

Performing Arts Year 10 Curriculum Overview



Year 10 Overview

Year Overview:

In Year 10 students select two areas of theatrical excellence and create in depth project work to satisfy the criteria as stated by the examination boards. They can choose between technical skill development or general acting in performance.

Students will follow the BTEC Tech Award in Performing Arts Component 1: Exploring the Performing Arts and Component 2: Developing Skills and Techniques in the Performing Arts throughout Year 10. They will explore and examine professional practitioners' performance material, influences, creative outcomes, and purpose. They will understand how the various roles, responsibilities and skills contribute to the development of a performance.

Students will also understand how to develop skills and techniques for performance, apply skills and techniques in rehearsal and performance as well as review own development and contribution to the performance.

Component 1: Exploring the Performing Arts

This component focusses on the process of creating a performance from script to stage performance. Exploring all key roles within theatre production and performance to establish the structure of how to produce a stage performance and the integral roles.

Students will study three performances and break down the processes used to create each performance. They will identify and describe the roles required in both production and performance, analysing how those roles work together to develop the creative intention. They will explore the play and the processes through a series of written tasks and practical workshops gaining industry experience. They will also look at the influences from theatre practitioners and how that can influence the work and structure of the development.

BTEC then issue a brief that contains a theme, students must choose one of the explored productions and write about the links to the theme. They will discuss how the themes are apparent within the text and how the director explores them within the production.

Component 2: Developing Skills in the Performing Arts

This component focusses on the reproduction of professional repertoire. Students choose a role and become part of a theatre company working on a live show. Performers become dancers, actors or singers and production choose from a design role such as costume, set design or hair and make-up. Through practical workshops students work on the chosen show to develop it from a script to a stage performance.

Students take part in an initial skills audit to assess their skill level at the start of the project and complete the audit three times throughout the process to document progress made. They create a series of log entries to highlight their progress made, skills and techniques used in rehearsal/ product development. The final show is performed in front of a live audience and replicates a professional production and the full process of creating a production.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
1-6 (Autumn 1)	C1: Exploring the Performing Arts LAA: Examine professional practitioners' performance work.	Students will watch Performance 1 gaining an insight into the plot, creative intention, and purpose of the play. They will explore the script in class looking at the process of development the play has taken from script to live performance. They will analyse the key roles within the theatre company looking at the role, responsibilities, and interpersonal links within the team. They will take part in practical workshops to realise the processes, techniques and skills used in that performance. They will create either a blog, presentation, or essay to document the process of the performance, creative intention/purpose, and stylistic qualities.	Written Assessment: Extended writing /A blog/PowerPoint Presentation Practical Assessment: Practical Workshops and performance
7-13 (Autumn 2)	C1: Exploring the Performing Arts LAA: Examine professional practitioners' performance work.	Students will watch Performance 2 and 3 gaining an insight into the plot, creative intention, and purpose of the play. They will explore the scripts in class looking at the process of development the play has taken from script to live performance. They will analyse the key roles within the theatre company looking at the role, responsibilities, and interpersonal links within the team. They will take part in practical workshops to realise the process, techniques and skills used in that performance. They will create either a blog, presentation or essay to document the process of the performance, creative intention/purpose, and stylistic qualities.	Written Assessment: Extended writing /A blog/PowerPoint Presentation Practical Assessment: Practical Workshops and performance
14-18 (Spring 1)	C1: Exploring the Performing Arts LAB: Exploring the interrelationships between constituent features of existing performance material. C2: Developing Skills and Techniques in the Performing Arts	C1 – Please see above. Students will continue to study towards Component 1 preparing for submission. C2: Develop skills and techniques for performance in a performance or production role. Students will choose to specialise in either acting or production design. They will apply relevant skills and techniques to existing repertoire in preparation for performance. Students will explore short extracts of professional repertoire. They will take part in practical workshops looking at practitioner focusing on Stanislavski and Brecht. They will look at the processes used in development, rehearsal, and performance. They will take part in practical workshops to gain knowledge of practitioner technique and be able to demonstrate them in their performance in the	Written Assessment: Extended writing /A blog/PowerPoint Presentation Practical Assessment: Practical Workshops Written Assessment: Log Entries Practical Assessment: Rehearsal process Final performance

Performing Arts Year 10 Curriculum Overview



		role of performer or production. They will apply techniques and approaches used in performance. Development of performance/design and interpretative skills through workshops and classes. They will create log entries throughout the rehearsal process, completing a skills audit at the start of the process and repeating this three times throughout to document progress made and skills developed. This will inform them of their personal development and will be logged in the written tasks throughout the process of the performance.	
19-24 (Spring 2)	C2: Developing Skills and Techniques in the Performing Arts	C2: Develop skills and techniques for performance in a performance or production role. Students will choose to specialise in either acting or production design. They will apply relevant skills and techniques to existing repertoire in preparation for performance. Students will explore short extracts of professional repertoire. They will take part in practical workshops looking at practitioner focusing on Stanislavski and Brecht. They will look at the processes used in development, rehearsal, and performance. They will take part in practical workshops to gain knowledge of practitioner technique and be able to demonstrate them in their performance in the role of performer or production. They will apply techniques and approaches used in performance. Development of performance/design and interpretative skills through workshops and classes. They will create log entries throughout the rehearsal process, completing a skills audit at set times throughout to document progress made and skills developed. This will inform them of their personal development and will be logged in the written tasks throughout the process of the performance.	<p><u>Written Assessment:</u> Log Entries</p> <p><u>Practical Assessment:</u> Rehearsal process Constructed garment/ item for production roles</p>
25-30 (Summer 1)	C2: Developing Skills and Techniques in the Performing Arts C2 LAB: Apply skills and techniques in rehearsal and performance.	Application of skills and techniques in/for performance. Students will perform the existing repertoire applying all skills and techniques. Production design students work will be used during the performance.	<p><u>Practical Assessment:</u> Final performance Production presentation</p>
31-38 (Summer 2)	C2: Developing Skills and Techniques in the Performing Arts	C2 LAC: Review own development and contribution to the performance. Students will reflect on their own development and application of skills, techniques and working practices. They will document their progress from workshops through to rehearsals and performance.	<p><u>Written Assessment:</u> Evaluation</p>

Performing Arts Year 10 Curriculum Overview



	C3: Responding to a Brief	C3: Students will begin to look at C3 in preparation for Year 11. Students will recap on range of practitioners and styles covered in the academic year. In preparation for C3 they will see a range of stimuli to devise a performance as a theater company. They will work as part of a group to contribute to a performance as either a performer or designer to a given brief and stimulus.	RAG Rated Observational Document: Teacher Observation
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