



Curriculum Map: Year 11 BTEC Performing Arts

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Component 2 – Developing Skills and Techniques in the Performing Arts		Component 3 – Responding to a Brief			
Intent	Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a variety of disciplines such as through performing.		Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.			
Key Knowledge	In this component, you will develop performing skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.		In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.			
Key Skills	In this component, you will develop performing skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.		The performance skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, in performing and adapting them to suit the performance.			

Key Vocabulary	Physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight.	Target audience, performance space, performance skills covered in previous components.	
End Point	Demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process. Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.	Demonstrate understanding of how to respond to a brief; how to select and develop skills and techniques in response to a brief; apply skills and techniques in a workshop performance in response to a brief and evaluate the development process and outcome in response to a brief.	
Form of Assessment	Internally assessed, externally moderated.	External assessment.	
Enrichment opportunities	Drama club, production rehearsals, intervention.		
Leadership opportunities	Lead their group by directing or giving feedback		



AMBITION



RESILIENCE



COURTESY



KINDNESS