



Level 3 RSL
Performing Arts

Responding to a
Brief

Developing Skills and Techniques
in the Performing Arts

External
Assessment (40%)

Internal
Assessment (30%)

Internal
Assessment (30%)

Stage vs
Screen

Applying Acting
for Camera

Exploring the
Performing Arts

Year
11

Mock
Assessment

Internal
Assessment
(50%)

Performing Arts
Practitioners

Page to Stage

Performing Arts Business

Baseline
Assessment

Year
10

DD4: Creating &
Performing

DD3: Evaluating

Tim Burton

Devising Theatre

Stage Combat

Stephen Lawrence

Year
9

DD4: Creating &
Performing

DD1: Creating

DD2: Evaluating

Musical Theatre

Short Scripts

Status

Silent Movies

Shakespeare

DD3:
Evaluating

DD2: Creating

DD1: Performing

DD4: Performing &
Evaluating

Year
7

The Egyptian Curse

Melodrama

Rosa Parks

ABC of Brent

DD1: Creating

DD2: Performing

DD3: Evaluating



Year 8

What are the trademarks of a Shakespearean play?

Iambic Pentameter,
Chorus, Soliloquy,
Theatre in the round, The
Globe Theatre, Aside,
Style

History, English

- To identify key Shakespearean techniques
- To understand Shakespearean context
- To perform and develop an understanding of Shakespearean language



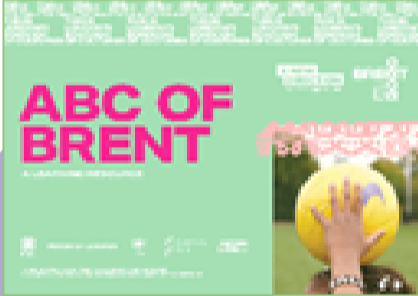
Summer term -

Art, Music, History, Geography, English, PE, RE, Citizenship

- To understand what impact we can make on our community
- To gain inspiration from and build a stronger connection to our community.

How important are the Arts in creating a community?

Arts, Culture, Scene,
Soundscape, Still
Image



How can you use drama to stand up for your rights?

Narration, Still Image,
Split Stage, Montage,
Hot Seating,
Improvisation,
Atmosphere, stimulus

- Spring Term

History, English

- To develop an understanding of how drama can explore political and social issues
- To use drama techniques to explore a stimulus and theme.



What are the main components of a Melodrama performance?

Characterisation, Exaggeration,
Melody, Special Effects, Gait, Stage
Left, Stage Right, Centre Stage, Stock
Character, Pantomime, Plot, Script

History, English

- To understand how a stock character is used in Melodrama
- To develop physical performance skills
- To evaluate the different aspects that create a melodrama story



Autumn term -

Year 7



History, Citizenship

- To understand the basic rules of drama
- To understand the importance of collaboration
- To develop performing skills

How can drama teach people History?

co-operation,
communication,
concentration,
confidence, compromise,
still image, conscience
alley, thought tracking

Year 9

What are the challenges of developing a devised performance?

Devised, Stimulus, Frantic Assembly, Intentions, Workshopping, Rehearsal, Improvisation

History, English

- To be able to create a performance
- To develop rehearsal techniques
- To understand how to engage an audience

Summer term -



Music, Art, DT, History, Geography, Citizenship, English, Dance, RE

- To gain an understanding of what musical theatre is
- To understand the different aspects that create a musical
- To investigate the different Genres and Styles within Musical Theatre.

How has Musical Theatre evolved over time?

Lyricist, Lyrics, Composer, Choreographer, Set Design, Costume Design, Vocal Coach, Director, Book Musical, Artforms



What are the most important aspects of a successful script?

Dialogue, Stage Direction, Aside, Tone, Pitch, Pace, Pause, Projection, Expression, Props, Scenery, Emotion, Cue

English

- To apply rehearsal techniques to script
- To understand a playwright's intentions
- To understand the format of a script

- Spring Term



What devices can be used to create a status shift in a piece of Drama?

Spontaneous Improvisation, Blocking, Imagination, Status, Trust, Power, Relationships, Vocal Skills, Levels, Proxemics

Citizenship, History, Mathematics

- To understand what status is with examples of a status relationship
- To identify what makes a successful improvisation.

Autumn term -



What are the skills required to create a successful mime performance?

Status, Slapstick, Comedy, Exaggeration, physicality, Facial Expressions, Timing, Genre, Style, Mime, Focus, Control, Tension

History, English

- To develop characterisation through non-verbal communication techniques.
- To communicate a story that uses the skills and techniques of mime.



Year 8

Year 10

What makes a story interesting to an Audience?

Storytelling, Stanislavski, Naturalism, objectives, Super-objectives, action, stimulus

English, History, Citizenship, Art, Music

- The process of making a show/play from commission to performance
- To understand the concept and techniques of Naturalistic Acting
- To develop a role from an existing script/stimulus



Summer term -

What factors influence the successful running of a Performing Arts event?

Art, DT, Music, English, Business, IT

Finance, Budget, Funding, Freelance,

- To develop an understanding of how performing arts organisation are managed and funded
- To gain an understanding of potential opportunities within the Performing Arts industry



What impact does a practitioner have over the overall performance work?

Practitioner, Director, Producer, Inter-relationships, Auteur, Creative Vision

Spring Term -

Art, DT, English, History, IT

- To understand the Job roles and responsibilities required to create performance work.
- How inter-relationships with the creation of performance work.

How can Theatre change audience perspectives through tackling social issues?

Verbatim, Brecht, Epic, Tableaux, historicism, Objectivity, Stimulus,

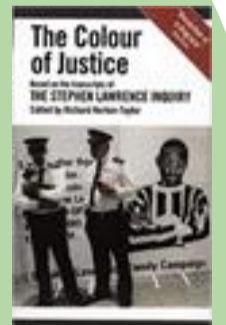
Citizenship, History, English

- To develop and understanding of what Verbatim Theatre is and how it is used
- To apply verbatim approaches responding to a stimulus
- To apply factual research to prepare for a performance



Autumn term -

What makes a successful Fight scene or movement piece?



Dance, PE

Proxemics, Characterisation, Physicality Tension, Transition, Block, Cross, Check, Dynamic

- Develop different approaches to characterisation
- To understand commedia dell'arte
- To apply stage fighting techniques



Year 9

Year 11

Summer term -

Internal Assessment (50%)

Evaluation

Takes, Direction, Cue, Hitting your mark, Shots, Meisner

Performance

Art, DT, Music, English, Media, IT

Rehearsal

Workshops



1. Understand how to learn lines for acted text in advance of a filmed performance
2. Demonstrate the skills to perform with and without directorial requests

Cue, Hitting your mark, Rehearsal, Workshopping, Facial Expression, Body Language

Mock Assessment

Evaluation

Art, DT, Music, English, Media, IT

- Spring Term

Performance

Workshops

1. Understand the differences between a filmed performance and a theatre performance
2. Demonstrate the skills to perform both on stage and to camera



Practical Assessment

Naturalism, Emotion Memory, Actioning, Breaking the 4 Wall, Gestus, Epic Theatre, Chair Duets, Physical Theatre, Building Blocks

Autumn term -

Evaluation

Baseline Assessment

Workshops

History, Geography, English, PE, Dance

- To gain an understanding of the different styles of performance
- To apply practitioner techniques and styles through workshop and performances



Year 10



Activity 4:
Evaluation
report 800
words

Activity 3:
Workshop
Performance
10-15 minutes

Activity 2:
Skills log 800
words

Devised, Stimulus, Practitioners,
Intentions, Workshopping,
Rehearsal, Improvisation

Summer term -

Activity 1:
Ideas log 800
words

Music, Art, DT, History, Geography, Citizenship, English, Dance, RE



- Task 1: Workshop ideas for performance based on a given brief
- Task 2: Develop performance skills for original performance material
- Task 3: Perform original performance material based on a brief
- Task 4: Evaluate your own performance, skills and ideas

Skills Audit 3

Evaluation

Skills Audit, Rehearsal, Stanislavski,
Naturalism, objectives, Super-
objectives, action, stimulus

Performance

Skills Audit 2

English, History, Citizenship, Art, Music

Rehearsal

Skills Audit 1

- A: Develop skills and techniques for performance
- B: Apply skills and techniques in rehearsal and performance
- C: Review own development and performance



- Spring Term

Interview

Practitioner, Director,
Producer, Inter-relationships,
Auteur, Creative Vision

Autumn term -

Presentation

Workshops

Booklet

Art, DT, English, History, IT

- A: Examine professional practitioners' performance work
- B: Explore the interrelationships between constituent features of existing performance material



Year 11