



PERFORMING ARTS

Curriculum Progression Pathway

BTEC Level 2 Technical Award Performing Arts (Drama):

Why is the study of BTEC Level 2 Technical Award Performing Arts (Drama) important?

The Performing Arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the Performing Arts sector.

Performing Arts means practically exploring performance methods and techniques, as well as developing analytical skills through the evaluation of live and recorded performance work. Performing Arts also means the use of drama techniques to explore issue based work relating to personal development and moral/ethical dilemmas. Its study will require you to question the purpose of performance and the intention of a range of practitioners/ directors and styles.

You will also explore your own creative intention and develop your personal performance skills in expressing your thoughts and ideas through the medium of drama. Performing Arts will encourage you to express your personal views within group work and through the creative choices you make in your performances.

What skills will the study of BTEC Level 2 Technical Award Performing Arts (Drama) teach you?

You will have the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the following:

- Development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus.
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

As a citizen in this world, you need to know how to work collaboratively with other people, express your personal views, understand the view of others, and communicate clearly. Performing Arts provides a framework for understanding people and topics through the analysis of characters, and live performance work; as well as the opportunity to work collaboratively to create work that will express your own ideas.

What will you know and understand from your study of BTEC Level 2 Technical Award Performing Arts (Drama)?

The components focus on:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners' roles, responsibilities, skills and techniques.
- The development and application of skills, such as practical and interpretative, rehearsal and acting in performance, through workshops and classes.
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

How can you deepen your understanding of BTEC Level 2 Technical Award Performing Arts (Drama)?

Trips to the Theatre to watch LIVE performances

BTEC Drama Enrichment to catch up on coursework or for additional rehearsals

Performing to audiences

Performing for the local community

How are you assessed in BTEC Level 2 Technical Award Performing Arts (Drama)?

*There are 6 assessment points each year that we term Praising Stars®. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the **BTEC Level 2 Technical Award Performing Arts (Drama) curriculum.***

Key Assessment Objectives

Component I- Exploring the Performing Arts (Internally assessed 30%)

CI LAA Investigate how professional performance or production work is created.

CI LAB Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

**Component 2- Developing Skills and Techniques in the Performing Arts
(Internally assessed 30%)**

C2 LAA Use rehearsal or production/design processes.

C2 LAB Apply skills and techniques in performance or realisation.

C2 LAC Review own development and application of performance or design skills.

Component 3- Responding to a Brief (Externally assessed 40%)

AO1 Understand 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.

Study of BTEC Level 2 Technical Award Performing Arts (Drama) can lead to a wide range of careers:

- Actor
- Teacher
- Stage manager
- Director
- Community Artist
- Drama Development Officer
- Artistic Director
- Critic
- Script writer
- Drama Therapist

Beginning September 2024

Curriculum and Assessment Overview

Department: Drama

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

How are the key areas of the National Curriculum Covered?

Drama does not have its own curriculum. I can only detail here how Drama incorporates many other curriculum subjects, including English, History, RE and LIFE.

Curriculum and Assessment Overview

Department: Drama

What is the rationale for the curriculum content?	SKILLS: Teaching of the majority of acting skills	APPLICATION: Applying old skill and new skill to performance and devising	CREATION: Creating performances in a variety of styles and with different creative intentions.	BTEC COURSE	BTEC COURSE
What is the rationale for the sequence of the curriculum within the year and key Stage?	Teaching skills as they are the building blocks for the rest of Drama. Not sure what they come to year 7 with so it is easier to cover all grounds and explore. Also, a basis to build confidence off of.	Begin to apply old and new skills together. Encourages students to start thinking why something is being used and for what purpose.	Creating Drama in different styles using all skills covered in KS3. Begin to analyse the impact of certain decisions as well as their own.	I start with Component 1 in January of year 10 as it allows a teaching period before to cover the details of the play. Comp 1 is a good starting point for practical as well as understanding of the performing arts and the roles within it.,	We have to do Component 3 in January of Year 11 as it is the only time it is released.
How does this support the retention of knowledge and the cumulative building of knowledge over time?	Constant application of recapped skills as well as building new skills and styles as they go.	Constant application of recapped skills as well as building new skills and styles as they go.	Constant application of recapped skills as well as building new skills and styles as they go.	Constant application of recapped skills as well as building new skills and styles as they go.	Constant application of recapped skills as well as building new skills and styles as they go.
How is reading promoted within the curriculum for this year?	Script work embedded throughout, reciprocal reading, ruler reading on board	Independent learning/reading in lesson, problem solving, script work, reciprocal reading, ruler reading on board	Independent learning/reading in lesson, problem solving, script work, reciprocal reading, ruler reading on board	Independent learning/reading in lesson, problem solving and script work	Independent learning/reading in lesson, problem solving and script work

Curriculum and Assessment Overview

Department: Drama

What are the key end points within the curriculum?	Do they know what skills are needed to perform a piece of Drama?	Can they apply skills to a wide variety of performances?	Can they create performances in a variety of styles and analyse the impact of their choices?	Can they understand the creative intentions of both their own choices and well as choices in a set play?	Can they create a play inspired by a stimulus and brief?
<p>Outline key pedagogical approaches in the department for :</p> <p>Engagement</p> <p>To support the learning of SEND students</p> <p>The use of oracy</p> <p>How students practice in the department</p>	<p><u>Engagement:</u> Group work, leader-based learning, problem solving, making topics relevant to them.</p> <p><u>SEND:</u> Notes page to structure work, accommodations made (e.g. change role, audience changes), 1-to-1 intervention.</p> <p><u>Oracy:</u> Peer feedback, writing/feedback frames, discussions as a class and within peer groups</p> <p><u>Practice:</u> Rehearsal</p>				
How does the curriculum promote diversity ?	<p>Class divide, antisemitism, Autism/SEND.</p> <p>During any part of the devising process, students have a choice to incorporate elements that make them passionate or makes them think. Here, students can apply their own knowledge of diversity to devising, such as homophobia, sexism, classism, racism, ableism. This is encouraged as well as monitored to make sure that it is appropriate, backed with facts and safe.</p>				
	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 - Title of unit(s) of learning	Skills	Missing Dan Nolan	Stanislavski	BTEC COURSE Introduction to the course and teaching period, whereby I cover 2/3 plays practically and teach different workshops to the students.	BTEC COURSE Component 2

Curriculum and Assessment Overview

Department: Drama

<p>Assessment information</p> <p>What key assessments will be evident in student books by the end of this unit of learning (this should be to secure knowledge and the independent application of knowledge over time) ?</p>	<p>Script</p> <p>Final video assessment</p>	<p>Script</p> <p>Final video assessment</p>	<p>Script</p> <p>Final video assessment</p>	<p>Video evidence, classroom observation and quality of spoken/written answers</p>	<p>Progress with coursework</p>
<p>Autumn 2</p> <p>Title of unit(s) of learning</p>	<p>Anti-Bullying</p>	<p>Romeo and Juliet</p>	<p>Brecht</p>	<p>Continued teaching period, whereby I cover 2/3 plays practically and teach different workshops to the students.</p>	<p>Component 2 closes in December</p>
<p>Assessment information</p> <p>What key assessments will be evident in student books(this should be used to secure knowledge and the independent application of knowledge over time) ?</p>	<p>Devised</p> <p>Final video assessment</p>	<p>Devised</p> <p>Final video assessment</p>	<p>Devised</p>	<p>Video evidence, classroom observation and quality of spoken/written answers</p>	<p>Progress with coursework</p>
<p>Spring</p> <p>Title of unit(s) of learning 1</p>	<p>Boy in the Striped Pyjamas</p>	<p>Brecht</p>	<p>Theatre Styles</p>	<p>BTEC COURSE</p> <p>Component 1 Opens</p>	<p>COMPONENT 3 External assessment</p>

Curriculum and Assessment Overview

Department: Drama

<p>Assessment information</p> <p>What key assessments will be evident in student books(this should be used to secure knowledge and the independent application of knowledge over time)</p>	<p>Script/Devised</p> <p>Final video assessment</p>	<p>Devised</p> <p>Final video assessment</p>	<p>Devised</p>	<p>Progress with coursework</p>	<p>Progress with external assessment prep</p>
<p>Spring 2</p> <p>Title of unit(s) of learning</p>	<p>Matilda</p>	<p>Physical Theatre</p>	<p>Hillsborough</p>	<p>Component 1 continues</p>	<p>COMPONENT 3 external assessment closes at the end of Spring 2/early Summer 1</p>
<p>Assessment information</p> <p>What key assessments will be evident in student books(this should be used to secure knowledge and the independent application of knowledge over time) ?</p>	<p>Script</p> <p>Final video assessment</p>	<p>Devised</p> <p>Final video assessment</p>	<p>Devised</p> <p>Final video assessment</p>	<p>Progress with coursework</p>	<p>Progress with external assessment prep</p>
<p>Summer 1</p> <p>Title of unit(s) of learning</p>	<p>Jabberwocky</p>	<p>Devising</p>	<p>Skills</p>	<p>Component 1 closes at start of Summer 1</p> <p>Teaching period for Component 2 begins, cannot start until September of year 11.</p>	<p>-</p>

Curriculum and Assessment Overview

Department: Drama

<p>Assessment information</p> <p>What key assessments will be evident in student books(this should be used to secure knowledge and the independent application of knowledge over time)?</p>	<p>Devised Final video assessment</p>	<p>Devised Final video assessment</p>	<p>Script Final video assessment</p>	<p>Formal assessment done internally of Component 1</p> <p>Video evidence, classroom observation and quality of spoken/written answers</p>	<p>-</p>
<p>Summer 2</p>	<p>Improvisation</p>	<p>Kindertransport</p>	<p>Curious Incident</p>	<p>Teaching period for Component 2 begins, cannot start until September of year 11.</p>	<p>-</p>
<p>Assessment information</p> <p>What key assessments will be evident in student books(this should be used to secure knowledge and the independent application of knowledge over time) ?</p>	<p>Improvised Final video assessment</p>	<p>Script Final video assessment</p>	<p>Devised / Script Final video assessment</p>	<p>Video evidence, classroom observation and quality of spoken/written answers</p>	<p>-</p>