

SUBJECT: Drama

Overview for the website

Key Stage 4: Curriculum Intent (BRIEF): BTEC Tech Award level 1+2

	Year 10	Year 11
Autumn term	<p>Component 1 -Exploring the Performing Arts Students will research and explore different practitioners and styles in order to write a report on their findings. Students will examine professional practitioners' performance work, explore the interrelationships between constituent features of existing performance material by means of independent research and practical exploration. Students will be expected to see live theatre to put the practitioners work in context.</p> <p>Key skills and techniques Own research and communication Use of key terminology Use of description, explanation, discussion and being able to assess key stylistic qualities, processes, skills and interrelationships of key practitioners and various range of theatre styles. Development of transferrable skills</p> <p>Internally assessed</p>	<p>Component 3- Responding to a brief Having completed Component 1 and Component 2 of the BTEC, students will now be working on creating their own devised performance in which they have created from a given stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone. This term is about preparation for the Component 3 which is an externally assessed unit set by the examination board in the Spring Term.</p> <p>Key skills and techniques Own research and communication Use of key terminology when writing own milestones and log diaries. Self-evaluation and review of skills and techniques. Use of style, form, characterisation, language and structure.</p> <p>Externally assessed</p>

<p>Spring Term</p>	<p>Component 2- Developing skills and techniques within the Performing Arts Students will develop their performing arts skills and techniques through the reproduction of acting repertoire as a performer. Students will put in all the skills they have previously learnt to a scripted performance. Students will work in groups of 4-6, where they will link their performances to the practitioner Brecht. Students will be aiming to educate their audiences on current social issues. Students will have three different opportunities to perform scripts linked to component 2 – Developing skills and techniques within the performing arts.</p>	<p>Component 3- Responding to a brief Students continue working on their performances for Component 3 – they will continue with their milestones and work towards their final performance.</p> <p>Key skills and techniques Own research and communication Use of key terminology when writing own milestones and log diaries. Self-evaluation and review of skills and techniques. Use of style, form, characterisation, language and structure.</p>
	<p>Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>Internally assessed</p>	<p>Externally assessed</p>
<p>Summer Term</p>	<p>Component 2- Developing skills and techniques within the Performing Arts (continued) Students will now work on monologues and duologues in their second chance to show their acting skills while working with scripts. Students will yet again link their work to a practitioner – this time focusing on the work of Stanislavski.</p> <p>Key skills and techniques Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance</p> <p>Internally assessed</p>	<p>Year 11's have completed the BTEC course.</p>

Key Stage 5: Curriculum Intent (BRIEF): BTEC Extended Certificate – Performing Arts, Acting level 3

	Year 12	Year 13
Autumn Term	<p>Unit 2- Developing Skills and Techniques for a Live Performance</p> <p>Students will explore and perform two performances, one will be a scripted duologue and another will be a group performance of a script. These will be two different variation of styles linked to different practitioners. Alongside performing, students will present or write a report on your knowledge and understanding of the role and skills of an actor, including <u>employment opportunities</u> and <u>trends</u>, <u>working conditions</u> and <u>lifestyle factors</u>. Must include referencing.</p> <p>Key skills and techniques: Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>Internally assessed</p>	<p>Unit 19 – Acting skills</p> <p>Initially started at the end of year 12, students will explore six different practitioners within workshops to gain an understanding of the different styles’ practitioners add to performances. Students will then complete a report on acting styles and different practitioners. Must include referencing Students will have an input into what script they are given for this unit – they will apply a different practitioner to the one used in Unit 2 in year 12. Students will use their logbooks to reflect on their progress.</p> <p>Key skills and techniques: Understand acting styles and techniques for performance Develop acting styles, skills and techniques for performance Apply acting styles, skills and techniques in rehearsal and performance Review personal development and own performance.</p> <p>Internally assessed</p>

<p>Spring Term</p>	<p>Unit 1- Investigating Practitioners</p> <p>Students will prepare for their final BTEC AS written exam, while studying the different practitioner's, students will get a wide range of understanding of the world of Drama. Students will investigate different plays from the practitioners, with all plays having social themes from War, to the treatment of the elderly. A 3 hour exam in which students will investigate the work on two key influencing practitioners. Students will examine contextual factors (Social, Historical, Cultural and Political) as well as analysing key information such as: <u>Creative intentions, performance, production and repertoire.</u></p> <p>Key skills and techniques: Understanding of contextual factors that influence work of performing arts practitioners. Apply knowledge of how contextual factors influence the creative intentions and themes of performing arts practitioners.</p> <p>Externally assessed</p>	<p>Unit 3 – Group Performance workshop</p> <p>Student will produce a performance based on the stimuli provided by the exam board released in January. Students will create the performance based on their chosen target audience. Devised performance based on a stimulus given and respond using a practitioner style. Students will have to write 4 log books at different milestones to show their progression.</p> <p>Key skills and techniques: Understand how to interpret and respond to stimulus for a group performance Develop and realise creative ideas for a group performance in response to stimulus Apply personal management and collaborative skills to a group performance workshop process Apply performance skills to communicate creative intentions during performance workshop</p> <p>Externally assessed</p>
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<p>Summer Term</p>	<p>Unit 19 – Acting skills</p> <p>Continued at the start of year 13, students will explore six different practitioners within workshops to gain an understanding of the different styles’ practitioners add to performances. Students will then complete a report on acting styles and different practitioners. Must include referencing Students will have an input into what script they are given for this unit – they will apply a different practitioner to the one used in Unit 2 in year 12. Students will use their logbooks to reflect on their progress.</p> <p>Key skills and techniques: Understand acting styles and techniques for performance Develop acting styles, skills and techniques for performance Apply acting styles, skills and techniques in rehearsal and performance Review personal development and own performance.</p> <p>Internally assessed</p>	<p>Year 13 Finish</p>
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