

# Music Curriculum Overview

## Year 11 – WJEC Performing Arts Level 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Continuation of Unit 1 – Performing (see Y10 overview for details)	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	Unit 3 – Performing Arts in Practice	
Topic Objectives		Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.				
Acquired Knowledge/ Skills		<p>Learners should know and understand the need to consider:</p> <ul style="list-style-type: none"> <li>• social, cultural, political and historical contexts</li> <li>• mood and style/genre</li> <li>• performance space/venue</li> <li>• themes and ideas</li> <li>• purpose</li> <li>• target audience</li> <li>• the work of practitioners who have created performance work</li> <li>• different types of organisations that create performance work.</li> </ul> <p>Learners should be aware of:</p> <ul style="list-style-type: none"> <li>• selecting appropriate performance disciplines</li> <li>• selecting appropriate production disciplines</li> <li>• the production process (planning, rehearsal and presentation)</li> <li>• resources and materials</li> <li>• budgeting</li> <li>• production schedules</li> <li>• job roles and responsibilities within organisations that create performance work.</li> </ul>				

Assessments		This unit is externally assessed through a controlled assessment. Duration: 20 hours controlled assessment Number of marks: 80 Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if necessary, as unassessed participants.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)		SMSC: Task set by WJEC encourages students to look at world and political issues. FBV: Teacher to ensure that work created underpins FBV not only with the way students conduct themselves in lesson but also with the themes and topics tackled.	