

Curriculum Overview – UAL Level 2 Performing Arts and Production



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Project 1</p> <p>Unit 1 –</p> <p>Introduction to performance will provide learners with an introduction to a range of activities essential to the development and delivery of a performance.</p> <p>It will introduce the basic elements of drama, dance, the process of rehearsal, production and delivery of a performance, and impart an understanding of performing arts as a collaborative activity.</p> <p>LO1. Understand a range of elements in the development and delivery of a performing arts activity</p> <p>Unit 2 –</p> <p>Introduction to production will provide learners with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector.</p> <p>It will also introduce the learners to the importance of health and safety as integral to the performer and production, and an understanding of the personal and professional characteristics needed for a career in the performing arts.</p> <p><i>Units 1–2, linked together, form a coherent pattern of teaching and learning, which provide learners with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative It will also introduce the learners to the importance of health and safety as integral to the performer and production, and an understanding of the personal and professional</i></p>	<p>Project 2</p> <p>Unit 3 –</p> <p>Communicating with an audience will provide learners with an opportunity to integrate the knowledge and understanding acquired in Units 1 and 2, and to explore the specific skills and attributes required for communicating with an audience in the production of a staged piece of work.</p> <p>LO1. Understand communication methods and skills.</p> <p>LO2. Be able to use communication methods and skills.</p> <p>Unit 4 –</p> <p>Staging a performance will reinforce knowledge and understanding acquired in Units 1 and 2 and enable learners to integrate and demonstrate their learning through the production of a staged piece of performance work.</p> <p>LO1. Understand roles in staging a performance.</p> <p>LO2. Be able to use knowledge and skills in the staging of a performance</p> <p>RRSA</p> <p>3, 8, 12, 14, 17, 31, 42</p>	<p>Project 3</p> <p>Unit 5 –</p> <p>Contextual research for performing and production will provide learners with an opportunity to research the context, narrative and character that underpin design, production and management in a staged piece of performance work.</p> <p>LO1. Understand contextual research for performance and production.</p> <p>LO2. Be able to use research for a performing arts project</p> <p><i>Units 6–8 will provide learners with a more focussed opportunity to explore activities and competencies through a more in-depth exploration of a range of skills in performance and production. Learners will have the opportunity to develop their vocal, musical and movement skills, while continuing to investigate the range of career opportunities available in production for the performing arts.</i></p> <p>Unit 6 –</p> <p>Performance skills and practice will provide learners with an opportunity to integrate previous learning, and to explore and develop more specific techniques, skills and attributes for the performing arts.</p> <p>LO1. Be able to use techniques and skills in performance activities.</p> <p>LO2. Be able to use contextual awareness of performance styles.</p>			

	<p><i>characteristics needed for a career in the performing arts.</i></p> <p>LO1. Understand roles and responsibilities in the production of a performing arts activity</p> <p><u>RRSA</u></p> <p>3, 8, 12, 14, 17, 31, 42</p>		<p>LO3. Be able to demonstrate techniques and skills in a group performance</p> <p>Unit 7 –</p> <p>Production skills and practice will provide learners with an opportunity to integrate previous learning, and to explore and develop more specific techniques, skills and attributes for production in the performing arts.</p> <p>LO1 Be able to use techniques and skills in production activities.</p> <p>LO2 Be able to use contextual awareness of production in the performing arts.</p> <p>LO3 Be able to demonstrate techniques and skills in the production of a group performance</p> <p><u>RRSA</u></p> <p>3, 8, 12, 14, 17, 31, 42</p>
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Yr 10 Literacy Focus

Command words: comment, compare, contrast, describe, discuss, find, review, summarise, identify, evaluate, research, evidence, consider, investigate

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 11</p>	<p>This term learners will focus on ensuring all previous units are completed and any work to be adjusted from internal moderation process.</p> <p>Project 1</p> <p>Unit 1 and Unit 2</p> <p>Project 2</p> <p>Unit 3 and Unit 4</p> <p>Project 3</p>	<p>Project 4</p> <p>Unit 8 –</p> <p>Personal project and presentation will require learners to take greater responsibility in the management of an assignment.</p> <p>Learners will develop a presentation in an area of personal interest that can be used as an audition piece, or as part of a portfolio to support application to further study or employment.</p>	<p>Project 4</p> <p>Unit 8 –</p> <p>Personal project and presentation will require learners to take greater responsibility in the management of an assignment.</p> <p>Learners will develop a presentation in an area of personal interest that can be used as an audition piece, or as part of a portfolio to support application to further study or employment.</p> <p>The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities, enabling learners to demonstrate the professional and vocational skills necessary for progression within their chosen discipline.</p>		<p>Project 4</p> <p>Unit 8 –</p> <p>Personal project and presentation will require learners to take greater responsibility in the management of an assignment.</p> <p>Learners will develop a presentation in an area of personal interest that can be used as an audition piece, or as part of a portfolio to support application to further study or employment.</p>	

<p>Unit 5, Unit 6 and Unit 7</p> <p>RRSA</p> <p>3, 8, 12, 14, 17, 31, 42</p>	<p>The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities, enabling learners to demonstrate the professional and vocational skills necessary for progression within their chosen discipline.</p> <p>LO1. Be able to identify progression routes.</p> <p>LO2. Be able to use knowledge, skills and understanding to progress personal ambitions.</p> <p>LO3. Be able to assess the effectiveness of a personal project and presentation</p> <p>Unit 9</p> <p>As the summative unit of the qualification, this will provide learners with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course.</p> <p>Learners will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both individually and as a group.</p>	<p>LO1. Be able to identify progression routes.</p> <p>LO2. Be able to use knowledge, skills and understanding to progress personal ambitions.</p> <p>LO3. Be able to assess the effectiveness of a personal project and presentation</p> <p>Unit 9</p> <p>As the summative unit of the qualification, this will provide learners with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course.</p> <p>Learners will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both individually and as a group.</p> <p><i>Unit 9 will be graded externally</i></p> <p>LO1. Be able to undertake and use research for a performance to an audience.</p> <p>LO2. Understand a role or roles in planning and producing a performance to an audience.</p> <p>LO3. Be able to collaborate in the production and presentation of a performance to an audience.</p> <p>LO4. Be able to assess the effectiveness of a production and performance to an audience.</p> <p>RRSA</p> <p>3, 8, 12, 14, 17, 31, 42</p>	<p>LO1. Be able to identify progression routes.</p> <p>LO2. Be able to use knowledge, skills and understanding to progress personal ambitions.</p> <p>LO3. Be able to assess the effectiveness of a personal project and presentation</p> <p>Unit 9</p> <p>As the summative unit of the qualification, this will provide learners with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course.</p> <p>Learners will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both individually and as a group.</p> <p><i>Unit 9 will be graded externally</i></p> <p>LO1. Be able to undertake and use research for a performance to an audience.</p> <p>LO2. Understand a role or roles in planning and producing a performance to an audience.</p> <p>LO3. Be able to collaborate in the production and presentation of a performance to an audience.</p> <p>LO4. Be able to assess the effectiveness of a production and performance to an audience.</p> <p>RRSA</p> <p>3, 8, 12, 14, 17, 31, 42</p>	<p>The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities, enabling learners to demonstrate the professional and vocational skills necessary for progression within their chosen discipline.</p> <p>LO1. Be able to identify progression routes.</p> <p>LO2. Be able to use knowledge, skills and understanding to progress personal ambitions.</p> <p>LO3. Be able to assess the effectiveness of a personal project and presentation</p> <p>Unit 9</p> <p>As the summative unit of the qualification, this will provide learners with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course.</p> <p>Learners will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both</p>	
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