

I.B. Middle Years Programme

Course Outline: Performing Arts

Years 10 & 11

2010-2012

Aims and Objectives: to help the students to

- Bring together intellect and feeling and enable personal expression, reflection and emotional development.
- To actively involve themselves in different forms of music making and drama, both individual and communal.
- Increase self-discipline and creativity, aesthetic sensitivity and fulfilment.
- Develop an instinctive desire for the experience of live performance.
- Acquire instrumental and vocal skills.
- Acquire drama skills.
- Develop capacity to express ideas, thoughts and feelings through the performing arts.
- Apply their knowledge and skills in devising work.
- Reflect on, appreciate and evaluate their own work and the work of others.
- Develop an awareness and understanding of performing arts traditions, styles and cultures from other times and places.
- Understand the various roles within a Production Company.
- Use the language of the performing arts in practical, written and evaluative work.
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Internationalism:

Participation in the Performing Arts develops an awareness and understanding of International cultures through the study of performing arts traditions, styles and cultures from other times and places.

***N.B.* Performing Arts Journal**

Throughout the MYP Performing Arts Programme, students will keep a journal which details all concepts and skills covered in each lesson. They will also use this journal to reflect on how concepts were explored and developed in creative activity and performance.

Addressing the Areas of Interaction in the Performing Arts: students should:

Approaches to Learning:

- Improvise, refine and structure creative ideas.
- Record and reflect on their artistic and personal development .
- Learn to be self-directed learners.
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Community and Service:

- Explore and reflect on issues and themes in the wider community.
- Perform to target audiences of different age groups (Primary and Secondary) and also in the wider community.
- Learn to use the performing arts to help to bridge cultural or linguistic gaps between the school and the local community.

Human Ingenuity

- Appreciate the development of the self through the processes of the performing arts.
- Look at the development of the creative and performance process and develop an appreciation of themselves as developing performers and composers.

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Environment:

- Explore environmental issues through music and drama and also integrated art workshops and projects.

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Health and Social Education:

- To enhance an awareness and physiological understanding of the different parts of the body used in the Performing Arts.
- Health and Safety in Performance and Performance venues.

SUBJECT: DRAMA (EDEXCEL)

GCSE Drama is about creating and responding to Drama and using it as an art-form to express ideas, situations and characters to an audience. You will play many parts in different situations, working to understand what it is like to put yourself into someone else's shoes. You will have the opportunity to create your own work as well as work with plays written by other people. You will develop your improvisation and acting skills to a higher level, as well as looking at plays in more detail and discovering different ways of bringing a script alive on stage. You will enjoy this course if you want to study a subject that is both practical and creative, and if you enjoy working as part of a team, as Drama involves a lot of group work. You will gain skills in working with others, problem-solving and communication. Drama helps you feel more self-confident and prepares you to deal with a range of situations and people.

The course works separately (but at the same time) toward three major goals:

- First, you will use Drama as a forum to express your feelings and ideas about a range of issues, creating your own work.
- Secondly, you will look at specific plays to see how a playwright has expressed their ideas, and explore ways of making the play live on stage.
- The last section of the course gives you the choice of being involved in a performance of a play from an existing script or one you can create yourselves, as a final project.

Assessment

1. Coursework I (Devised) – 30% of the total mark
You will use what you know (and learn) about Drama to respond to a stimulus, develop ideas into a practical performance, and evaluate that work.
2. Coursework II (Text) – 30% of the total mark
You will explore a play and show your understanding of Drama by taking part in a number of practical exercises based on that play.

In both Coursework elements you will be assessed on your practical work (in class) as well as the portfolio of written material you will be required to create.

3. Practical Performance – 40% of the total mark
You will take part in a performance of a play you have either created as a group or from a script. You will perform in front of an audience, and an examiner will be present at one of the performances.

Career Opportunities

The goal of GCSE Drama is not specifically to train actors or theatre practitioners, and few GCSE Drama students will seek a career in such a precarious profession, although it can be seen as the first steps towards working in the arts. You could go on to take AS/A level Drama or Theatre Studies, or a Vocational A level (or BTEC National Certificate or Diploma) in Performing Arts. The benefit for the majority of students, however, comes from an increased awareness of themselves, their world and its people. Employers in a whole range of business fields, as well as colleges and universities, value highly the skills of communication, flexibility, creativity, teamwork and problem-solving which Drama develops. These might include such fields as sales and marketing, travel and tourism, or any career involving meeting people face to face.

For further advice please see:

Ms. S. Davids	(Head of Faculty)
Mrs. V. Marsh	(Head of Drama)

SUBJECT: MUSIC (EDEXCEL)

What kind of student can do GCSE music?

- **ANYONE!** – Throughout your Hockerill school life you have had music lessons which have equipped you with basic musical skills on which to build in Key Stage 4. Everyone listens to music. GCSE music is a natural progression from the work covered in the lower school. Students obtain A*'s without having played a musical instrument for the past 5 years. **The GCSE aim is to give you the knowledge to understand and appreciate music to a high level.**
- **Have to be interested in music (not just one style!)**
- **Hard workers:** Music is a thinking person's art. GCSE Music is consequently quite demanding: just being a competent performer will not guarantee you a top grade. Hard work, just like any other subject, is needed if you want to achieve the best possible grade.

Why Music?

- 60% of the mark is for coursework (completed by the end of Lent term).
- Well-rounded and comprehensive course: composing, performing and listening/appraising.
- Work to your own level of ability.
- Transferable skills – Confidence. IT skills, teamwork, problem solving.
- Understand popular music better through hand on experience.

Syllabus

The whole of the GCSE music syllabus is constructed around Study Areas:

- Western classical music
- Popular music (Dance music, Songs from Musicals, Britpop and its influences)
- World Music (Indian, African, Caribbean and Fusions).

You will learn about these topics through listening to extracts and performing and composing similar music. A team of outside professionals provide hands on practical sessions for you to increase understanding from a practical perspective.

At the end of Year 11 you will need to have completed the following:

1. **Composing portfolio:** submission of 2 compositions, total 5 minutes in length. (Not a full length opera!) - **30%**
You have total freedom over style. Enhanced multi-media computers are available in the Music School for this aspect of the course.
2. **Performing portfolio:** One solo piece, one group piece and performances during the course – **30%**
You do not have to perform in public! For this part of the course, you will need to be signed up for instrumental lessons on an instrument of your choice.
3. **Listening examination** (a 2 hour exam, taken at the end of Year 11) **40%**
You have to answer questions on pieces of music you hear on a recording.

Frequently asked questions

Q: Is it all Classical Music and will I need to know about the life and work of composers like Beethoven and Mozart ?

A: **No.** The new GCSE Specification includes classical music, modern music, popular and world music. Musical facts covered will always be related to your coursework. How many pieces of music Mozart wrote and how many wives Beethoven had is not relevant to the course. However, identifying musical styles, performing pieces and picking up ideas from composers is.

Q: How well do I have to be at playing an instrument?

A: The GCSE specification says that the student does not have to have private instrumental lessons to achieve a high performance grade. However, at Hockerill we do encourage you to have lessons to ensure a good grade for your performing portfolio. Some familiarity with the keyboard is quite important, however, since this is the primary means of feeding data into the computer for MIDI sequencing.

Q: What instrument do I have to play in the performing examination?

A: You name it, you can play it! You could sing a song, play the drums, guitar, violin or even the bagpipes. And don't forget that it is not an examination! You can perform the same piece a 1000 times if you want and choose the best!

Q: Do I have to be able to read music?

A: No, you don't have to, but it does help.

Q: Is it true I have to join the Choir?

A: No, however, it is important to be in a musical group of some kind to fulfil the requirements of your performing portfolio.

Career Opportunities

Careers in music include performing (as a soloist or in a band), composing, journalism, teaching (classroom and instrumental), music therapy, arts administration and management, and the recording industry. A qualification in music also demonstrates commitment, communication skills, and a breadth of interest for those entering in careers which are not directly musical.

For further advice please see:

Mr P. Foulkes (Director of Music)

Mr. O. Bond

MYP (Performing) Arts Assessment Criteria

Criterion A: Knowledge and Understanding Maximum 8

Students are expected to have a knowledge and understanding of the art form(s) studied.

This criterion includes

- *Knowing and understanding the theoretical basis of the art form(s) studied*
- *Developing an understanding of themes and issues studied through the arts*
- *Using subject specific terminology to show aesthetic and critical awareness when discussing their work or the work of others*
- *Understanding how historical developments and cultural perspectives have shaped the arts*
- *Understanding how theorists, practitioners and artists have contributed to the arts*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student has acquired limited theoretical knowledge and little understanding of the topic under consideration
3-4	The student shows a basic acquisition of theoretical knowledge and understanding of the topic under consideration. The student uses some subject specific terminology to show a critical awareness.
5-6	The student shows a broad understanding of the topic under consideration and applies theoretical knowledge and subject-specific terminology to identify some of the complexities of the materials studied.
7-8	The student shows a thorough understanding of the topic under consideration. The student confidently applies theoretical knowledge and subject-specific terminology to identify clearly the complexities of the materials studied.

Criterion B: Application
Maximum 10

Students are expected to apply knowledge, understanding, skills and strategies to develop and elaborate ideas, themes or compositions.

This criterion includes:

- *Planning and organizing effectively to define and set goals, negotiate and make decisions*
- *Experimenting through both spontaneous and structured activities*
- *Choosing appropriate forms for the expression of idea, thought and feelings in a creative manner*
- *Demonstrating a range of techniques and skills*
- *Finding original and inventive solutions*
- *Developing and elaborating ideas, themes and compositions to a point of realization*
- *Presenting work through formal or informal exhibitions*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student demonstrates limited abilities to use skills and strategies. The work is of poor quality.
3-4	The student demonstrates success with basic skills and strategies. The work reaches a point of realization and shows some proficiency in technique(s).
5-6	The student applies skills and strategies needed to produce creative work showing reasonable proficiency in technique(s).
7-8	The student shows competence in applying skills and strategies needed for the realization of work which shows creativity and proficiency in technique(s).
9-10	The student is highly competent in choosing and applying a range of skills and strategies for the realization of work. The student's processes and resolved artwork reflect a high level of proficiency and creativity.

Criterion C: Reflection and Evaluation
Maximum 8

Students are expected to reflect on the themes and issues encountered during the course and to evaluate creative development and processes.

This criterion includes:

- *Using a developmental workbook throughout the creative cycle*
- *Reflecting upon, evaluating, assessing and appraising work to support and promote creative development*
- *Using feedback and discussion on artwork to support creative development*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student's use of feedback and reflections upon themes and processes is minimal . The student completes a rudimentary evaluation of his/her level of skill.
3-4	The student finds it difficult to take feedback into account when working. The student provides an evaluation of his/her development as well as evaluating the themes and issues. Some aspects of the evaluation maybe unrealistic or incomplete .
5-6	The student reflects on themes and issues and takes feedback into account when working. The student provides an evaluation of his/her development and the process of working. The evaluation includes an appraisal of the quality of produced work and an identification of areas of improvement.
7-8	The student gives a considered response to feedback and provides a thorough reflection and evaluation of his/her development and of the process of working. This evaluation includes an accurate analysis of the quality of produced artwork and details of improvements which could be made.

Criterion D: Artistic Awareness and Personal Engagement
Maximum 8

Students are expected to develop an aesthetic, cultural and critical awareness and to engage with the arts.

This criterion includes:

- *Showing sensitivity to one's own and different cultures*
- *Inviting and accepting views from others*
- *Showing self-motivation, initiative and a willingness to take artistic risks*
- *Supporting and encouraging peers towards a positive working environment*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student participates to some extent in an activity associated with the task yet shows little interest and personal engagement in the work.
3-4	The student participates in activity associated with the task and shows some self-discipline and motivation in the work.
5-6	The student is fully engaged in the work and shows a willingness to develop further his or her potential.
7-8	The student demonstrates a high level of interest and personal engagement in the work, and shows initiative, enthusiasm and commitment,