

What are the aims and intentions of this curriculum?

The Year 10 Performing Arts curriculum is designed to deliver the knowledge and skills required to successfully complete a Level 2 BTEC in Performing Arts. Building on prior learning at Key Stage 3, students will continue to develop an array of information which will afford them the ability to create more proficient and effective theatrical works.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
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| Summer 2 | <p>STUDY OF A GENRE & PRACTITIONER - Brecht</p> <ul style="list-style-type: none"> Devising Theatre Performance <p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Cultural Appreciation of styles of Theatre, Historical and Social context, Presentation skills.</p> <p>Theme – Contemporary Issues (Online and Media) (Internet safety and harms)</p> | <p>Students will continue to develop their skills within their Brecht performance. Alienation, verfremdunseffekt, montage, breaking the fourth wall, narration, song/dance/music, placards and tableaux are a few of the techniques students will be adding in the their piece of theatre.</p> | <ul style="list-style-type: none"> Dance and drama skills through improvisation and set tasks Techniques and performance skills Performance confidence Interpretative skills Technical and stylistic skills Collaboration and meeting deadlines | <p>Create: All students will be involved in the creative process for their final performance.</p> <p>Perform: All students will perform on stage to a live audience.</p> <p>Respond: All students will evaluate and self-assess after every performance.</p> |
| Autumn 1 | <p>COMPONENT 1: Exploring the Performing Arts</p> <p>Christopher Bruce</p> <ul style="list-style-type: none"> Style and Genre Context Interrelationships Roles and responsibilities Learning set repertoire | <p>Students will develop their understanding of the Performing Arts by examining practitioners' work and the processes used to create performance. They will be examine professional practitioners' performance work and explore the interrelationships between constituent features of existing performance material.</p> | <ul style="list-style-type: none"> Choreography skills Movement skills Performance skills Interpretative skills Technical and stylistic skills Style and Genre | <p>Create: All students will be involved in learning the piece of set rep.</p> <p>Perform: All students will individually perform on stage to a live audience. This will be recorded for the examiner.</p> <p>Respond: Power point presentation</p> |

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| | <p>Employability and life skills: Time Management, Research skills, Creative thinking, Exploring SMSC, Cultural/Historical and Social context, Presentation skills and report writing.</p> | <p>Students are required to learn set repertoire and start a PowerPoint presentation.</p> | | |
| Autumn 2 | <p>COMPONENT 1: Exploring the Performing Arts</p> <ul style="list-style-type: none"> • PowerPoint presentation <p>Employability and life skills: Time Management, Research skills, Creative thinking, Exploring SMSC, Cultural/Historical and Social context, Presentation skills and report writing.</p> | <p>Students will continue to develop their understanding of the Performing Arts by examining practitioners' work and the processes used to create performance. They will complete a PowerPoint presentation that represents the 3 practitioners they have been studying.</p> | <ul style="list-style-type: none"> • Choreography skills • Movement skills • Performance skills • Reflection • Written element – power point | <p>Create: All students will be involved in learning the pieces of set rep and researching the practitioners. Perform: All students will individually perform on stage to a live audience. This will be recorded for the examiner. Respond: Component 1 PowerPoint.</p> |
| Spring 1 | <p>DANCE PERFORMANCE</p> <ul style="list-style-type: none"> • Skills & techniques • Choreography • Performance <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Exploring SMSC, Presentation skills.</p> <p>https://btecworks.com/teacher/courses/lkv9hg/creatives/</p> | <p>Students will work towards an 'Evening of Dance'. They will start to learn choreography set by the teachers. Different choreographers, styles, skills and techniques will be incorporated into the lessons. They will be responsible for practicing in their own time.</p> | <ul style="list-style-type: none"> • Performance skills • Different styles and disciplines • Roles and responsibilities • Style and genre • Performance | <p>Create: All students will be involved in learning sections of set repertoire. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p> |
| Spring 2 | <p>DANCE PERFORMANCE</p> <ul style="list-style-type: none"> • Skills & techniques • Choreography • Performance <p>Employability and life skills:</p> | <p>Students will continue to learn set choreography and have the opportunity to create their own performance work. All of the elements they learnt in Spring 1 will be introduced this half term. They</p> | <ul style="list-style-type: none"> • Workshop skills • Creative intentions and purpose • Performance techniques • Performance | <p>Create: All students will be involved in learning sections of set repertoire. Perform: All students will perform on stage to a live audience.</p> |

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| | <p>Team work, Time Management, Creative thinking, Cultural Appreciation of styles of Dance, Exploring SMSC, Presentation skills.</p> | <p>will be responsible for the outcome of their choreographies.</p> | | <p>Respond: All students will evaluate and self-assess after every performance.</p> |
| <p>Summer 1</p> | <p>STUDY OF A PRACTITIONER - Antonin Artaud - Theatre of Cruelty</p> <ul style="list-style-type: none"> • Style and Genre • Devising work • Performance <p>Employability and life skills: Team work, Time Management, Creative/Critical thinking, Cultural Appreciation of styles of Theatre, Historical and social context, Presentation skills, Evaluation skills</p> <p>Theme - Isolation & Loneliness</p> | <p>Students will study the practitioner Artaud and the Theatre of Cruelty. They will dive into the skills and techniques used by Artaud and create their own performance in the style of Theatre of Cruelty. Students will device/create and perform to a live audience.</p> | <ul style="list-style-type: none"> • Research skills • Workshop skills • Directing skills • Choreographic skills • Performance skills | <p>Create: All students will be involved in the creative process for their final performance of Theatre of Cruelty. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p> |