

Holywell School Curriculum Overview

Key Stage 4 Curriculum Overview – Drama **Pearson Excel Tech Award Level 1/2 in Performing Arts QAN: 603/7054/3**

Curriculum Intent

Performing Arts teaches the student key skills that can be used in all walks in life. Students will have the provisions to develop and grow their teamwork and communication skills as well as learning all of the fundamentals needed to be a confident performer. Students study a wide range of performance styles, scripts as well as how to analyse live performances. Each lesson students are challenged to step out of their comfort zones, be brave and be ambitious. The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

How students are assessed

Component 1: Exploring the Performing Arts – Internal assessment 30%

Component 2: Developing Skills and Techniques in the Performing Arts – Internal assessment 30%

Component 3: Responding to a brief – External assessment 40%

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass and all components will be moderated by Pearsons.

Term	Year 10	Year 11
Autumn term	<p>Title of unit: Component 1 – Exploring the Performing Arts</p> <p>By the end of this unit, we expect students will know and understand how professional performance work is created, looking at the influences, creative outcomes and purpose of professional works. Students will explore a variety of different performances including musicals, dance, plays and more with opportunities to watch live and recorded theatre. Students will explore the roles, responsibilities and skills required in a professional production.</p>	<p>Title of unit: Continued: Component 2-Developing skills and techniques in Performing Arts</p> <p>By the end of this unit, we expect students will know and understand how to apply skills and techniques in their chosen discipline. Students can choose to specialise in either acting, dance or production.</p> <p>Students will develop their knowledge of the rehearsal or design process through classes and workshops. Students will take part in a variety of practical workshops depending on their specialism in dance, acting or production design.</p>

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	<p>We expect students to demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance work and apply these through taking part in practical workshops. Students will develop knowledge and skills in acting, dance and production skills and how these are applied in performances.</p> <p>The key skills that we are introducing are: Appreciation of performance work: Observing and evaluating professional performance work including looking at the purpose, influences and stylistic qualities of professional work. Production processes: Processes such as rehearsals, roles and responsibilities, sharing ideas and intentions, performing and post-performance evaluations. Acting: Skills for performance including voice and projection, facial expressions, gestures and performance preparation Dance: Skills for performance including safe dance practice, emotion and expression and confidence. Production: Skills required in a production role including creativity, research and designing. How to produce a portfolio of evidence ready for the assessment</p> <p>Students will: Have the ability to articulate thoughts and feelings about performance work they watch Have regular opportunities to perform, enabling them to develop their self-confidence and receive feedback on how to improve Regularly assess their own work through self and peer assessment.</p>	<p>The acting and dance specialism aims to introduce and develop learners' skills in a selected dance/acting style and improve their ability to reproduce and perform technical movements in dance or in an acting performance using a professional script. The production specialism aims for learners to understand the use of costume/make-up, set design or sound/lighting in performances and to develop skills to design, create and use these in practice.</p> <p>The key skills that we are introducing are: Knowledge of the rehearsal and design process: This includes health and safety, reviewing and recording development of skills, responding to feedback and appropriate behaviours and attitudes reflecting standard industry practice. Applying skills in a performance, students will need to perform either: Dance: A dance performance from a professional work demonstrating technical accuracy and performance/interpretive skills. Acting: An acting piece from a professional work demonstrating characterisation, vocal and physical skills. Production: A pitch presentation demonstrating the development of ideas and final designs. Reviewing own development of skills</p> <p>Students will: Apply their skills in a performance/design pitch showcase Will evaluate their own development and application of skills using a logbook</p>
Evidence of learning	<p>Non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.</p> <p>Assignment details- Students will investigate a professional performance work and produce a portfolio of evidence detailing how the performance work was created including how ideas were generated, creative intentions and purpose of the work, the rehearsal/design processes, roles and responsibilities and approaches used to create work.</p>	<p>Non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment and is worth 60 marks.</p> <p>Assignment details- Students will prepare for either a performance of existing professional repertoire or a pitch/presentation of designs created for existing professional repertoire. Evidence produced can either be written (approximately 10 pages of A4) or recorded (10 minutes of video footage). Students will showcase performance or production designs for an audience.</p>

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	The portfolio can be either written (8-12 pages of A4) or recorded (4-6 minutes of video footage).	Students will review the development and application of skills and techniques during the process and after. Evidence produced can either be written (2 sides of A4) or recorded (5 minutes of video footage)
Links to prior learning	Year 7 Unit: Live Theatre review Year 7 Unit: Physical Theatre Using a script (English SOW) Using Still Images (English SOW) Collaboration and leadership skills (PE SOW) KS3 English- Drama-based tasks & Persuasive Speech assignments	Year 7 Unit: Theatre-making mini courses Year 7 Unit: Playtext study – Dexter and Winder’s Detective agency Year 7 Unit: Live Theatre review Year 7 Unit: Physical Theatre Year 10 Component 1 and 2
Links to future learning	Year 10 & 11 Component 2 and 3 Key Stage 5 Performing arts at Bedford College & Film Studies at Kimberley College	Year 10 & 11 Component 2 Key Stage 5 Performing arts at Bedford College & Film Studies at Kimberley College
Spring term	<p>Title of unit: Component 1 – Exploring the Performing Arts Continued</p> <p>By the end of this unit, we expect students will know and understand how professional performance work is created, looking at the influences, creative outcomes and purpose of professional works. Students will explore a variety of different performances including musicals, dance, plays and more with opportunities to watch live and recorded theatre. Students will explore the roles, responsibilities and skills required in a professional production.</p> <p>We expect students to demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance work and apply these through taking part in practical workshops. Students will develop knowledge and skills in acting, dance and production skills and how these are applied in performances.</p> <p>The key skills that we are introducing are: Appreciation of performance work: Observing and evaluating professional performance work including looking at the purpose, influences and stylistic qualities of professional work. Production processes: Processes such as rehearsals, roles and responsibilities, sharing ideas and intentions, performing and post-performance evaluations.</p>	<p>Title of unit: Component 3- Responding to a Brief</p> <p>By the end of this unit, we expect students will know how to create an original performance in response to a given brief and stimulus.</p> <p>The purpose of the unit is for learners to take all the knowledge and skills they have developed throughout the course and apply these in creating their own performance or pitch presentation.</p> <p>Students will develop their knowledge of how to respond to a brief through discussion and practical exploration activities. Students will understand how to select and develop their skills and techniques and apply these to an original performance or production pitch depending on their specialism.</p> <p>The acting and dance specialism aims to prepare students for a performance piece looking at key performance skills such as vocal and physical skills as well as the research skills involved in creating their performance and working well with others.</p> <p>The production specialism aims to prepare students for a production design pitch including research skills, communicating ideas and intentions to an audience, showcasing final designs and working with others.</p> <p>The key skills that we are introducing are: How to respond to a brief: This includes looking at target audiences, working with different starting point/stimuli for performance ideas, creative intentions and working with others. Applying skills in their own devised performance:</p>

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	<p>Acting: Skills for performance including voice and projection, facial expressions, gestures and performance preparation</p> <p>Dance: Skills for performance including safe dance practice, emotion and expression and confidence.</p> <p>Production: Skills required in a production role including creativity, research and designing.</p> <p>How to produce a portfolio of evidence ready for the assessment</p> <p>Students will:</p> <p>Have the ability to articulate thoughts and feelings about performance work they watch</p> <p>Have regular opportunities to perform, enabling them to develop their self-confidence and receive feedback on how to improve</p> <p>Regularly assess their own work through self and peer assessment.</p>	<p>Acting and dance: Using key performance skills such as vocal/physical skills, looking at a variety of genres and practitioners and developing interpretative skills.</p> <p>Production: understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas and presenting to an audience.</p> <p>Evaluating developmental process and reflecting on outcomes</p> <p>Students will:</p> <p>Understand how to evaluate their development process and outcome in response to a brief.</p>
Evidence of learning	<p>Non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.</p> <p>Assignment details- Students will investigate a professional performance work and produce a portfolio of evidence detailing how the performance work was created including how ideas were generated, creative intentions and purpose of the work, the rehearsal/design processes, roles and responsibilities and approaches used to create work.</p> <p>The portfolio can be either written (8-12 pages of A4) or recorded (4-6 minutes of video footage).</p>	<p>Task set and marked by Pearson completed under supervised conditions. Students will be given the set task in January 2024, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks</p>
Links to prior learning	<p>Year 7 Unit: Live Theatre review</p> <p>Year 7 Unit: Physical Theatre</p> <p>Using a script (English SOW)</p> <p>Using Still Images (English SOW)</p> <p>Collaboration and leadership skills (PE SOW)</p> <p>KS3 English- Drama-based tasks & Persuasive Speech assignments</p>	<p>Year 7 Unit: Theatre-making mini courses</p> <p>Year 7 Unit: Playtext study – Dexter and Winder’s Detective agency</p> <p>Year 7 Unit: Live Theatre review</p> <p>Year 7 Unit: Physical Theatre</p> <p>Year 10 Component 1 and 2</p>
Links to future learning	<p>Year 10 & 11 Component 2</p> <p>Key Stage 5 Performing arts at Bedford College & Film Studies at Kimberley College</p>	<p>Key Stage 5 Performing arts at Bedford College & Film Studies at Kimberley College</p>
Summer term	<p>Title of unit: Component 2-Developing skills and techniques in Performing Arts</p>	

	<p>By the end of this unit, we expect students will know and understand how to apply skills and techniques in their chosen discipline. Students can choose to specialise in either acting, dance or production. Students will develop their knowledge of the rehearsal or design process through classes and workshops. Students will take part in a variety of practical workshops depending on their specialism in dance, acting or production design.</p> <p>The acting and dance specialism aims to introduce and develop learners' skills in a selected dance/acting style and improve their ability to reproduce and perform technical movements in dance or in an acting performance using a professional script.</p> <p>The production specialism aims for learners to understand the use of costume/make-up, set design or sound/lighting in performances and to develop skills to design, create and use these in practice.</p> <p>The key skills that we are introducing are:</p> <p>Knowledge of the rehearsal and design process: This includes health and safety, reviewing and recording development of skills, responding to feedback and appropriate behaviours and attitudes reflecting standard industry practice.</p> <p>Applying skills in a performance, students will need to perform either:</p> <p>Dance: A dance performance from a professional work demonstrating technical accuracy and performance/interpretive skills.</p> <p>Acting: An acting piece from a professional work demonstrating characterisation, vocal and physical skills.</p> <p>Production: A pitch presentation demonstrating the development of ideas and final designs.</p> <p>Reviewing own development of skills</p> <p>Students will:</p> <p>Apply their skills in a performance/design pitch showcase</p> <p>Will evaluate their own development and application of skills using a logbook</p>	
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Evidence of learning	Non-exam internal assessment set by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment and is worth 60 marks. Assignment details- Students will prepare for either a performance of existing professional repertoire or a pitch/presentation of designs created for existing professional repertoire. Evidence produced can either be written (approximately 10 pages of A4) or recorded (10 minutes of video footage). Students will showcase performance or production designs for an audience. Students will review the development and application of skills and techniques during the process and after. Evidence produced can either be written (2 sides of A4) or recorded (5 minutes of video footage)	
Links to prior learning	Year 7 Unit: Theatre-making mini courses Year 7 Unit: Playtext study – Dexter and Winder’s Detective agency Using a script (English SOW) Using Still Images (English SOW) Collaboration and leadership skills (PE SOW) KS3 English- Drama-based tasks & Persuasive Speech assignments	
Links to future learning	Year 10 & 11 Component 2 Key Stage 5 Performing arts at Bedford College & Film Studies at Kimberley College	
<p style="text-align: center;">Protected Characteristics</p> <p>Holywell’s Drama curriculum and extra-curricular provision is designed to ensure there are opportunities for all our students, regardless of race; gender; where they live; their levels of talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.</p> <p>The curriculum covers a diverse range of genres/styles and explores practitioners and playwrights from a range of historical, cultural and geographical context.</p> <p>In Drama lessons we reference and explore religion/ belief through an exploration of historical culture across Western Civilisation. We study texts that are written by or about different races and genders. Conversations regarding marriage, civil partnerships, disabilities are discussed throughout the year, depending on plays that are watched/ read.</p>		
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p>Key vocabulary is identified in each unit and taught explicitly during lessons; this vocabulary is encouraged in the pupils own written reflections. Reading is highly encouraged throughout the year through script work, where tone and pace are openly rehearsed and every pupil will have the opportunity to deliver lines out loud.</p>		
<p style="text-align: center;">Careers links</p> <ul style="list-style-type: none">• Theatre Industry: Stage Manager, broadcaster, presenter, producer, director, playwriting• Film making: Videography, scripting• Performing Arts Industry: acting, dancing, music		

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- Transferable Skills: business and leadership roles

The performing arts are a major part of the creative and cultural industries in the UK, which in 2017–2018 were growing at over five times the rate of the wider UK economy, contributing £111.7 billion a year to the economy. There were more than 9,000 enterprises in the performing arts industry in 2018, and in 2019 more than 82,000 people working in a wide range of roles from performers to designers and directors. The skills developed through the study of performing arts are integral to roles across the creative industry, including film and TV, theatre, games and advertising.

Safeguarding including safety in the curriculum

Drama is largely practical and therefore the student are taught and expected to follow the procedures necessary to ensure they are safe when moving around the classroom and using any equipment. Specific styles of theatre require different levels of activity and as such procedures are set in place before action.

Values across the curriculum

Values are explored and discussed regularly throughout the drama curriculum. Students are encouraged to show resilience, courage, and joy in every lesson.

Spirituality in the curriculum

The recognition of a something greater than ourselves is explored deeply in the Drama curriculum. The pupils are encouraged to practice Drama in community, by physically starting and ending our lessons in a circle and working in teams to create. Pupils show their creativity and develop a sense of pride for the work they have built. They will see their work enjoyed by others, then take feedback with grace. Success is celebrated as equally as effort, and an open-minded approach. Pupils use limited resources (including nature) and their imagination to build a world different from their surroundings. We explore key practitioners of theatre and their impact on society today. The pupils are encouraged to reflect on the impact of drama through our school values and ethics. Pupils reflect on (and empathise with) the lives of others, different societies and cultures through performance and play study.

How we track your progress

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Examined and Non-exam internal assessment set by Pearson. Evidence produced can either be written (approximately 10 pages of A4) or recorded (10 minutes of video footage). Students will review the development and application of skills and techniques during the process and after. Evidence produced can either be written (2 sides of A4) or recorded (5 minutes of video footage).

Parents/Carers can support their child by:

Sharing your own experience of performance with your child, watching live and recorded theatre, encouraging creativity and play and support with extracurricular school events.

The following websites are useful for supporting your child with KS3 curriculum Drama.

<https://www.bbc.co.uk/bitesize/subjects/zrs3kqt>

<https://www.digitaltheatre.com/>

<https://www.nationaltheatre.org.uk/national-theatre-online/>

Sustainability within the subject

DIY Theatre encourages our pupils to use already existing resources to create props and set.

Use of outdoor spaces instead of indoors.

Pupils/ classes share paper resources. When possible, these are laminated for use every year.

Pupils are encouraged to look after their printed resources in their own folders that are given to them at the start of the year.

Recycle bins located in Drama areas.