

# 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 performances and break down the processes used to create a 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.

### **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
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p>C1: Exploring the Performing Arts LAB: Exploring the interrelationships between constituent features of existing performance material.</p> <p>C2: Developing Skills and Techniques in the Performing Arts</p>	<p><b><u>Performing Arts:</u></b> Students will watch a professional performance 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 and reassociate 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.</p> <p><b><u>Production Arts:</u></b> Students will explore the range of theatre roles within Performing Arts. They will research and practically explore the role. For each role they explore they will create a portfolio that describes the role, they will actively apply skills to the role by taking part in practical workshops. This term they will explore:</p> <p><b><u>Costume design:</u></b> They will research the role, responsibilities and skills required of a costume designer. They will apply those skills to a character synopsis and will follow the process of designing a costume from a mood board, to initial ideas to the final design and product construction.</p> <p><b><u>Set Designer:</u></b> They will research the role, responsibilities and skills required of a set designer. They will apply those skills to a location synopsis and will follow the process of designing an appropriate set; from a mood board, to initial ideas to the final design and product construction.</p>	<p><b><u>Written Assessment:</u></b></p> <p><b>Performing Arts</b> Extended writing , skills audit and log entries.</p> <p><b>Production Arts</b> PowerPoint Presentation Portfolio of ideas</p> <p><b><u>Practical Assessment:</u></b></p> <p><b>Performing Arts</b> Practical Workshops and performance</p> <p><b>Production Arts</b> Construction of final ideas and presentation pitch</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p>C1: Exploring the Performing Arts LAA: Examine professional</p>	<p><b><u>Performing Arts:</u></b> Students will continue to develop a firm understanding of a professional performance. They will gain an insight into the characters and the acting skills and techniques to apply to the character to develop the character. They will develop their scene into a performance through acting workshops and rehearsals. They will log</p>	<p><b><u>Written Assessment:</u></b></p> <p><b>Performing Arts</b> Extended writing , skills audit and log entries.</p>

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	<p>practitioners' performance work.</p> <p>C2: Developing Skills and Techniques in the Performing Arts</p>	<p>their progress on a skills audit and in a written log. They will refine their performance through verbal and written feedback in class.</p> <p><b>Component 2 will be completed at the end of this term and students will submit their work.</b></p> <p><b><u>Production Arts</u></b></p> <p>Students will explore the range of theatre roles within Performing Arts. They will research and practically explore the role. For each role they explore they will create a portfolio that describes the role, they will actively apply skills to the role by taking part in practical workshops. This term they will explore:</p> <p><b>Hair and Make-up:</b> They will research the role, responsibilities and skills required of Hair and Make-up. They will apply those skills to a character synopsis and will follow the process of designing the hair and make-up from a mood board, to initial ideas to the final design and product construction.</p> <p><b>Lighting Designer:</b> They will research the role, responsibilities and skills required of a lighting designer. They will apply those skills to a location synopsis and a scene. Students will explore the themes, mood and atmosphere. They will follow the process of designing an appropriate rig; exploring how colours create mood, to initial ideas to the final design of lighting for a scene.</p> <p><b>Sound Engineer:</b> They will research the role, responsibilities and skills required of a sound engineer. They will apply those skills to a script, looking at non diegetic and diegetic sounds. Students will explore the themes, mood and atmosphere. They will follow the process of designing a sound sheet, understanding cues and applying the technique to a script to create a scene.</p>	<p><b>Production Arts</b> PowerPoint Presentation Portfolio of ideas</p> <p><b><u>Practical Assessment:</u></b></p> <p><b>Performing Arts</b> Practical Workshops and performance</p> <p><b>Production Arts</b> Construction of final ideas and presentation pitch</p>
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<p style="text-align: center;"><b>14-18 (Spring 1)</b></p>	<p>C1: Exploring the Performing Arts LAB: Exploring the interrelationships between constituent features of existing performance material.</p> <p>C2: Developing Skills and Techniques in the Performing Arts</p>	<p><b><u>Performing Arts</u></b> 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 and reassociate 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. They will research and explore the following roles:</p> <ul style="list-style-type: none"> <li>• Costume Designer</li> <li>• Set Designer</li> <li>• Hair and Make up</li> <li>• Lighting Technician</li> <li>• Sound Engineer</li> <li>• Director</li> <li>• Choreographer</li> </ul> <p><b><u>Production Arts</u></b> Students will put together their portfolio of work for Component 1. They will document the key roles in a theatre production company, focusing on the interpersonal roles They will peer assess, using the grading criteria to develop their work to the highest level. Students will analyse the key roles within the theatre company looking at the role, responsibilities, and interpersonal links within the team. Students will watch a professional performance 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. <b>Production Arts will complete C1</b></p>	<p><b><u>Written Assessment:</u></b></p> <p><b>Performing Arts</b> C1 Extended writing</p> <p><b>Production Arts</b> C1 Extended Writing</p>
<p style="text-align: center;"><b>19-24 (Spring 2)</b></p>	<p>C2: Developing Skills and</p>	<p><b><u>Performing Arts:</u></b></p>	<p><b><u>Written Assessment:</u></b></p> <p><b>Performing Arts</b></p>

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	<p>Techniques in the Performing Arts</p>	<p>Students will put together their portfolio of work for Component 1. They will document the key roles in a theatre production company, focusing on the interpersonal roles. They will peer assess, using the grading criteria to develop their work to the highest level. Students will analyse the key roles within the theatre company looking at the role, responsibilities, and interpersonal links within the team. Students will use the work watched in Term 1 to document and analyse the key roles within the theatre company looking at the role, responsibilities, and interpersonal links within the team.</p> <p><b>Performing Arts will complete C1</b></p> <p><b>Production Arts</b></p> <p>C2: Develop skills and techniques for a production role. Students will choose to specialise in a production design. They will apply relevant skills and techniques to existing repertoire in preparation for performance. They will take part in practical workshops to develop their skills. 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 production. Development of design and interpretative skills through workshops and classes will support students to create a portfolio of work that documents the design idea and outcome. Students will create a presentation that documents the idea process from a mood board to the final construction of the idea. Students will pitch their ideas and final design in a presentation.</p> <p><b>Production Arts will complete C2</b></p>	<p>C1 Extended writing</p> <p><b>Production Arts</b></p> <p><b>Written work</b> PowerPoint Presentation Portfolio of ideas</p> <p><b>Practical work</b> Practical workshops and preparation of pitch</p>
<p><b>25-30 (Summer 1)</b></p>	<p>C3 Responding to a Brief</p>	<p><b>Performing Arts:</b> Students will explore a range of disciplines; musical theatre, physical theatre, contemporary theatre and classical theatre. They will take part in practical workshops to explore the acting skills and techniques appropriate for each discipline. They will complete a log entry for each discipline and document the progress they make. Throughout the exploration they will gain an insight into the practitioners that have provided theatre with innovation and movement. They will learn new skills, rehearse, perform back and be able to refine their performance.</p>	<p><b>Written Assessment</b></p> <p><b>Performing Arts</b> Log entries and skills audit</p> <p><b>Production Arts</b> PowerPoint presentation</p> <p><b>Practical Assessment:</b></p>

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		<p><b>Production Arts:</b> Students will explore a range of disciplines; musical theatre, physical theatre, contemporary theatre and classical theatre. They will read scripts, watch performances and discuss theatre movements to get a thorough understanding of each discipline. They will choose one piece of professional work and in groups develop the production roles for that piece of theatre, working as a team to bring the roles together. They will create a portfolio of work and a final outcome in their chosen role. This will be presented in a Power Point presentation.</p>	<p>Application of skills to the scene. Performance of the scene <b>Production Arts</b>  Practical workshops and preparation of pitch</p>
<p><b>31-38 (Summer 2)</b></p>	<p>C3 Responding to a Brief</p>	<p><b>Performing Arts:</b> Students will explore a range of disciplines; musical theatre, physical theatre, contemporary theatre and classical theatre. They will take part in practical workshops to explore the acting skills and techniques appropriate for each discipline. They will complete a log entry for each discipline and document the progress they make. Throughout the exploration they will gain an insight into the practitioners that have provided theatre with innovation and movement. They will learn new skills, rehearse, perform back and be able to refine their performance.</p> <p><b>Production Arts:</b> Students will explore a range of disciplines; musical theatre, physical theatre, contemporary theatre and classical theatre. They will read scripts, watch performances and discuss theatre movements to get a thorough understanding of each discipline. They will choose one piece of professional work and in groups develop the production roles for that piece of theatre, working as a team to bring the roles together. They will create a portfolio of work and a final outcome in their chosen role. This will be presented in a Power Point presentation.</p>	<p><b><u>Written Assessment</u></b>  <b><u>Performing Arts</u></b> Log entries and skills audit  <b>Production Arts</b> PowerPoint presentation  <b><u>Practical Assessment:</u></b> Application of skills to the scene. Performance of the scene <b>Production Arts</b>  Practical workshops and preparation of pitch</p>