

# Key Stage 4: BTEC Tech Award Performing Arts – Year 10

term	1	2	3
What	Studying at KEY STAGE FOUR Component 1 and 2 preparation. 1: Exploring the performing arts. 2: Preparation for a performance.	Component 1: Exploring the Performing Arts. Assessment unit.	Exploring performance and meaning. Students will work with a variety of scripts in order to create an audition for an audience.
Why	<i>Develop <b>knowledge of all aspects</b> of performance creation and demonstrate this through varied performances and collective demonstrations of ability to a wide ranging audience.</i>	<i>Students will complete the first of the three compulsory assessment units. ( 30%) This <b>demonstrates knowledge learnt during key stage three and further developed within term 1.</b></i>	<i>Having developed knowledge of <b>how</b> performances are put together, students then <b>will focus on application of this to their own choice of performance piece.</b> As part of the compulsory assessment students will be <b>required to prepare a piece of professional work for a live performance in year 11.</b></i>
Knowledge	Students develop knowledge of the <b>different professional roles</b> within performance creation and delivery, alongside the <b>multiple elements which contribute to meaning</b> within performance. Students are able to <b>explore at least three different professional performances</b> and experience live or digital performances to support their learning.	Students will demonstrate <b>knowledge of the elements of production. (both on stage and backstage)</b> Through the production of a theatre guide created for a chosen performance selected by students. Students learn <b>how to communicate using theatrical vocabulary and analysis</b> of performance.	Students <b>apply their knowledge to practical performance</b> and can explore different roles in a creation process. They <b>develop deeper understanding</b> of performance and communicating meaning to an audience. Students <b>embed the vocabulary</b> required to <b>talk about professional performance.</b>
Outcomes	Students will be able to <b>contribute to and present performances to a variety of audiences</b> with a variety of purposes. Students will use professional vocabulary to discuss and analyse the effects created and how the different roles work collaboratively.	Students <b>produce their own theatre guide</b> to support their chosen performance. LA-A <b>Investigate how</b> professional performance or production work is created. LA-B – <b>Demonstrate understanding</b> of the skills, techniques and approaches used by professionals to create performance/production work.	Students select a performance for recreation. They may offer design or performance specialisms. Following their selection they <b>develop and create a final piece to communicate specified meaning to an audience.</b>
How it links	Students have explored careers within key stage three and how they feature within professional performances. In January, students begin to compile evidence of their understanding of how these elements	Students have experienced involvement in theatrical performance in term one and will then go on to use the knowledge from this component to then develop their own performances for an audience in year 11.	Students have built the theoretical knowledge of how performance elements correlate and now apply this knowledge to their own independent performance which they lead and develop. In yr11, students complete the core assessment component and the exam component where they create work in line with a specific brief.

# BTEC Tech Award Performing Arts – Year 11

term	1	2	3
What	COMPONENT 2: Developing skills in the performing arts. Compulsory assessment component. Deadline December. ( 30%)	COMPONENT 3: Responding to a brief. Externally set compulsory component. ( 40%) Deadline May 9 <sup>th</sup> . <b>AO1, AO2, A03, A04</b>	Exploring careers and transferrable skills. Future pathways.
Why	<i>Students apply the knowledge from KS3 and yr 10 to their own chosen performance extract. Students complete the assessment component in line with externally set assessment windows.</i>	<i>Students complete the final compulsory component within the course to achieve their course grade. Externally set deadlines / assessment window.</i>	<i>Students have completed their full BTEC course and have a deeper exploration of careers within the limited time they still have in P Arts.</i>
Knowledge	Students will use <b>characterisation skills and/or design skills</b> alongside transferrable skills required for rehearsal; <b>time management, focus, organisation, planning, budgeting and evaluation/analysis of impact.</b>	Students will be required to apply knowledge of; creating meaning in performance, analysis of impact / effect, design and staging as well as use of research skills in order to meet the needs of the assessment.	Different creative careers; design, media as well as looking at the transferrable skills valued by employers. Students can recognise these explicitly in order to identify achievement and abilities as well as areas for further development.
Outcomes	Students create written development logs to support the process. Students either perform a visible performance, or create a visible design which is realised. LA-A Use rehearsal or production/design processes. LA-B Apply skills and techniques in performance or realisation LA-C Review own development and application of performance or design skills.	AO1 – understanding of how to respond to a brief. AO2 – select and develop skills and techniques in response to a brief. AO3 – Apply skills and techniques in a workshop performance in response to a brief. AO4 – Evaluate the development process and outcome in response to a brief.	Students can recognise transferrable skills for the workplace: Creativity, co-operation, communication , problem solving and provide explicit examples of these from their study.
How it links	Students have previously built knowledge about how rehearsal processes work	This component is a culmination of the prior components.	Students have experienced these skills and will be able to verbalise and write about these in line with the expectations of interviews and applications in the future.

	Term 1	Term 2	Term 3
Yr 10	<p>Group dynamics Performances to audiences Creating using previous knowledge – Performance of extracts and familiarisation with scripts <b>Performance focus Play 1 Blood Brothers text ( coursework play number 1)</b></p>	<p><b>PLAY 2 – Too Much Punch for Judy ( verbatim theatre) – linking back to Brecht and prior knowledge taught in KS3. ( COURSEWORK PLAY 2)</b></p>	<p><b>PLAY 3 – Style – Naturalistic play – The Crucible / Frankenstein Or Style – Frantic Assembly – Curious Incident.</b> (coursework final component) Component 1 assessment criteria – PG 12 <a href="file:///O:/Teacher%20Admin/Faculties/Creative%20Arts/Creative%20Arts%20Faculty%202020/DRAMA%202021/1%20NEW%20CURRICULUM%202021/3%20BTEC%20CURRICULUM/specification%2005%20october%202020.pdf">file:///O:/Teacher%20Admin/Faculties/Creative%20Arts/Creative%20Arts%20Faculty%202020/DRAMA%202021/1%20NEW%20CURRICULUM%202021/3%20BTEC%20CURRICULUM/specification%2005%20october%202020.pdf</a></p> <p>Performance to an audience – Component 2 preparation -</p>
Yr 11	<p><b>Component 2 –</b> Learn and perform a piece of professional performance. Design candidates to create and realise a design in performance. <b>Rehearsal workshops and coursework ongoing until Christmas performance.</b> Sign paperwork for comp 1 Comp 2 perf Assessment criteria pg 25 <a href="file:///O:/Teacher%20Admin/Faculties/Creative%20Arts/Creative%20Arts%20Faculty%202020/DRAMA%202021/1%20NEW%20CURRICULUM%202021/3%20BTEC%20CURRICULUM/specification%2005%20october%202020.pdf">file:///O:/Teacher%20Admin/Faculties/Creative%20Arts/Creative%20Arts%20Faculty%202020/DRAMA%202021/1%20NEW%20CURRICULUM%202021/3%20BTEC%20CURRICULUM/specification%2005%20october%202020.pdf</a></p> <p><b>Moderation of component 1 Released to students – signed paperwork.</b></p>	<p><b>Component 3: Exam unit Externally set assignment.</b> Students to create and perform a piece of theatre based upon the brief set by Pearson. Students to be assessed as either performer or designer. Performer to demonstrate to an audience: Designer to present ideas and final design in a presentation format.</p> <p>Rehearsal diaries / notes to be used within CA for component, in line with regulations. Controlled assessment coursework to be completed towards March in designated time slots on computers and under CA conditions.</p>	<p>Comp 3 – externally marked. LiV to check paperwork and candidates work for submission to Edexcel. Final student signatures and release forms to be signed.</p>