

# KS5 Curriculum Map

## BTEC National Award Extended Certificate Level 3; Performing Arts; Drama/ Acting

Unit 1; Investigating Practitioners *90 Guided Learning Hours*

Unit 2; Developing skill and techniques for Live Performance *90 Guided Learning Hours*

Unit 3; Group Performance Workshop *120 Guided Learning Hours*

Unit 19; Acting Skills *60 Guided Learning Hours*

\*NB Units are delivered on a two year rolling programme.

Units 1&2 Yr. A Units 3 & 13 Yr. B.

## DANCE CURRICULUM OVERVIEW

Year A	Core Knowledge	Key Skills
<p><b><u>Autumn Term</u></b></p> <p>Unit 2; Developing Skills and Techniques for Live Performance (Internal assessment)</p>	<p><b>A1 Explore the roles and skills of a performer</b></p> <ul style="list-style-type: none"> <li>Performance roles:</li> </ul> <p>(as appropriate to discipline/programme pathway)</p> <ul style="list-style-type: none"> <li>Performance skills:</li> <li>technical skills</li> <li>physical skills</li> <li>vocal skills</li> <li>interpretative skills.</li> <li>employment opportunities and trends</li> <li>working conditions</li> <li>lifestyle factors.</li> <li>interrelationship with other roles in performance practice, e.g. other performers, directors, choreographers</li> <li>formal training qualifications and progression routes</li> <li>employment opportunities and trends</li> </ul> <p><b>D1 Review and evaluate development of skills and techniques for live performance</b></p> <ul style="list-style-type: none"> <li>vocal, physical and interpretative skills</li> <li>personal management and discipline</li> <li>skills audit – baseline skills audit and regular monitoring of progress</li> <li>identification of strengths and areas for development</li> <li>long-term and short-term goals</li> <li>actions and targets</li> <li>use of feedback from others e.g. tutors, instructors, peers</li> <li>evaluation of progress</li> <li>use of terminology appropriate to the discipline/style of performance.</li> </ul>	<p><b>A1 Explore the roles and skills of a performer</b></p> <p>Practical skills:</p> <ul style="list-style-type: none"> <li>planning</li> <li>collaboration</li> <li>team working.</li> </ul> <p><b>B1 Explore and develop physical skills, performance disciplines and styles</b></p> <p><b>B2 Explore and develop vocal skills, performance disciplines and styles</b></p> <p><b>B3 Develop interpretive skills, performance disciplines and styles</b></p> <p><b>B4 Personal management and discipline skills for performance</b></p> <p><b>C1 Application of physical and vocal skills to performance material, disciplines and styles</b></p> <ul style="list-style-type: none"> <li>acting physical skills</li> <li>dance physical skills</li> </ul> <p><b>C2 Application of interpretive skills to performance material, disciplines and styles</b></p> <ul style="list-style-type: none"> <li>physical interpretive skills</li> <li>vocal interpretive skills</li> <li>response to direction</li> <li>response to choreography</li> </ul>

Year A	Core Knowledge	Key Skills
<p><b><u>Spring Term</u></b></p> <p>Unit 2; Developing Skills and Techniques for Live Performance (Internal assessment) <b>complete by Feb half term</b></p> <p>Unit 1; Investigating Practitioners (external exam) <b>Begin Jan</b></p>	<p>Completing portfolio and evaluation of live performances for Unit 2</p> <p>See outline below</p>	
Year A	Core Knowledge	Key Skills
<p><b><u>Summer Term</u></b></p> <p>Unit 1; Investigating Practitioners (external exam) <b>complete exam in May</b></p>	<p><b>B1 Contextual factors and practitioners' work</b></p> <ul style="list-style-type: none"> <li>the influence of historical, cultural, economic, political, technical, social, geographical and physical, factors.</li> <li>the influences from other practitioners and performers.</li> <li>the influence from education, teachers and mentors.</li> </ul> <p><b>B2 Creative intentions and themes</b></p> <ul style="list-style-type: none"> <li>use of creative ideas and intentions.</li> <li>genre of the work(s).</li> <li>target audiences and intended effect.</li> <li>exploration of themes in the work and how they are communicated.</li> <li>contextual influences on the work.</li> <li>how practitioners' work has influenced others.</li> <li>collaboration with other practitioners within the performing arts and/or other areas.</li> <li>public and critical responses to their work.</li> </ul> <p><b>C1 The application of critical analysis skills</b></p> <ul style="list-style-type: none"> <li>exploration and understanding of alternative viewpoints.</li> <li>interpreting the information collected.</li> </ul>	<p><b>A1 Investigation process</b></p> <ul style="list-style-type: none"> <li>selecting primary sources</li> <li>setting clear aims and objectives for contextual investigation. selecting relevant sources to access information</li> <li>selecting secondary sources</li> <li>documenting research sources.</li> <li>collating information.</li> </ul> <p><b>C1 The application of critical analysis skills</b></p> <ul style="list-style-type: none"> <li>evaluating the information collected.</li> <li>employing different formats for recording information</li> <li>establishing links and comparisons to the work of other performing arts practitioners.</li> <li>exploring opportunities for further investigation.</li> <li>exploration and understanding of alternative viewpoints.</li> <li>interpreting the information collected.</li> <li>prioritising information collected.</li> <li>evaluating the information collected.</li> </ul> <p><b>D1 Be able to present conclusions and independent judgements through effective investigation</b></p> <p><b>D2 Presentation of findings</b></p>

	<ul style="list-style-type: none"> <li>• prioritising the information collected.</li> <li>• evaluating the information collected.</li> <li>• interpreting the information collected.</li> <li>• making independent judgments.</li> <li>• drawing conclusions.</li> </ul> <p><b>C2 How performance styles and methods that characterise practitioner work are used to create and communicate meaning and style</b></p> <ul style="list-style-type: none"> <li>• repertoire.</li> <li>• performance.</li> <li>• relationships.</li> </ul> <p>production, design and technical.</p>	<ul style="list-style-type: none"> <li>• use of appropriate format, structure and tone.</li> <li>• use of referencing information, citation and bibliography</li> </ul> <p><b>D3 Presentation of independent judgments</b></p> <ul style="list-style-type: none"> <li>• presenting structured arguments, conclusions and judgements.</li> <li>• use of relevant examples to support arguments conclusions and judgements.</li> </ul>
<b>Year B</b>	<b>Core Knowledge</b>	<b>Key Skills</b>
<p><b><u>Autumn Term</u></b></p> <p>Unit 19; Acting Skills (Internal assessment)</p> <p>Unit 3; Group Performance Workshop <b>Begin Oct</b></p>	<p><u>Unit 19; Learning aim A:</u> Understand acting styles and techniques for performance</p> <p>Review and reflect on development of skills:</p> <ul style="list-style-type: none"> <li>• identify strengths and</li> <li>• weaknesses</li> <li>• set targets.</li> </ul> <p>Explore the roles and skills of a performer</p> <p>Personal management and discipline skills for performance</p> <ul style="list-style-type: none"> <li>• warming up</li> <li>• wearing the correct attire</li> <li>• responding to correction</li> <li>• receiving and giving constructive and positive feedback.</li> <li>• time management</li> <li>• rehearsal discipline.</li> </ul> <p><u>Unit 3; Group Performance Workshop</u> <u>Generating and Exploring Ideas from Stimulus</u> See below for outline</p>	<p><u>Unit 19; Learning aim B:</u> Develop acting styles, skills and techniques for performance</p> <p>Develop Acting Skills:</p> <ul style="list-style-type: none"> <li>• general technique</li> <li>• physical</li> <li>• interpretative</li> </ul> <p>Explore and develop physical skills:</p> <ul style="list-style-type: none"> <li>• strength</li> <li>• stamina</li> <li>• flexibility</li> <li>• whole body participation</li> <li>• movement memory.</li> <li>• coordination</li> <li>• application of dynamic range</li> <li>• spatial awareness</li> <li>• the ability to reproduce action/dynamic/rhythmic/spatial content.</li> <li>• actions</li> <li>• posture</li> <li>• alignment</li> <li>• balance</li> <li>• coordination</li> </ul>

		<p>Develop interpretive acting skills:</p> <ul style="list-style-type: none"> <li>• Musicality</li> <li>• focus</li> <li>• use of space.</li> <li>• emphasis</li> <li>• awareness of sound accompaniment</li> <li>• facial expression</li> <li>• quality.</li> </ul> <p>Use acting rehearsal skills in the preparation for the performance of practical work:</p> <ul style="list-style-type: none"> <li>• warming up</li> <li>• responding to correction.</li> </ul> <p><u>Learning aim C:</u> <b>Apply acting styles, skills and techniques in rehearsal and performance</b></p> <p>Showcase of skills:</p> <ul style="list-style-type: none"> <li>• spatial awareness</li> <li>• whole body participation</li> <li>• application of dynamic range</li> <li>• movement memory</li> <li>• ability to reproduce action/dynamic/rhythmic/spatial content</li> </ul> <p>Apply physical skills:</p> <ul style="list-style-type: none"> <li>• spatial awareness</li> <li>• whole body participation</li> <li>• application of dynamic range</li> <li>• movement memory</li> <li>• the ability to the ability to reproduce action/dynamic/rhythmic/spatial content.</li> </ul> <p>Apply physical skills in rehearsal and performance:</p> <ul style="list-style-type: none"> <li>• accuracy and quality of movement</li> <li>• awareness of, and relationship to, other dancers in performance.</li> </ul> <p>Use personal management skills in the preparation for the performance of acting work:</p>
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		<ul style="list-style-type: none"> <li>• time management</li> <li>• observing safe working practices</li> <li>• concentration and focus within the tasks.</li> <li>• showing sensitivity towards others and the requirements of the production</li> <li>• rehearsal discipline.</li> </ul> <p>Apply interpretive skills and stylistic qualities in performance:</p> <ul style="list-style-type: none"> <li>• emphasis</li> <li>• projection</li> <li>• focus</li> <li>• musicality</li> <li>• quality.</li> <li>• facial expression</li> <li>• timing</li> <li>• accurate interpretation of style steps and movement</li> <li>• awareness of sound accompaniment</li> </ul> <p><u>Learning aim D: Review and reflect of development of skills and techniques for live performance</u></p> <p>Review own practice:</p> <ul style="list-style-type: none"> <li>• strengths and weaknesses</li> <li>• set targets SMART.</li> <li>• track progress</li> <li>• set targets.</li> </ul>
<b>Year B</b>	<b>Core Knowledge</b>	<b>Key Skills</b>
<b><u>Spring Term</u></b>  Unit 3; Group Performance Workshop <b>(external assessment in May, begin when paper is released in Jan)</b>	<p><b>Topic A: Generating and exploring ideas from stimulus performance in response to stimulus</b></p> <p><b>Topic A1 Types of stimulus</b></p> <ul style="list-style-type: none"> <li>• themes: social, cultural, historical, ethical</li> <li>• visual: photograph, painting, sculpture, graphic, found object</li> <li>• text: poem, short story, quotation, lyric</li> <li>• aural: music, sound</li> </ul>	<p><b>Topic B2 Use of appropriate performance skills</b></p> <ul style="list-style-type: none"> <li>• physical performance skills</li> <li>• vocal performance skills</li> <li>• musical performance skills</li> <li>• communication skills (with other performers, with audience).</li> </ul> <p><b>Topic C: Personal management and collaborative skills</b></p> <p><b>Topic C1 Personal management</b></p> <ul style="list-style-type: none"> <li>• applying, developing and refining performance skills.</li> </ul>

- media: newspaper, magazine, documentary, video.

**Topic A2 Understand how to use stimulus for developing performance**

- analysis of stimulus
- material: discussion, brainstorming, improvisation and practical responsive techniques.
- artistic intention
- target audience
- form and style of the performance
- creative and staging possibilities
- developing performance roles (casting).
- analysis of stimulus material: discussion, brainstorming, improvisation and practical responsive techniques
- artistic intention

**Topic A3 Primary and secondary research**

- primary research: existing performance works, practitioners, existing
- performance texts, interviews
- secondary research: internet, printed publications, digital archives.
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**Topic B: Develop and realise creative ideas for a group performance in response to stimulus**

**Topic B1 Practical exploration and shaping of creative ideas**

- discussion: mind mapping, brainstorming, debate
- improvisation
- physical experimentation
- aural experimentation
- experiment with techniques and methods of known practitioners.
- physical experimentation
- aural experimentation
- experiment with techniques and methods of known practitioners

**Topic C2 Teamwork and collaboration**

- giving and taking instruction and direction
- trust and cooperation
- contributing ideas
- receptiveness and responsiveness to the ideas of others.

**Topic D: Communicate creative intentions through group workshop performance**

**Topic D1 Communication**

- purpose, intention and meaning of the work
- target audience
- relationship with other performers
- clarity and pace of the
- group performance.

**Topic D2 Application of individual performance skills**

- physical skills
- vocal skills
- musical skills
- communicate meaning
- creative intention
- genre / style
- use of costume and props as appropriate
- use of space
- clarity and pace.

**Topic E2 Workshop performance**

- effectiveness of the performance in realising the creative intention
- effectiveness of own performance skills in realising the creative intention
- development of the material in terms of staging and production elements if this were to be realised as a fully resourced production.
- development of own performance skills if this were to be realised as a fully resourced production

	<ul style="list-style-type: none"> <li>• visual/graphic notation scriptwriting / storyboarding, style/genre</li> <li>• staging techniques</li> <li>• performance techniques</li> <li>• structural elements</li> <li>• compositional structures and devices.</li> </ul> <p><b>Topic B3 Development and realisation of creative ideas</b></p> <ul style="list-style-type: none"> <li>• selection and rejection of ideas and material</li> <li>• responding to feedback</li> <li>• shaping and refining material to resolve problems</li> <li>• refining performance skills through rehearsal</li> <li>• explaining and justifying interpretation of the stimulus and creative decisions.</li> </ul> <p><b>Topic E: Review and reflect on the effectiveness of the working process and the workshop performance</b></p> <p><b>Topic E1 Working process</b></p> <ul style="list-style-type: none"> <li>• staging techniques</li> <li>• performance techniques</li> <li>• structural elements</li> <li>• compositional structures and devices.</li> <li>• interpretation of stimulus and ideas</li> <li>• use of exploratory techniques</li> <li>• own development and contribution of ideas</li> <li>• effectiveness of the development of own performance skills to develop and shape performance material</li> <li>• strengths</li> <li>• areas for development/improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• strengths</li> <li>• areas for improvement.</li> </ul>
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