

KS4 Curriculum Map
BTEC Tech Award Level 1 – 2
Performing Arts- *Acting*- Drama

Component 1; Exploring the Performing Arts 36 *Guided Learning Hours*

Component 2; Developing skill and techniques in the Performing Arts 36 *Guided Learning Hours*

Component 3; Performing to a Brief 48 *Guided Learning Hours*

**ACTING-Drama Curriculum
Overview**

Year 10	Core Knowledge	Key Skills
<p><u>Autumn Term</u></p> <p>Component 1 Learning aim A: Examine professional practitioners' performance work</p> <p>Learning aim B: Explore the interrelationships between constituent features of existing performance material</p>	<ol style="list-style-type: none"> 1. Introduction to course. 2. Workshops in Naturalistic Theatre, Verbatim and Musical Theatre styles. <i>Assessment – observation sheets and feedback.</i> 3. Research on three different works. 4. <u>Component 1</u> – workshops and creative tasks in three different works. Students to take on the roles of actor, director & designer. <i>Assessment – observation sheets and feedback.</i> <p>A1: Professional practitioners' performance material, influences, creative outcomes and purpose</p> <p>Examine live and recorded performances in order to develop understanding of practitioners' work with reference to influences, outcomes and purpose.</p> <p>Focus on thematic interpretation of particular issues and how artists communicate their ideas to an audience.</p> <p>Creative intentions to include:</p> <p>Theme, issue, response to stimuli, style, genre, contextual influences, collaboration with other practitioners, influences by other practitioners.</p> <p>Study acting styles</p> <p>Explore creative intentions (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> ● theme ● issue 	<p>Research Discussion Transference of performance skills across three styles Performance skills Group/team work Analytical skills</p> <p>Focus on performance responsibilities such as:</p> <ul style="list-style-type: none"> ● rehearsing ● performing ● creating performance material, e.g. devising, choreographing, directing, writing ● refining performance material ● managing self and group. <p>Explore communication skills used by performers and non-performers to liaise, direct and perform as:</p> <ul style="list-style-type: none"> ● choreographer ● director ● actor ● dancer ● musical theatre performer.

	<ul style="list-style-type: none"> ● response to stimuli ● style/genre ● contextual influences ● collaboration with other practitioners ● influences by other practitioners. <p>Explore artistic purpose (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> ● to educate ● to inform ● to entertain ● to provoke ● to challenge viewpoints ● to raise awareness ● to celebrate. <p>A2: Practitioners' roles, responsibilities and skills</p> <p>Examine the roles, responsibilities and skills of practitioners, developing knowledge and understanding of how they contribute to performance.</p> <p>Performance roles: actor, dancer, singer.</p> <p>Non-performance roles: choreographer, director, writer, designer.</p> <p>Responsibilities: rehearsing, performing, creating performance material, refining performance material, managing self and others.</p>	<p>Explore organisational skills used to put on a performance by a director or choreographer.</p> <p>Practise and gain an appreciation of the skills needed by dancers</p> <p>Communication skills as</p> <ul style="list-style-type: none"> ● choreographer ● director ● actor ● dancer ● musical theatre performer. <ul style="list-style-type: none"> ● Acting styles, dance styles, music theatre styles. ● Creative intentions. ● Purpose. <p>Skills: physical, vocal and music, managing and directing skills, communication skills, creative skills and organisational skills.</p>
--	---	--

Year 10	Core Knowledge	Key Skills
<p><u>Spring Term</u></p> <p>Component 1</p> <p>Learning aim A: Examine professional practitioners' performance work</p> <p>Learning aim B: Explore the interrelationships between constituent features of existing performance material</p>	<ol style="list-style-type: none"> 1. Component 1 – research journal/presentation <i>Formal assessment of written work</i>. 2. Refining a performance piece in a chosen style. <p>B1: Processes used in performance</p> <ul style="list-style-type: none"> • Responding to stimuli to generate ideas for performance material. • Exploring and developing ideas to develop material. • Discussion with performers. • Setting tasks for performers. • Sharing ideas and intentions. <p>Providing notes and/or feedback on improvements.</p> <p>Explore and participate with interrelationships and interdependencies focusing on the following techniques:</p> <ul style="list-style-type: none"> • rehearsal • production • technical rehearsal • dress rehearsal • performance • post-performance evaluation/review. <p>Exploration of the processes used to shape a creative project.</p> <p>B2: Techniques and approaches used in performance</p>	<p>Research</p> <p>Discussion</p> <p>Transference of performance skills across three styles</p> <p>Performance skills</p> <p>Group/team work</p> <p>Analytical skills</p>

Year 10	Core Knowledge	Key Skills
<p><u>Summer Term</u></p> <p>Component 2 Learning aim A: Develop skills and techniques for performance</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance</p> <p>Learning aim C: Review own development and performance</p>	<ol style="list-style-type: none"> 1. <u>Component 2</u> – learning a 2 minute piece of professional repertoire in a chosen style. <i>Formal Assessment – observation and recording of rehearsal process and final performance</i> 2. Completing an Acting Skills audit and log book. <i>Formal assessment of written work.</i> 	<p>Adapting performance skills to new styles</p> <p>Being able to copy and repeat phrases of movement</p> <p>Rehearsal and self-management skills</p> <p>Performance skills</p> <p>Evaluative and reflective skills</p> <p>A1: Development of physical, vocal and interpretative skills</p> <p>Introduction to developing skills and techniques in acting; participation in a workshop relevant to a chosen acting style. For example: energy, use of space, following the accompaniment, rhythm and timing.</p> <p>Characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>A2: Develop skills and techniques during the rehearsal process</p> <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development.</p> <p>B1: Application of skills and techniques during rehearsal</p> <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>B2: Application of skills and techniques in performance</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of</p>

	<p>C2: Review own application of skills and techniques in performance</p> <p>Evaluation of application of skills (physical, musical interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate dance terminology for the style of performance.</p> <p>C1: Review own development of skills and techniques for performance</p> <p>Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the dance style.</p>	<p>meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p>
--	---	---

Year 11	Core Knowledge	Key Skills
<p><u>Autumn Term</u></p> <p>Mock Component 3</p> <p>Learning Aim A: Developing ideas in response to a brief</p> <p>Learning Aim B; Selecting and developing skills and techniques for performance</p> <p>Learning Aim C; Taking part in a workshop performance</p> <p>Learning Aim D; Evaluating the development process and performance outcome</p>	<p>A1: Understand how to respond to a brief through discussion and practical exploration activities</p> <p>Discussion of key requirements, responding to a brief.</p> <p>Starting points – a theme.</p> <p>Target audiences; starting points – an issue.</p> <p>Starting points – time and place; work effectively as a member of the group (making an individual contribution, responding to the contributions of others).</p> <p>Starting points – a prop; the skills required in the development of ideas.</p> <p>Performance space, planning and managing resources</p> <p>Style and genre of the work; starting points – existing repertoire.</p> <p>Running time; structure of the work.</p> <p>Development of ideas, informed by structure of the work, style and genre of the work, skills required, creative intentions; target audience; working effectively as a member of the group.</p> <p>B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>The style and/or genre of the work being created: street dance, physical theatre; skills and techniques of the individual performer: vocal, physical.</p> <p>Taking part in the rehearsal process; responding to a set task brief.</p>	<p>Skills required; creative intentions</p> <p>Discussion</p> <p>Working as part of a group</p> <p>Research and exploration</p> <p>Acting, directing and development</p> <p>Performance skills</p> <p>Evaluation and analytical skills</p> <p>Skills and techniques of the individual performer: vocal, physical; skills and techniques of the group: comedy.</p> <p>Skills and techniques of the individual performer and of the group; appropriate skills for the target audience; the influence</p> <p>Selecting and developing skills of the individual performer, and of the group; taking part in skills development classes/workshops.</p> <p>Selecting and developing appropriate skills and techniques; considering the influence of other practitioners.</p> <p>C1: Performance skills and techniques</p> <p>Demonstrating effective use of performance skills and techniques in a workshop performance (physical, interpretative skills); demonstrating and sustaining energy, focus, concentration, commitment.</p>

	<p>D1: Reflect on the process</p> <p>Students reflect on how they contributed to initial ideas and exploring activities (in response to the brief, the stimulus and contributions from others); how they contributed to the development process; their skills and techniques (including selecting, development, application, strengths and areas for improvement, overall individual contribution).</p> <p>D2: Reflect on the outcome</p> <p>Students reflect on their contribution to the workshop performance outcome, including the effectiveness of their response to the brief, individual strengths and areas for improvement and the overall impact of the work of the group.</p>	<p>C2: Working effectively with others</p> <p>Communicating effectively with other performers in preparation for performance and during performance; taking part in final group preparations (including setting up, get-out) and taking part in the performance.</p> <p>Taking part in a performance for an audience, communicating ideas and intentions effectively to an audience.</p> <p>C3: Communicating ideas through performance</p>
Year 11	Core Knowledge	Key Skills
<p><u>Spring Term</u></p> <p>Final Component 3</p> <p>Learning Aim A: Developing ideas in response to a brief</p> <p>Learning Aim B; Selecting and developing skills and techniques for performance</p> <p>Learning Aim C; Taking part in a workshop performance</p> <p>Learning Aim D; Evaluating the development process and performance outcome</p>	As above	As above