

KS5 Curriculum Overview Level 3 BTEC Performing Arts Performance (Acting)

Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> ▪ Introduction to the BTEC Level 3 course ▪ Developing and building technique 	<p>Study of professional works, practitioners, techniques, styles and skills.</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p>
TERM 2 TOPIC/s	<p>Researching other roles and responsibilities within the Performing Arts industry</p> <p>Developing technical, physical and interpretive performance skills.</p>	<p>Tolerance – be open and respectful of other opinions and creative freedom.</p> <p>Enabling students to explore deeper into performances and meaning behind different performances.</p>
TERM 3 TOPIC/s	<p>Apply performance skills and techniques in selected styles</p> <p>Review and reflect on development of skills and techniques for live performance.</p>	<p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers and patterns</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>

TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 34 – Developing Skills and Techniques for Performance</p> <p>Unit 3: Group Performance workshop</p>	<p>Interpretation of the stimulus and planning – research, practical exploration, exploring aims and intentions, target audiences, styles , performance and the development of skills and techniques</p> <p>Development and realisation of creative ideas – choreographing and devising, planning, rehearsal process, development of ideas and the performance as a whole, understanding performance impact and the purpose of a performance.</p> <p>Review and reflection – analyse and evaluate processes, performance, planning and performance success.</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry</p> <p>Problem solving – working with numbers and patterns</p> <p>Working as an individual and as part of a team – some tasks will be independently led and some will require group work. Effective communication and effort should be seen in both instances.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Unit 3: Group Performance Workshop</p>	<p>Interpretation of the stimulus and planning – research, practical exploration, exploring aims and intentions, target audiences, styles , performance and the</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p>

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TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>▪ Introduction to year 13 units: Unit 19 – Acting Styles & one other optional unit. **optional unit is based on the qualities and skills of the cohort **</p> <p>Optional unit choices: Theatre Directing Writing for Performance Screen Acting Interpreting Classical Text for Performance Developing the Voice for Performance Improvisation Movement in performance Physical Theatre Techniques</p>	<p>Interpretation of the stimulus and planning – research, practical exploration, exploring aims and intentions, target audiences, styles , performance and the development of skills and techniques</p> <p>Development and realisation of creative ideas – choreographing and devising, planning,</p>	<p>Mutual respect for one another when working and performing in groups, being an audience member.</p> <p>Individual liberty – creative and personal judgement</p> <p>Tolerance – be open and respectful of other opinions and creative freedom</p> <p>Gaining confidence to work with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These</p>

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Review and reflection – analyse and evaluate processes, performance, planning and performance success.

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Problem solving – working with numbers and patterns

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