

**Composite: Mock Component 3 Preparation: Creating choreography and working with a stimulus (Dance)**

Year 11

**Mini Mock Window**

To prepare students for the final assessment, they take part in a series of mock practices that mirror the real exam process. Students respond to a simplified brief, explore a creative stimulus and work in small groups to develop a short workshop performance. This helps them build confidence and begin to **thrive** as performers or designers.

During each mock, learners take part in practical workshops and rehearsals where they experiment with movement, voice, improvisation or design elements such as props, lighting or sound. They share their work with the class, receive constructive feedback and complete a reflection on their progress. This supportive process helps students feel they **belong** within their creative groups.

The mock practice is repeated several times with **different group combinations**. This allows students to experience a range of team dynamics and gives teachers the opportunity to decide the most effective final groupings for the official exam brief. This ensures every student is placed in a group where they can **achieve** their best.

*Performing Arts: Teaching our students to be confident, creative and collaborative Performers.*

**Composite: Component 3: Responding to a Stimulus**

Year 11

**External Examination Window**

In this component, students work together to create a workshop performance in response to a given brief and creative stimulus. They take on the role of either performer or designer and explore how live performance communicates ideas to different audiences. This collaborative process helps learners **thrive** as they build confidence, creativity and practical skills.

Students develop and refine their ideas as a group, using techniques such as movement, vocal work and improvisation. Through teamwork and shared responsibility, every student feels they **belong** and can contribute meaningfully to the final piece.

By adapting their skills to meet the needs of the brief, learners grow as problem-solvers and creative thinkers. The experience supports them to **achieve** their potential, both within performing arts and across their wider learning.

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