

## Curriculum Map: Year 10 BTEC Performing Arts

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Component 1 – Exploring the Performing Arts					
<b>Intent</b>	To develop as a performer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being an actor across a range of performances and performance styles.					
<b>Starting Point</b>	Performing Arts – Students will have a knowledge of basic skills, techniques and theatrical development. They will now have to look at repertoire that is more challenging and require investigation and analysis. Dance – Students will have previously had little or no prior knowledge, especially of the theory-based activities necessary to explore the professional repertoire during Component 1.					
<b>Misconceptions</b>	Performing Arts – Students will have to develop critical, analysis skills to explore each area of professional repertoire. They will not simply perform themselves. Dance – Students will have to experience a number of different genres and professional repertoire that is outside of their existing skill set.					
<b>Key Knowledge</b>	You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.					
<b>Key Skills</b>	Be able to explore performance styles, creative intentions and purpose. Being able to investigate how practitioners create and influence what's performed. Discover performances roles, techniques and processes.					
<b>Key Vocabulary</b>	Acting styles, genres, treatment of theme, production elements, form, structure, narrative, response to stimulus, contextual influences, collaboration, rehearsing, performing, devising, directing, writing, technical rehearsal, dress rehearsals, evaluation.					
<b>End Point</b>	Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles. Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.					
<b>Form of Assessment</b>	Internally assessed, externally moderated.					
<b>Enrichment opportunities</b>	Drama club, production rehearsals, intervention.					
<b>Leadership opportunities</b>	Lead their group by directing or giving feedback					