

St Cuthbert Mayne School Curriculum Map



Performing Arts - Btec Drama tech award level 1/2 Year 11

Students will complete their BTEC Performing Arts and be assessed in the final two modules. Students will learn through a combination of practical and theoretical lessons, exploring performance, choreography/devising and appreciation. Students will develop their own performance technique through technique classes in a multitude of movement and acting styles, exploring different practitioners and approaches. Students will develop their ability to creatively respond to a variety of stimuli, devising scenes, and choreographing dances as solos and group work. We also critically appreciate professional works exploring intent, themes, choreographic process/page to stage and production features. Students will develop teamwork, resilience, confidence and a critical eye.

Key skills & concepts of learning:

- Develop knowledge and understanding
- Develop physical and vocal fluency with an understanding of characterisation
- Develop physical, technical and expressive skills
- Critically analyse professional work
- Perform with accuracy and style
- Develop confidence, resilience, self-discipline and teamwork

Autumn Term

Topic/Unit	<p><i>Component 2:</i> <i>Learning Aim A: Use rehearsal or production/design processes</i> <i>Learning Aim B: Apply skills and techniques in performance</i></p>
Knowledge (Content covered)	<p>Exploration of different dance and acting styles Professional practitioners' performance material, influences, creative outcomes and purpose</p>
Skills	<p>Component 2:</p> <ul style="list-style-type: none"> - Demonstrate development of performance skills - Select and apply performance skills (technical, interpretive and stylistic) - Health and safety - Behaviours and attitude - Responding to feedback (self, peer and teacher) - Reviewing development and performance
Assessment	<p>The assignment for this component consists of three tasks.</p> <ul style="list-style-type: none"> ● In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire. ● In response to Task 2, learners will showcase performance or production designs for an audience. ● In response to Task 3, learners will review the development and application of skills and techniques during the process and after.
<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>Students will explore professional dance works and the roles and responsibilities of professionals working with the performing arts. They will examine and analyse the process professionals go through to create their work.</p> <p>We explore the following careers:</p> <ul style="list-style-type: none"> - Choreographer/Director - Performer (dancer/actor) - Teacher - Designer (multiple strands of design) - Health/Nutrition/Fitness - Technology and Performing Arts

Spring Term

Topic/Unit	Component 3 - Responding to a brief (Devising)
Knowledge (Content covered)	<ul style="list-style-type: none"> - Understanding key requirements and parameters for a performance: target audience, performance space, resources, running time, style - Starting points/stimuli that can be investigated - Understanding structure, form, genre, style, creative intentions - Understanding links to practitioners
Skills	<ul style="list-style-type: none"> - Responding to a range of stimuli - Project management - Working collaboratively - Choreographing movement - Devising storyline/meaning and characterisation - Reflecting on the process and outcome of performance
Assessment	<p>This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.</p>
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	<p>Students will explore professional dance works and the roles and responsibilities of professionals working with the performing arts. They will examine and analyse the process professionals go through to create their work.</p> <p>We explore the following careers:</p> <ul style="list-style-type: none"> - Director - Performer (actor) - Teacher - Designer (multiple strands of design) - Health/Nutrition/Fitness - Technology and Performing Arts