



Curriculum Overview BTEC Performing Arts (Extended Certificate) 2023 2024

Performing Arts Department

Department	BTEC Performing Arts
Head of Department	Miss Tarrant
Department Members	Ms Hadok-Quadrio Miss McConnell Miss Wheeler (mat leave) Mrs Patching (mat leave)
Accommodation and Resources	3 specialist rooms 3 practice rooms 4 staff iPads 3 student iPads

<u>Curriculum Intent</u>	<p>At the end of BTEC Performing Arts, a student who has completed the course will be able to take pride in their performances and have confidence in their theoretical subject knowledge. The students will be supported to take creative risks and will be able to support their peers to do the same.</p> <p>They will be aware of the many skills needed to be a competent performing artist, and will be able to accurately identify where to use these skills appropriately. They are strong independent performers with a comprehensive and broad subject knowledge.</p> <p>Students will study units based on professional practitioners' influence on Performing Arts, performance standards, Music Theatre, and create a devised piece based on a given stimulus.</p>
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Curriculum Implementation

Key Stage 5:

What my child will learn in Year 12?

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Unit 1: Investigating Practitioners' Work (25% of course, compulsory unit)	Unit 1: Investigating Practitioners' Work (25% of course, compulsory unit)	Unit 1: Investigating Practitioners' Work (25% of course, compulsory unit)	Unit 2: Developing Skills & Techniques for Live Performance (25% of course, compulsory unit)	Unit 2: Developing Skills & Techniques for Live Performance (25% of course, compulsory unit)	MOCK Unit 3: Group Performance Workshop
Previous	Styles of performance,	Practitioners (according to	Exam preparation	Styles of performance,	Styles of performance,	Linking devising



knowledge recalled	practical performance experience.	Part A).	(collating bibliography and notes, before exam date).	practitioners, and specific plays/musicals.	practitioners, and specific plays/musicals.	to stimulus
New Knowledge	New practitioners, studying in-depth according to Part A of the exam release. Practical: exploring different group/solo pieces.	Answering exam-style questions based on practitioner knowledge.	No new knowledge introduced as exam is very early in the term. Once the exam is finished, introduce Unit 2 (styles of performance and employment pathways).	Exploring employment pathways into the industry, exploring different genres and techniques.	Exploring employment pathways into the industry, exploring different genres and techniques.	Entirely self-directed devising
Key Knowledge Assessment	AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements	AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements	Applying Areas of Study to Examination questions (unseen)	A Understand the role and skills of a performer B Develop performance skills and techniques for live performance C Apply performance skills and techniques in selected styles D Review and reflect on development of skills and techniques for live performance. Assessment item: presentation of employment pathways research.	A Understand the role and skills of a performer B Develop performance skills and techniques for live performance C Apply performance skills and techniques in selected styles D Review and reflect on development of skills and techniques for live performance. Assessment items: showcase performance and rehearsal logs.	AO1 Understand how to interpret and respond to stimulus for a group performance AO2 Develop and realise creative ideas for a group performance in response to stimulus AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance. Assessment items: devised performance, written reflections.



Links to literacy and numeracy	Students need to research and write about performance practitioners using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.	Students need to research and write about performance practitioners using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.	Students need to research and write about performance practitioners using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.	Research and writing about professional development and reflecting on their own performance and rehearsal journey using technical language such as stage/lighting design, vocal techniques.	Research and writing about professional development and reflecting on their own performance and rehearsal journey using technical language such as stage/lighting design, vocal techniques.	Each milestone log requires students to communicate their devising process using technical language such as stage/lighting design, vocal techniques.
Extra-Curricular opportunities	<ul style="list-style-type: none"> Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups. Trips/visits and discounts for young patrons so students can explore a variety of different performances 					
Links to careers/aspirations	<ul style="list-style-type: none"> Watching professional performances Students will develop confidence in public speaking Learning to make judgements and developing explanations of directorial decisions 					
Links to our Fulston FAMILY values	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>					

What my child will learn in Year 13?

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	U27: Musical Theatre Techniques (25% of course, optional unit)	U27: Musical Theatre Techniques (25% of course, optional unit)	U27: Musical Theatre Techniques (25% of course, optional unit)	U3: Group Performance Workshop (25% of course, compulsory unit)	U3: Group Performance Workshop (25% of course, compulsory unit)	End of Course
Previous knowledge recalled	Styles of MT performance, exemplary practitioners and performers	Styles of MT performance, exemplary practitioners and performers	Styles of MT performance, exemplary practitioners and performers	How to devise based on stimulus, different genres of performance	Linking devising to stimulus	
New Knowledge	Exploring different genres of MT performances, history of MT and social factors	Exploring different genres of MT performances, history of MT and social factors	Exploring different genres of MT performances, history of MT and social factors	How to lead a rehearsal, devise a performance	Entirely self-directed devising	



<p>Key Knowledge Assessment</p>	<p>A Understand the key features of musical theatre performance B Develop skills and techniques in musical theatre C Apply musical theatre skills and techniques to a performance D Review personal development and own performance.</p>	<p>A Understand the key features of musical theatre performance B Develop skills and techniques in musical theatre C Apply musical theatre skills and techniques to a performance D Review personal development and own performance.</p>	<p>A Understand the key features of musical theatre performance B Develop skills and techniques in musical theatre C Apply musical theatre skills and techniques to a performance D Review personal development and own performance.</p>	<p>AO1 Understand how to interpret and respond to stimulus for a group performance AO2 Develop and realise creative ideas for a group performance in response to stimulus AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance. No formal assessment until end of unit.</p>	<p>AO2 Develop and realise creative ideas for a group performance in response to stimulus AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance</p>	
<p>Links to literacy and numeracy</p>	<p>Being able to produce an informative and interesting presentation on the history and genres of MT using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.</p>	<p>Rehearsal logs explaining directorial choices in preparation for showcase using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.</p>	<p>Rehearsal and performance reflective task using technical language such as stage directions, lighting/sound design, and vocal/dramatic techniques.</p>	<p>Milestones explaining directorial choices, links to stimulus and explanations for performance choices using technical language such as stage/lighting design, vocal techniques.</p>	<p>Milestones explaining directorial choices, links to stimulus and explanations for performance choices using technical language such as stage/lighting design, vocal techniques.</p>	
<p>Extra-Curricular opportunities</p>	<ul style="list-style-type: none"> Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups. 					



	<ul style="list-style-type: none"> • Trips/visits and discounts for young patrons so students can explore a variety of different performances 					
Links to careers/ aspirations	<ul style="list-style-type: none"> • Watching professional performances • Students will develop confidence in public speaking • Learning to make judgements and developing explanations of directorial decisions 					
Links to our Fulston FAMILY values	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>

Impact Statement:

Students who study BTEC Performing Arts at Fulston Manor will be able to devise, direct, choreograph and act in performances, to a high level. In addition to this, students will gain valuable insight into the industry standards expected in many live theatre workplaces. Throughout the course, students will be exposed to a wide range of theatrical and dramatic styles and practitioners to expand their creative horizons; and explore different elements of theoretical practice to interpret different dramatic and theatrical styles.