

Individual Challenge

Key Stage	4	Unit	1	Silver Arts Award
General Topic	Choosing and developing a creative arts skill			
Element Focus	Learning/interpreting		researching	preparation
	Acting/musical skills		rehearsing	Group skills
Scheme of Work Overview	Unit 1 focuses on creative development of skills and planning and developing their own progress in that area			
Unit Learning Objectives	<ul style="list-style-type: none"> For students to take ownership of their challenge, whether musical dance or acting. For students to use their own creative and subject knowledge to develop within their chosen area Some students may focus on supporting tasks such as lighting, sound engineer, stage crew To set achievable targets with a time frame To use their rehearsal time consistently, working on specific targets rather than just singing or playing To research pathways into their chosen field To attend and review performing arts events 			
Cross-Curricular Links	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> Any subject requiring planning, preparation, rehearsal. Completion of skills PE cooperating as a group through participation 			
Prior Learning	<p>Students need to:</p> <ul style="list-style-type: none"> Have participated in a variety of performing arts activities in the Transition Hub Have experience of rehearsal skills Have developed own acting, dancing, musical skills Have worked with others on project tasks 			
Silver award defined areas Unit 1	<p>Arts practice and pathways:</p> <p>A identifying and planning an arts challenge</p> <p>B implementing and reviewing their arts challenge</p> <p>C reviewing arts events and sharing their views</p> <p>D researching future opportunities and careers in the arts</p> <p>Students will reflect on these areas in their folder during their development as an artist. Students will collect feedback from their peers and others during the process</p>			

<p>Personal Development of performing arts skills with Rowhill School</p>	<p>The Silver award does not specify levels that much be reached in order to achieve this level. However, students need to set an appropriate level of challenge, and should be able to demonstrate their achievements in their folders and with audio/visual examples.</p> <p>Thus for one student, they may achieve a competent level of musicianship or acting, and achieve practically to a high GCSE level, another student who struggles with coordination, cooperation or memory may achieve a lesser level of competency but still achieve the award.</p> <p>Examples :</p> <p>A skilled drummer, who begins being able to play 3 / 4 beats in time, would set a challenge that at least doubled the number of known styles, plus learning set pieces for performance, accompanying others and exploring solos and improvisation. He/she would participate in a number of performances.</p> <p>A singer who could only sing a chorus vaguely in tune, would choose 3 songs to learn in detail, improving sound quality, diction, lyrical expressiveness, and create competent recordings. They would participate in performances singing as part of a larger group.</p> <p>An actor who had consistently taken part in shows in Transition hub, usually playing a main part, would set themselves a significant challenge of playing the lead role in an identified script, eg Scrooge in the Christmas Carol, or create their own script to showcase abilities. They would work on characterisation, use of body language, tone and pace, as well as developing a variety of possible characters to be recorded and reviewed.</p>
<p>Assessment</p>	<p>As an integral part of the process, students have to review themselves and others with regard to their skill development. Teachers will guide and assist students to develop self-assessment skills and help with skill acquisition</p> <p>Formal opportunities for assessment of personal challenge :</p> <p>Halloween project, Christmas show, External KSent performances</p> <p>Performing arts showcase (term4) Talent show (term5)</p> <p>Various assembly performances</p> <p>Coursework will also be filmed and recorded in the studio which will enable those students less confident about live performances.</p> <p>Students will review using speaking frames eg</p> <p>I likedbut would also like to see</p> <p>I thought that youreally well but next time try to</p>

Expectations & Learning Outcomes

All Pupils will:

- Choose an area to focus on and plan some targets
- Rehearse and make some progress in their area
- Keep regular reviews and try to achieve targets with support
- Participate in at least 2 performance activities in the year

Most Pupils will:

- Take part in all of the formal performances and maybe some assemblies
- Make good progress towards their target, developing skills
- Begin to understand the chosen role and explore how to make progress and what skills are involved

Some Pupils will :

- Participate in all performance opportunities inside and outside school taking a significant role
- Achieve all of their targets, making significant progress in their chosen area
- Develop an understanding of their chosen role and some knowledge of the industry and pathways to pursue

Language for Learning/Glossary

Through the activities in this unit, pupils will be able to understand and use words relating to:

- **Interpretation** – the way in which an actor/musician/dancer understands and performs their roles
- **Script** – the written story developed from the original book that actors learn/work from to play their part
- **Cues** – signs within the music or drama that signal changes or are significant in the script
- **Improvisation** – the way in which an actor/dancer/musician can perform freely in keeping with the style or story to enhance the overall performance
- **Rehearsal** – gathering together to run through and practice scenes/musical items
- **Review** – the process of giving positive feedback to self and peers
- **Pathways** – the possible choices you can take after school if you choose to pursue a performing arts career
- **ensemble** – the way in which a group of people work together in a creative performance
- **musical** – a creative story performance set to music with songs
- **set** – the environment created for the actors to perform in
- **costume** – the clothes that are worn to help create the character
- **props** – the objects used by the cast to tell the story

Defined roles :

Actor – using skills, take part in either the acting scenes or larger group scenes to tell a story

Music producer/technician – using music technology and different programmes to create or arrange music – Logic, Garageband or online

DJ – using the DJ controller with the Serato software to mix and blend music

Musician – using one or more instrument to perform capably either as a soloist or in a band

Sound engineer – check musical mix and play musical links as needed in a show

Lighting engineer – to plan colours and effects to best enhance a performance

Props maker – sort, find or create items needed for a performance

Set designer – organise items within a defined area to create an effective and creative space which will enable to actors to do their role

