



## **Saint Aidan's Church of England High School**

**WJEC/Eduqas Level 1/2 Vocational Award in Performing Arts**

**Curriculum Structure**

**(Music Pathway)**

## Saint Aidan's Church of England High School – Music Department

Curriculum Structure for Unit 2: Creating*		20 weeks	Y10
Week(s)	Focus	Content & Activities	Linked Task
1	<b>Introduction to Unit &amp; Brief</b>	<ul style="list-style-type: none"> <li>- Overview of Unit 2, objectives, and assessment criteria.</li> <li>- Introduction to the creative brief</li> <li>- Brainstorm initial ideas as a class.</li> </ul>	
2-3	<b>Understanding Components of Creation</b>	<ul style="list-style-type: none"> <li>- Teach purpose, target audience, performance space, and the impact of theme on creative work.</li> <li>- Discuss the brief and explore themes.</li> <li>- Introduction to genres, styles, and influences.</li> </ul>	<b>Task 1</b>
4-5	<b>Researching Influences &amp; Practitioners</b>	<ul style="list-style-type: none"> <li>- Examine the work of two practitioners and their influence on creating new work.</li> <li>- Discuss how these practitioners' styles could be applied to students' pieces.</li> <li>- Students start planning the concept and theme for their pieces.</li> </ul>	<b>Task 1</b>
6	<b>Developing the Creative Brief Outline</b>	<ul style="list-style-type: none"> <li>- Guide students in creating a brief outline of their intended piece, purpose, and impact.</li> <li>- Peer feedback and refining ideas.</li> </ul>	<b>Task 1</b>
7	<b>Task 1 Submission</b>	<ul style="list-style-type: none"> <li>- Students finalise and submit Task 1 (Creative Brief Outline).</li> </ul>	<b>Task 1 Due</b>
8-10	<b>Exploring and Developing Ideas</b>	<ul style="list-style-type: none"> <li>- Teach techniques for idea exploration (melody, harmony, tonality, structure, etc.).</li> <li>- Practical sessions for experimenting with elements (melody, rhythm, dynamics).</li> <li>- Students document initial ideas in their development log.</li> </ul>	<b>Start Task 2 and Task 3</b>
11-13	<b>Continued Development &amp; Experimentation</b>	<ul style="list-style-type: none"> <li>- Workshopping different elements (tempo, metre, articulation) to refine ideas.</li> <li>- Group critiques for ongoing feedback.</li> <li>- Guidance on using software or resources for practical application and design.</li> </ul>	<b>Continue Task 2 and 3</b>
14	<b>Task 2 Submission</b>	<ul style="list-style-type: none"> <li>- Students complete and submit their development logs.</li> </ul>	<b>Task 2 Due</b>
15-16	<b>Final Preparations &amp; Rehearsals</b>	<ul style="list-style-type: none"> <li>- Focus on presentation skills and ensure work is performance-ready.</li> <li>- Rehearsals and final refinement of original work, focusing on timing, clarity, and creativity.</li> <li>- Consider health and safety in preparation.</li> </ul>	<b>Task 3</b>
17	<b>Task 3 Presentation</b>	<ul style="list-style-type: none"> <li>- Students present final pieces to an audience, demonstrating creative elements and technical skills.</li> </ul>	<b>Task 3 Due</b>
18	<b>Self &amp; Peer Evaluation Workshop</b>	<ul style="list-style-type: none"> <li>- Workshop on reflective practices and evaluating creative processes.</li> <li>- Gather feedback from peers and discuss areas for improvement.</li> </ul>	
19-20	<b>Evaluation Report &amp; Final Reflection</b>	<ul style="list-style-type: none"> <li>- Students complete evaluation reports, discussing feedback, strengths, and potential improvements.</li> <li>- Review the creative process and set personal targets.</li> </ul>	<b>Task 4 Due</b>

## Saint Aidan's Church of England High School – Music Department

Curriculum Structure for Unit 1: Performing		18 weeks	Y10
Week(s)	Focus	Content & Activities	Linked Task
1	<b>Introduction to Unit &amp; Festival Brief</b>	<ul style="list-style-type: none"> <li>- Overview of Unit 1 and Whittingborn Festival brief.</li> <li>- Discuss objectives, assessment criteria, and festival rules.</li> <li>- Class brainstorm for piece selection.</li> </ul>	
2-3	<b>Researching Selected Pieces</b>	<ul style="list-style-type: none"> <li>- Teach research techniques for analysing pieces (author, genre, intended mood, and style).</li> <li>- Students research their selected pieces and themes.</li> <li>- Peer sharing of research findings.</li> </ul>	Start <b>Task 1a</b>
4	<b>Planning Performance Impact</b>	<ul style="list-style-type: none"> <li>- Discuss how research impacts performance choices.</li> <li>- Students outline their interpretation, considering mood, style, and target audience.</li> <li>- Peer feedback.</li> </ul>	Start <b>Task 1b</b>
5	<b>Task 1a and 1b Submission</b>	<ul style="list-style-type: none"> <li>- Students submit written research and impact statements for Task 1.</li> </ul>	<b>Task 1 Due</b>
6	<b>Rehearsal Scheduling</b>	<ul style="list-style-type: none"> <li>- Introduction to creating a rehearsal schedule.</li> <li>- Guide students to outline their personal rehearsal schedule and action plan.</li> <li>- Emphasise effective time management and preparation outside of rehearsal.</li> </ul>	<b>Task 2</b>
7-8	<b>Documenting Rehearsal Process</b>	<ul style="list-style-type: none"> <li>- Teach students how to document rehearsal progress (reflective journal).</li> <li>- Emphasise action planning, line memorisation, choreography, and blocking techniques.</li> </ul>	Start <b>Task 3</b>
9-10	<b>Practical Rehearsals &amp; Documentation</b>	<ul style="list-style-type: none"> <li>- Students continue rehearsing, refining performances, and documenting progress.</li> <li>- Focus on coping with challenges and adjustments based on feedback.</li> <li>- Peer and teacher feedback on rehearsal journals.</li> </ul>	Continue <b>Task 3</b>
11	<b>Task 3 Submission</b>	<ul style="list-style-type: none"> <li>- Students submit their completed rehearsal journal, showing documented progress and refinement.</li> </ul>	<b>Task 3 Due</b>
12	<b>Final Performance Preparation</b>	<ul style="list-style-type: none"> <li>- Intensive rehearsals focused on technical accuracy, coordination, and expression.</li> <li>- Practical sessions on performance skills, handling mistakes, and stage presence.</li> </ul>	Start <b>Task 4</b>
13-14	<b>Final Performances</b>	<ul style="list-style-type: none"> <li>- Students perform chosen pieces to an audience, showcasing control, technique, and expression.</li> <li>- Peer and teacher feedback after performances.</li> </ul>	<b>Task 4 Due</b>
15	<b>Self &amp; Peer Evaluation Workshop</b>	<ul style="list-style-type: none"> <li>- Workshop on reflective evaluation, focusing on strengths and areas for growth.</li> <li>- Discussion of feedback received during the final performance.</li> </ul>	
16-17	<b>Evaluation Report &amp; Reflection</b>	<ul style="list-style-type: none"> <li>- Students complete final evaluation reports, discussing their performance, learning outcomes, and action plans for future performances.</li> </ul>	<b>Task 5 Due</b>
18	<b>Final Reflection &amp; Target Setting</b>	<ul style="list-style-type: none"> <li>- Discuss long-term development goals and set actionable targets for continued improvement in performing arts.</li> </ul>	

# Saint Aidan's Church of England High School – Music Department

Curriculum structure for Unit 3: Performing Arts in Practice		30 weeks	Year 11
Week(s)	Focus	Content & Activities	Linked Task
1-3	<b>Introduction to the Unit &amp; Commission Briefing</b>	<ul style="list-style-type: none"> <li>- Introduce Unit 3 and review commission brief.</li> <li>- Discuss expectations, final deliverables, and assessment criteria.</li> <li>- Brainstorm initial event ideas as a class.</li> </ul>	
4-5	<b>Research &amp; Influences</b>	<ul style="list-style-type: none"> <li>- Teach students research techniques (e.g., finding sources on themes related to the exam board brief and performing arts trends).</li> <li>- Guide students in researching themes and influences that align with celebrating literature in the arts.</li> <li>- Small group discussions on research findings.</li> </ul>	<b>Task 1</b>
6-7	<b>Outlining the Event Concept &amp; Theme</b>	<ul style="list-style-type: none"> <li>- Discuss how to create a cohesive concept and theme for an arts event.</li> <li>- Students develop their own event ideas and discuss themes and influences.</li> <li>- Workshop sessions to outline initial ideas with peer feedback.</li> <li>- Intro to Task 1 and submission of research-based outline.</li> </ul>	<b>Task 1 (Due)</b>
8-9	<b>Proposal Development</b>	<ul style="list-style-type: none"> <li>- Explore effective proposal writing for a creative event.</li> <li>- Break down the components of a proposal, including goals and themes.</li> <li>- Group feedback on proposals and peer editing.</li> </ul>	Start <b>Task 2</b>
10-12	<b>Synopsis &amp; Role Planning for Performance</b>	<ul style="list-style-type: none"> <li>- Guide students in writing a performance synopsis.</li> <li>- Overview of performance disciplines and how each can be used (music, drama, choreography, composition).</li> <li>- Discuss production disciplines and roles (costume, lighting, sound, set).</li> <li>- Outline how different disciplines support the event theme.</li> </ul>	Continue <b>Task 2</b>
13-14	<b>Refining the Proposal</b>	<ul style="list-style-type: none"> <li>- Students finalise their proposal with a synopsis, details on performance and production disciplines, and theme alignment.</li> <li>- Peer feedback and revision sessions.</li> <li>- Submit completed proposals for review.</li> </ul>	<b>Task 2 (Due)</b>
15-16	<b>Planning Timeline, Personnel, and Resources</b>	<ul style="list-style-type: none"> <li>- Introduce project planning basics, including resource allocation and budgeting.</li> <li>- Develop a list of required materials and personnel.</li> <li>- Workshop on creating a production schedule and initial budgeting.</li> <li>- Draft timeline and resource list.</li> </ul>	Start <b>Task 3</b>
17-18	<b>Budgeting &amp; Scheduling</b>	<ul style="list-style-type: none"> <li>- Refine production schedule and budget; cover realistic cost estimation for materials and personnel.</li> <li>- Review with mock scenarios to improve scheduling and budgeting skills.</li> <li>- Peer review of schedules and budgets before finalising.</li> </ul>	<b>Task 3 (Due)</b>
19	<b>Introduction to Marketing and PR Basics</b>	<ul style="list-style-type: none"> <li>- Discuss basic marketing and PR strategies for arts events.</li> <li>- Cover audience targeting, social media promotion, and creating event excitement.</li> <li>- Brainstorm marketing ideas that match each event's theme.</li> </ul>	

<b>20-21</b>	<b>Event Marketing Plan</b>	<ul style="list-style-type: none"> <li>- Develop a marketing and PR plan specific to each student's event proposal.</li> <li>- Focus on creating a coherent plan with clear target audiences, promotional tactics, and a timeline for pre-event promotion.</li> </ul>	<b>Task 4 (Due)</b>
<b>22-23</b>	<b>Practical Examples &amp; Skill Application</b>	<ul style="list-style-type: none"> <li>- Guide students in creating practical examples that support their proposals (e.g., music compositions, a lighting design mock-up, a scene outline, a choreographed excerpt).</li> <li>- Workshop for sharing examples and peer feedback.</li> <li>- Use of tech tools or props for more hands-on experience.</li> </ul>	<b>Start Task 5</b>
<b>24-25</b>	<b>Finalising Practical Examples</b>	<ul style="list-style-type: none"> <li>- Students refine and complete practical examples, ensuring each aligns with their event concept.</li> <li>- Peer feedback to ensure clarity and alignment with the proposal.</li> </ul>	<b>Task 5 (Due)</b>
<b>26</b>	<b>Pitch Preparation</b>	<ul style="list-style-type: none"> <li>- Teach students pitching techniques, including tone, clarity, and confidence.</li> <li>- Review the pitch format, including essential points and use of practical examples.</li> <li>- Begin drafting pitches.</li> </ul>	
<b>27-28</b>	<b>Pitch Practice &amp; Feedback</b>	<ul style="list-style-type: none"> <li>- Students practice delivering pitches to peers and receive feedback.</li> <li>- Focus on communication style, clarity, and ability to convey ideas.</li> <li>- Refine pitches based on feedback and rehearse presentation skills.</li> </ul>	<b>Task 6</b>
<b>29</b>	<b>Pitch to Commissioning Panel</b>	<ul style="list-style-type: none"> <li>- Final pitch presentations to an audience or panel (could include teachers or peer evaluators).</li> <li>- Students receive feedback from the panel on both presentation and content.</li> </ul>	<b>Task 6 (Due)</b>
<b>30</b>	<b>Evaluation &amp; Reflection</b>	<ul style="list-style-type: none"> <li>- Teach reflective practices, focusing on evaluating feedback, personal growth, and identifying future development areas.</li> <li>- Students write an evaluation of their proposal, addressing strengths, areas for improvement, and goals for future proposals.</li> </ul>	<b>Task 7</b>

\*Unit 2 is delivered prior to unit 1.