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| **Year 11 – BTEC Performing Arts**  |
| **Curriculum intent** | The aim of the curriculum is that learners will have understood the embedded cultural capital of learning from their previous lessons in years 7, 8 and 9 and will have already fostered a love of learning the subject. They will study a B Tec Performance Arts specification which will give them an increased opportunity to focus upon developing their practical and theoretical exam techniques. Learners receive a combination of practical and theory-based lessons that include opportunities for independent learning and thought, collaboration and discussion. Learners will also experience live theatre and be able to transfer skills from the ‘page’ to the ‘stage’. |
| **Term** | **Autumn 1** | **Autumn 2** |  | **Spring 1** | **Spring 2** | **Summer 1** |
| **Knowledge** | **Component 2: 36 GLH (Sept-Dec)**Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a variety of disciplines such as through performing in any performance style of acting.In this component, you will develop performing or design skills and techniques. You will have theopportunity to specialise as a performer. You will take part in workshops and classes where you will developtechnical, practical and interpretative skills through the rehearsal and performance process. You willwork from existing performing arts repertoire, applying relevant skills and techniques to reproduceperformance or design elements of the work.Throughout your development, you will review your own progress and consider how to make improvements.Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts,where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3. vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever youdecide to do. | **Component 3: 48 GLH (Jan- May)**Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus. In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing and adapting them to suit the performance.  |
| **Skills** | A Develop skills and techniques for performanceB Apply skills and techniques in rehearsal and performanceC Review own development and contribution to the performance | Skills and techniques of the individual performer, e.g. vocal, physical. Skills and techniques of the performers as a group, e.g. comedy, improvisation. Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas. Appropriate skills for the target audience, e.g. young children, the elderly. ● Taking part in skills development classes or workshops. Taking part in the rehearsal process, including individual preparation and group rehearsals.  |
| **Assessments** | A1: Development of physical, vocal and interpretative skillsPhysical skills, such as: characterisation, expression, facial expression, mannerism, reaction/interaction with others, spatial awarenessVocal and musical skills, such as: clarity and articulation, projection, breath control, remembering lines, use of pause, timingPerformance/interpretative skills, such as: use of space, energy and commitment, handling and use of props, set, costume, make-up and masks, stage presence A2: Develop skills and techniques during the rehearsal processRehearsal practices, continuing the development of skills and techniques with reference to style. This may include reference to the following: Recall and repeat blocking and movement, warming up, working with others and rehearsal practice. Links to:Component 2, B1: Application of skills and techniques during rehearsalComponent 2, C1: Review own development of skills and techniques for performance. | Preparation and mini mock devised work will have taken place in year 10.Activity 1: Log - IdeasActivity 2: Log – SkillsActivity 3: Recorded Workshop PerformanceActivity 4: Log - Evaluation |
| **Enrichment** | Performance Skills: Homework tasksTheatre Trip – Live Theatre performance tbcOne Stop-Shop – [www.essentialdrama.com](http://www.essentialdrama.com) – featuring interviews and links to important practitioners, companies, styles, etc. BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zbckjxs> - covers everything from creating to evaluating, and lots of handy videos. Techniques, Practitioners, Video Links - <https://www.bgsperformingarts.com/drama.html> Kneehigh - <http://www.kneehigh.co.uk/page/about_kneehigh.php> Frantic Assembly – <https://www.youtube.com/user/franticassembly> National Theatre - <https://www.youtube.com/user/ntdiscovertheatre> |  |