

KS4 Curriculum Map
BTEC Tech Award Level 1 – 2
Performing Arts- *Design*- Production Arts

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 Exploring the Performing Arts</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. Introduction to course. 2. Research tasks in Costume, Lighting and Masks. <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 Designer, creative director & acting director. <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 design styles</p> <p>Explore creative intentions (across all three disciplines/styles) including:</p> <ul style="list-style-type: none"> ● theme ● issue 	<p>Research</p> <p>Discussion</p> <p>Transference of performance skills across three styles</p> <p>Group/team work</p> <p>Analytical skills</p> <p>Focus on performance responsibilities such as:</p> <ul style="list-style-type: none"> ● rehearsing ● creating material, e.g. designing set, costume, lighting or sound ● refining 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, and 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 designers</p> <p>Communication skills as</p> <ul style="list-style-type: none"> ● choreographer ● director ● actor ● dancer ● designer ● Musical theatre performer. ● Acting styles, dance styles, music theatre styles. ● Creative intentions. ● Purpose. <p>Skills such as:</p> <ul style="list-style-type: none"> ● Managing & directing, ● communication skills used to liaise, ● creative skills, such as designing set, costume, lighting or sound, ● organisational skills used to put on a performance
--	---	--

Year 10	Core Knowledge	Key Skills
<p><u>Spring Term</u></p> <p>Component 1 Exploring the Performing Arts</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>	<p>1. <u>Component 1</u> – research portfolio /presentation <i>Formal assessment of written work.</i></p> <p>B1: Processes used in development, rehearsal & 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. • Refining and adjusting material to make improvements • Providing notes and/or feedback on improvements. <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>Techniques such as:</p> <ul style="list-style-type: none"> • Rehearsal 	<p>Research</p> <p>Discussion</p> <p>Understanding of the interrelationships between the processes, techniques and approaches to performance repertoire</p> <p>Transference of design skills across three styles</p> <p>Design skills</p> <p>Group/team work</p> <p>Analytical skills</p>

	<ul style="list-style-type: none"> • Production • Technical rehearsal • Dress rehearsal • Performance • Post- performance evaluation/ review 	
Year 10	Core Knowledge	Key Skills
<p><u>Summer Term</u></p> <p>Component 2 Developing skills and techniques in the Performing Arts</p> <p>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>Rehearsal and self-management skills</p> <p>Performance skills</p> <p>Evaluative and reflective skills</p> <p>A1: Development of design and interpretative skills</p> <ul style="list-style-type: none"> • Costume- interpreting the directors brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. annotated drawing showing construction methods and materials • Set- interpreting the directors brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotate drawings • Props- interpreting the directors brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotate drawings

C1: Review own development of skills and techniques for performance

Evaluation of development of skills (design & 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 design role and style of performance.

C2: Review own application of skills and techniques in performance

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.

- Masks-interpreting the directors brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotate drawings
- Makeup-interpreting the directors brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. facial plan
- Lighting-interpreting the directors brief, researching, developing and shaping ideas, e.g. producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale lighting plans, CAD models and annotate drawings
- Sound- interpreting the directors brief, researching, developing and shaping ideas, e.g. pitching ideas, sourcing soundtracks, recording effects, trialling sound elements, making changes, refining ideas and creating and communication final designs.

A2: Develop skills and techniques during the rehearsal process

- Reproducing repertoires, such as:
 - Communicating style or genre
 - Communication themes and ideas
 - Interpreting and realising the design elements from existing performance material
 - Responding to direction, such as:
 - Applying health and safety procedures
 - Being prepared
 - Positive response to teacher instruction and feedback
 - Peer feedback

		<ul style="list-style-type: none">- Absorbing and applying feedback and corrections• Reviewing and recording development of skills, techniques and progress in a logbook and during production meetings• Behaviours and attitudes when working with others <p>B1: Application of skills and techniques during rehearsal</p> <ul style="list-style-type: none">• Rehearsal process and application of skills and techniques<ul style="list-style-type: none">- Interpretative- stylistic- interaction with the group- interaction in performance as designer- refining ideas- Communication design ideas e.g. pitch, presentation. <p>B2: Application of skills and techniques in performance</p> <ul style="list-style-type: none">• Application of design skills appropriate to performance repertoire.• Communication meaning of repertoire through:<ul style="list-style-type: none">- Interpretation and realisation of creative intentions- Demonstrating the appropriate style and influences- Expressive use of design elements to communicate meaning to an audience.
--	--	---

Year 11	Core Knowledge	Key Skills
<p><u>Autumn Term</u></p> <p>Mock Component 3 Responding to a Brief</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 –a theme, an issue, a prop, 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> <ul style="list-style-type: none"> • Skills and techniques of the designer e.g. understanding implication of selected performance skills and techniques in relation to design, research, shaping and refining ideas. • Taking part in the rehearsal process; responding to a set task brief. 	<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> <ul style="list-style-type: none"> • If designing: during the presentation, demonstrating the following skills were used during the development process: <ul style="list-style-type: none"> - Research - Interpretative skills - Collaborative skills (with performer/ other designers) - Ability to communicate ideas through non-verbal media e.g. diagrams, model boxes

	<p>D1: Reflect on the process</p> <ul style="list-style-type: none"> 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>D2: Reflect on the outcome</p> <ul style="list-style-type: none"> 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>C2: Working effectively with others</p> <ul style="list-style-type: none"> Communicating effectively with other performers in preparation for performance and during performance. Taking part in final group preparation which may include: <ul style="list-style-type: none"> Setting up/ get in Get out/strike Contributing to a workshop performance as a designer. If designing, ensuring that the realised designs are appropriate for the workshop performance and performers. <p>C3: Communicating ideas through performance</p> <ul style="list-style-type: none"> As a designer: resent ideas to an audience, which will include: <ul style="list-style-type: none"> An explanation of creative intentions and process A demonstration of the final design for the workshop performance e.g. model box, lighting grid plans and a lantern schedule Design are realised in workshop performance.
--	--	---

Year 11	Core Knowledge	Key Skills
<p><u>Spring Term</u></p> <p>Final Component 3 Responding to a Brief</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