

Subject: BTEC Level 3 Extended Certificate in Performing Arts

Aim and Objectives

To give all students the opportunity to gain a nationally recognised qualification that can be used when applying either for further education or employment.

To provide a sound, intellectually demanding vocational learning experience.

To use the motivating interest in the Performing Arts to promote academic learning.

To give the students the opportunity to acquire leadership and performance skills and to use these to develop performance in the school and the local community.

To develop and extend the students practical performance skills in a wide range of activities.

The course will provide opportunities for the students to be aware of and to develop personal qualities of leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations.

It will extend the students' knowledge in the organisation of performance.

Prior Learning and Progression

This course will provide a sound and sufficiently broad and educational base to enable each student to progress onto a theatre/ drama based course at university or drama school. It is a vocational course and can be studied as an alternative to A Level Drama. There should be a great demand at the start of the 21st century for suitably qualified personnel in this area. It is intended that the Performing Arts course will use each student's skills and enthusiasm in acting to develop awareness and interest in the Performing Arts, which underpins much of the theatre and film industry.

Year 12

Why?

The possibilities are endless. Drama enables students to demonstrate many skills which employers, colleges and universities will be looking for. It can also give opportunities to travel, meet people and get the most out of life. Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in universities. Several students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the



Curriculum Overview 2023-24
 Knowledge Rich Curriculum

industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.			
9 x lessons a fortnight	Term 1	Term 2	Term 3
<p>Overview of Key knowledge</p>	<p>Mandatory - Unit 3 Group Performance Work</p> <p>(Prepare for completion of set task – 40 hours)</p> <p>(120 hours – External)</p> <p>Key Knowledge and Skills:</p> <p>Students will work collaboratively to generate, develop, and communicate ideas, all of which will develop emotional intelligence. They will learn how to research and devise their own piece of Drama from a stimulus. Practical skills will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and strong presentation skills. Written skills, both analytical and creative, as well as their ability to self-reflect, will be developed through a range of tasks.</p>	<p>Mandatory - Unit 3 Group Performance Work</p> <p>(120 hours – External Exam May)</p> <p>Exam completed by the end of term two.</p> <p>External assessment submitted Mid May</p> <p>Key Knowledge and Skills:</p> <p>Students will work collaboratively to generate, develop, and communicate ideas, all of which will develop emotional intelligence. They will learn how to research and devise their own piece of Drama from a stimulus. Practical skills will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and strong presentation skills. Written skills, both analytical and creative, as well as their ability to self-reflect, will be developed through a range of tasks.</p>	<p>Optional Unit – Unit 19: Acting Styles</p> <p>(60 hours - Internal)</p> <p>Key Knowledge and Skills:</p> <p>Students will explore and study the characteristics of a performance text, including</p> <ul style="list-style-type: none"> • the social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through performance conventions the use of performance space and spatial and the actor's vocal and physical interpretation of character. <p>They will explore the style of a theatre practitioner and realise this in their performance.</p>

Curriculum Overview 2023-24
 Knowledge Rich Curriculum

Building and revisiting	The key knowledge and skills will be taught and revisited though out the course to allow students to be able to independently devise their own Theatre in Education performance from the stimulus given by the exam board.	The key knowledge and skills will be taught and revisited though out the course to allow students to be able to independently devise their own Theatre in Education performance from the stimulus given by the exam board.	Students will explore and study the characteristics of a Berkoff play. They will explore the style that Berkoff uses and adapt a play to show his style.
Assessment	Externally moderated. Students will collaborate in devising their own piece of theatre from a stimulus and perform to a live audience.	Externally moderated. Students will collaborate in devising their own piece of theatre from a stimulus and perform to a live audience.	Internally assessed. Performance of a play in the style of a practitioner studied to a live audience.
<p>Year 13 Why?</p> <p>The possibilities are endless. Drama enables students to demonstrate many skills which employers, colleges and universities will be looking for. It can also give opportunities to travel, meet people and get the most out of life. Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in universities. Several students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within the industry including Stage Managers, Press and PR Managers and Producers. Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.</p>			
9 x lessons a fortnight	Term 1	Term 2	Term 3
Overview of Key knowledge	Mandatory – Unit 2 Developing Skills and Techniques for Live Performance. (90 hours – Internal)	Mandatory – Unit 1 Investigating Practitioners Work. Preparation for Exam Part A – Preparatory Work	Mandatory – Unit 1 Investigating Practitioners Work. Part A – Preparatory Work Part B – The Examination

Curriculum Overview 2023-24
 Knowledge Rich Curriculum

	Key Knowledge and Skills: Students will understand the role and skills of a performer, develop performance skills and techniques for live performance, apply performance skills and techniques in selected styles, review and reflect on development of skills and techniques for live performance.	Part B – The Examination (90 hours – External) Key Knowledge and Skills: Students will be given a list of practitioners and will select two. They will research the two and study two key works of the practitioners.	(External Exam May) Key Knowledge and Skills: Students will be given a list of practitioners and will select two. They will research the two and study two key works of the practitioners.
Building and revisiting	Exploring the role and skills of a performer Exploring and developing physical skills and performance disciplines and styles. Applying performance skills and techniques in selected styles. Revising and reflecting on the development of skills and techniques for live performance.	Questions linked to contextual factors – social, economical, and historical. Questions linked to the two practitioners’ performances and how communicate the theme. Comparing and contrasting both practitioners and how they link to the exam question.	Questions linked to contextual factors – social, economical, and historical. Questions linked to the two practitioners’ performances and how communicate the theme. Comparing and contrasting both practitioners and how they link to the exam question.
Assessment	Internally assessed through students generating a report on their findings and a performance of a play that they have studies.	Externally assessed One bibliography 4 sides of notes A4 notes Three written answers (part B)	Externally assessed One bibliography 4 sides of notes A4 notes Three written answers (part B)