for their performance. Task 3: Learners will produce a reflective journal that records the rehearsal process required to ensure they are fully prepared for the performance.
Year 11					
June - July	September - October	November - December	January - February	February - March	April - May
Unit 3 - Performing Arts in Practice					
Job roles in the performing arts. Examining the work of noted practitioners. Named organisations that create commissioned work. Unit 1 - Performing Continue rehearsals and preparation for final performances.	Performance spaces and venues. Target audience. The process of putting on an event: planning, resources, timelines, what is viable. Budgeting. Promotion, advertising, and marketing including using social media Unit 1 - Performing Task 4: Learners will perform their chosen piece(s) to an audience Task 5: Learners will evaluate the success of their performance	Examining the published brief – what to consider when responding. Task 1: Learners will outline the factors that have influenced the creation of their proposed performance work. Task 2: Learners produce plans and ideas for their proposed event. Beginning to create practical examples for task 6.	Task 3: Learners will outline the timeline, personnel and resources required for the implementation of their creative proposal Task 4: Learners will outline how they could use marketing and public relations to promote their event.	Task 5: Learners will produce practical examples from their proposed event connected to their chosen discipline(s)	Preparation for pitch and presentation task Task 6: Learners will produce and pitch their creative proposal, including your practical examples, to an audience and gain feedback. Task 7: Learners will evaluate the success of their creative proposal