

## Curriculum Overview – Performing Arts BTEC

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>Introduction to Performing Arts course.</p> <p><i>Component 2</i></p> <p><b>Practical</b></p> <p>Explore Dance, Musical Theatre and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline</p> <p>Practical exploration of practitioners</p> <p>Dance/Musical Theatre <b>Hairspray</b></p> <ul style="list-style-type: none"> <li>- Jack O'Brien</li> <li>- Jerry Mitchell</li> </ul> <p>Drama <b>Who Cares</b></p> <ul style="list-style-type: none"> <li>- Lung Theatre</li> <li>- Frantic Assembly</li> </ul> <p><i>Component 1</i></p> <p><b>Theory</b></p> <p>Research the early life and inspirations of practitioners and create a fact file for each practitioner</p> <p>Review development of skills evaluating progress of individual skills</p> <p><b>RRSA</b></p> <p>13    12    17    29</p>	<p><i>Component 2</i></p> <p><b>Practical</b></p> <p>Explore Dance and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline.</p> <p>Practical exploration of practitioners.</p> <p>Dance</p> <ul style="list-style-type: none"> <li>- Gene Kelly</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>- DV8</li> </ul> <p><i>Component 1</i></p> <p><b>Theory</b></p> <p>Research the early life and inspirations of practitioners and create a fact file for each practitioner</p> <p>Review development of skills evaluating progress of individual skills using a skills audit.</p> <p><b>RRSA</b></p> <p>13    12    17    29</p>	<p><b>Practical</b></p> <p><i>Component 2</i></p> <p>Physical Theatre workshops.</p> <p>Develop practical physical theatre skills focussing on movement and the unspoken word. Creating a physical theatre performance focussing on the skills required to perform successfully to an audience.</p> <p>Trestle Masks- explore performing in a mask. Developing the skills and rules of mask performing.</p> <p><i>Component 2</i></p> <p><b>Theory</b></p> <p>Research a range of performances that include mask work. Provide a list of do's/don'ts when performing in a mask</p> <p>Review development of skills evaluating progress of individual skills</p> <p><b>RRSA</b></p> <p>13    12    17    29</p>	<p><b>Practical</b></p> <p><i>Component 2</i></p> <p>Musical Theatre workshops</p> <ul style="list-style-type: none"> <li>- Chicago</li> <li>- Footloose</li> <li>- Hairspray</li> </ul> <p>Practical exploration of Dance, Acting and Singing through workshops.</p> <p><i>Component 1</i></p> <p><b>Theory</b></p> <p>Intro into Curious incident of the Dog in the night</p> <p>Who are Frantic Assembly?</p> <p>Examine Curious Incident of the Dog in the night in its entirety consider-</p> <ul style="list-style-type: none"> <li>- Creative intention and purpose</li> <li>- Performance and non-performance roles and related responsibilities.</li> </ul> <p>Select 1 of the Musicals which have been practically explored and create a presentation of the musical in its entirety. Consider the constituent features</p> <ul style="list-style-type: none"> <li>- Director</li> <li>- Choreographer</li> <li>- Musical Director</li> <li>- Cast</li> <li>- Lighting director</li> <li>- Stage director</li> </ul> <p><b>RRSA</b></p> <p>13    12    17    29</p>	<p><i>Component 3</i></p> <p><b>Practical</b></p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board-sample/mock)</p> <p><i>Component 3</i></p> <p><b>Theory</b></p> <p>To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</p> <p><b>RRSA</b></p> <p>13    12    17    29</p>	

**Yr 10 Literacy Focus**

Command words: comment, compare, contrast, describe, discuss, find, review, summarise, identify, evaluate, research, evidence, consider, investigate

<p><b>Year 2</b></p>	<p><b><u>Practical</u></b> <i>Component 3</i></p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board-sample/mock)</p> <p><i>Component 3</i></p> <p><b><u>Theory</u></b></p> <ul style="list-style-type: none"> <li>- To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</li> </ul> <p><b><u>RRSA</u></b> 13 12 17 29</p>	<p><b><u>Practical</u></b> <i>Component 2- Revised</i></p> <p>Explore Dance and Acting techniques taking part in practical workshops to develop practical knowledge of each discipline.</p> <p>Practical exploration of practitioners.</p> <p>Dance - Michael Bourne</p> <p>Drama - Frantic Assembly</p> <p><b><u>Theory</u></b></p> <p><i>Component 1</i></p> <p>Intro into Othello</p> <p>Who are Frantic Assembly?</p> <p>Examine Curious Incident of the Dog in the night in its entirety consider-</p> <ul style="list-style-type: none"> <li>- Creative intention and purpose</li> <li>- Performance and non-performance roles and related responsibilities.</li> </ul> <p><b><u>RRSA</u></b> 13 12 17 29</p>	<p><b><u>Practical</u></b> <i>Component 3</i></p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board- sample/mock)</p> <p><i>Component 3</i></p> <p><b><u>Theory</u></b></p> <ul style="list-style-type: none"> <li>- To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</li> </ul> <p><b><u>RRSA</u></b> 13 12 17 29</p>	<p><b><u>Practical</u></b> <i>Component 3</i></p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board-sample/mock)</p> <p><i>Component 3</i></p> <p><b><u>Theory</u></b></p> <ul style="list-style-type: none"> <li>- To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</li> </ul> <p><b><u>RRSA</u></b> 13 12 17 29</p>	<p><b><u>Practical</u></b> <i>Component 3</i></p> <p>Performing to a brief – respond to a given brief creating a performance, this could be a Dance/ Acting/ Physical Theatre/ Musical Theatre performance.</p> <p>(Brief provided by exam board)</p> <p><i>Component 3</i></p> <p><b><u>Theory</u></b></p> <p>To complete a rehearsal log evaluating progress. Provide steps for success by identifying targets to make improvements alongside recognising achievements.</p> <p><b><u>RRSA</u></b> 13 12 17 29</p>
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**Yr 11 Literacy Focus**

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