

Cloud 9 is part of Q3 Academy Langley's project-based curriculum. Students spend time each week developing skills across a range of non-core subjects, through engaging activities.

Scheme for Learning

Personnel Responsible – Mrs Meredith/ Miss Wheat

Cloud 9 – Creative Arts

Quality Assured by – Mr C Mills (AVP, Q3 Academy Langley)

Cycle 1 Introduction to Performing Arts



Cloud 9 is designed to allow students access to non-core subjects that they may wish to opt into for their KS4 studies. The Creative Arts program will expose our students to Dance, Drama, Music and Art explicitly and further pathways within the Performing Arts Industry. The Course will follow the structure of the Technical Award in Performing Arts and use the assessment criteria to map student progress in these areas. The overview of each cycle will be as follows; during weeks 1 – 5 LC to deliver theory and concept of the given art forms in order to underpin student understanding of the disciplines, contextualising these subjects within the wider Performing Arts Industry. Weeks 6 – 9 will then be students working in Arts Companies depending on their strengths, skills and interests to prepare and present arts events and projects. This bespoke approach will allow the students to enjoy an individually tailored experience, ensuring personalised learning for all.

Lesson/ Title	Learning Objectives/Outcomes	Main lesson activities	Key Language/ Terminology	Literacy Development	PLTS/ Gatsby Focus	Independent Learning	Link to Progression Scales – <i>subject indicated in italics</i>
Week 1 What is Performing Arts?	TBAT – understand what Performing Arts is and how the industry is represented through different disciplines and subjects.	<p>Prior knowledge recap</p> <p>Definition match up</p> <p>True or False</p> <p>Fact file about the industry</p> <p>Market place for job roles in the industry</p> <p>Written Job advert</p> <p>Skills Check</p> <p>In groups of 4/5 select an art form, take a stimulus from the menu and create an opening for a piece.</p>	<p>Performing Arts Industry</p> <p>Artform; Drama, Dance, Music, Art and Design</p> <p>Disciplines</p> <p>Define</p> <p>Describe</p> <p>Explain</p> <p>Identify</p>	<p>Writing to inform</p> <p>Spelling of key words and phrases</p> <p>Interpretation of text</p>	<p>Independent Enquirers</p> <p>Self Managers</p> <p><u>Gatsby</u></p> <p>Job opportunities in the PA Industry</p>	N/A	<i>Drama Music Dance Art – Responding; Creating; Performing</i>

<p>Week 2 Performance Venues</p>	<p>LO1 – Understand what a performance Venue is. Identify and describe performance Venues. Explain how performance Venues are run.</p>	<p>Identification of different venues and their purpose</p> <p>Market Place</p> <p>This is the question – what is the answer</p> <p>Interpreting Text</p> <p>Working through Scenarios</p> <p>In groups of three, select an art form responding to the task in the envelope.</p> <p>Share ideas and draft performance.</p>	<p>Producing Venues</p> <p>Receiving Venues</p> <p>Scenarios</p> <p>Events organisation</p> <p>Performance</p> <p>Showcase</p>	<p>Assessment question “How do receiving theatres differ to producing theatres?”</p>	<p>Creative Thinkers</p> <p>Reflective Learners</p> <p><u>Gatsby</u></p> <p>Working in role as an event’s organiser</p>	<p>N/A</p>	<p><i>Drama Music Dance Art – Responding; Creating; Performing</i></p>
<p>Week 3 Performance Roles</p>	<p>LO2 Identify and understand the different performance roles within the venues. Describe the responsibilities and skills in order to carry out the performance roles.</p>	<p>Prior knowledge activity with examples.</p> <p>Habits of discussion focus on “What have you heard of and what do you want to find out about?”</p> <p>Who am I? In team tables with buzzer. To identify the performance role from the description card read out.</p>	<p>Performance Roles</p> <p>Responsibilities</p> <p>Skills</p> <p>Attributes</p> <p>Career Path</p> <p>Qualifications</p>	<p>Skimming and Scanning Texts</p> <p>Communication as part of a group.</p>	<p>Team Workers</p> <p>Effective Participants</p> <p><u>Gatsby</u></p> <p>Identify different performance roles within the PA</p>	<p>N/A</p>	<p><i>Drama Music Dance Art – Responding; Creating; Performing</i></p>

		<p>Roles and responsibility. Each table given a Performance Role and a menu of responsibilities and skills. Each table to identify the appropriate responsibilities and skills to suit their allocated role.</p> <p>Which Route? Students to answer questions on flow chart to show career path options appropriate to the different performance roles.</p> <p>Career advice – In pairs work in role as an advisor and a performer and go through the career paths</p> <p>In groups of 4/5 Select and respond to one of the tasks using your preferred art form.</p>	<p>Experience</p> <p>Actor</p> <p>Dancer</p> <p>Musician</p>		<p>business and how you pursue as a chosen career path</p>		
<p>Week 4 Non – Performance Roles</p>	<p>LO3 Identify and understand the different non - performance roles within the venues. Describe the responsibilities and skills in order</p>	<p>Prior knowledge activity with examples.</p> <p>Habits of discussion focus on “What have you heard of and what you want to find out about?”</p> <p>Who am I? In team tables with buzzer. To identify the Non-</p>	<p>Production Team</p> <p>Sound technician</p> <p>Lighting Technician</p> <p>Producer</p>	<p>Deducing and interpreting information.</p> <p>Communication as part of a group.</p>	<p>Independent Enquirers</p> <p>Team Workers</p> <p>Gatsby Career opportunities for non - performing Roles.</p>		<p><i>Drama Music</i> <i>Dance</i> <i>Art – Responding;</i> <i>Creating;</i> <i>Performing</i></p>

	<p>to carry out the non -performance roles.</p>	<p>performance role from the description card read out.</p> <p>Roles and responsibility. Each table given a Non-Performance Role and a menu of responsibilities and skills. Each table to identify the appropriate responsibilities and skills to suit their allocated role.</p> <p>Which Route? Students to answer questions on flow chart to show career path options appropriate to the different Non-performance roles.</p> <p>Career advice – In pairs work in role as an advisor and a performer (swop from last lesson) and go through the career paths</p>	<p>Stage Manager</p> <p>Director</p> <p>Choreographer</p> <p>Front of House</p> <p>Marketing</p>				
<p>Week 5 Performance Appreciation (Review and Reflect)</p>	<p>LO4 To discuss a performance in a group and be able to Review a performance to inform a report.</p>	<p>What makes a performance Successful?</p> <p>Look at different types of reviews. Written, verbal etc. Positive and Negative – Market place to identify a good or bad review.</p>	<p>Strengths</p> <p>Weaknesses</p> <p>Development</p> <p>Improve</p> <p>Appreciate</p>	<p>Communication as part of a group.</p> <p>Organisation of writing.</p>	<p>Independent Enquirers</p> <p>Effective Participants</p> <p>Reflective Learners</p>		

		<p>Watch 3 different performance excerpts; Music, Dance and Drama.</p> <p>On WB highlight strengths weaknesses and areas for improvement.</p> <p>Habit of discussion on which is your favourite and why?</p> <p>Select one to write a more detailed review for.</p>	<p>Interpretation</p> <p>Success</p> <p>Intention</p>				
<p>Week 6 Arts Company in practice (Preparation and Planning)</p>	<p>To understand what an arts company is and appreciate the various roles within the company</p>	<p>WB- Write a definition of what a company is. List some examples of companies you know. Share on your table.</p> <p>How can we use this information now to understand what an Arts Company is?</p> <p>Definition on PPT Think, Pair, share what different types of arts companies are there and can you think of any examples.</p> <p>PPT real life examples in context.</p>	<p>Company</p> <p>Role</p> <p>Responsibility</p> <p>In House</p> <p>Choreographer</p> <p>Dancer</p> <p>Instructor</p> <p>Coach</p> <p>Actor</p>	<p>Reading and understanding texts.</p> <p>Use of appropriate specialist terminology.</p>	<p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Gatsby</p> <p>Impact of press coverage on the PA Business.</p>		<p><i>Drama Music</i></p> <p><i>Dance</i></p> <p><i>Art – Responding;</i></p> <p><i>Creating;</i></p> <p><i>Performing</i></p>

		<p>Reflect and re use – think back to the lessons we looked at both the performing and non – performing roles within an arts company. How many can your table list? (Chocolate bar)</p> <p>Magpie from other tables.</p> <p>Collaboratively on your table you will create a staff handbook outlining the job roles with brief definition and responsibilities.</p> <p>Habits of discussion “if you had a job within an arts company what would it be?”</p> <p>Fill in preferred roles sheet.</p> <p>LC to put into Companies for next week.</p>	<p>Director</p>				
<p>Week 7 Arts Company in practice (Devising and Rehearsing)</p>	<p>To understand how to apply the devising and rehearsing phase of the production process in order to plan a production</p>	<p>WB – why do people create dance, drama and music for performance?</p> <p>Styles of drama, dance and music</p> <p>Examples and typical stylistic features discussed; classical, modern and contemporary for</p>	<p>Create</p> <p>Devise</p> <p>Develop</p> <p>Rehearse</p> <p>Modify</p>	<p>Communication as part of a group.</p> <p>Use of specialist terminology.</p> <p>Negotiating Solutions.</p>	<p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p> <p>Creative Thinkers</p> <p><u>Gatsby</u></p>		<p><i>Drama Music</i></p> <p><i>Dance</i></p> <p><i>Art – Responding;</i></p> <p><i>Creating;</i></p> <p><i>Performing</i></p>

		<p>each art form – Market place to look at images/examples (laptop on each table) and fill in information collection sheet.</p> <p>Understanding artistic intention and audience interpretation – PPT</p> <p>In companies come up with a company name and complete roles and responsibilities sheet.</p> <p>Read through brief and thought shower initial ideas for devising and performing a piece of art.</p> <p>Q and A driven through Habits of discussion with some documentation to show decisions. e.g. How will you plan the creation of your piece?</p> <p>What techniques will you use in the process?</p> <p>Complete a rehearsal schedule.</p>	<p>Evaluate</p> <p>Perform</p>		<p>The importance of Time management</p>		
<p>Week 8 Production and</p>	<p>To understand the performance needs in order to complete the</p>	<p>WB – write a check list to ensure a production runs smoothly.</p>	<p>Production Plan</p>	<p>Use of specialist terminology.</p>	<p>Team Workers</p> <p>Effective Participants</p> <p>Self Managers</p>		<p><i>Drama Music Dance</i></p>

<p>Performance Event</p>	<p>project from concept to creation.</p>	<p>Roles and Responsibilities. Tell the person next to you what your role is and what you are responsible for. Cold calling to find out what have you heard?</p> <p>Snap shot for performance. In your groups decide on a 90 seconds section of the piece that you will bring to life.</p> <p>Rehearse, including WWW EBI, Evaluation and implementing improvements.</p> <p>Showcase of snap shots with peer assessment. (Video performances)</p>	<p>Rehearsal Schedule</p> <p>Dress rehearsal</p> <p>Technical Rehearsal</p>	<p>Use of appropriate specialist language.</p> <p>Communication as part of a group.</p>	<p>Creative Thinkers</p> <p><u>Gatsby</u></p> <p>Appreciating other people's roles in the work place.</p>		<p><i>Art – Responding; Creating; Performing</i></p>
<p>Week 9 Review and Reflect</p>	<p>To understand how to appreciate a performance though identification of strengths, weaknesses and areas for improvement.</p>	<p>WB – what will you be looking out for as you video analyse? What is the success criteria?</p> <p>Sentence starters and template to assist with differentiation.</p> <p>Peer assessment using success criteria.</p> <p>WAGOLL – Review.</p>	<p>Strength</p> <p>Weaknesses</p> <p>Improvements</p> <p>Artistic Intention</p> <p>Impact</p> <p>Appreciation</p> <p>Review</p>	<p>Writing accurately.</p> <p>Organisation of writing.</p> <p>Use of specialist terminology.</p>	<p>Self-Managers</p> <p>Reflective Learners</p> <p><u>Gatsby</u></p> <p>The importance of Performance Management in the work place.</p>		<p><i>Drama Music Dance</i></p> <p><i>Art – Responding; Creating; Performing</i></p>

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