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

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Introduction to the BTEC Level 3 course	Study of professional	Mutual respect for one
 Developing and building technique 	works, practitioners,	another when working and performing in groups, being
	techniques, styles and	an audience member.
	skills.	Individual liberty – creative and personal judgement
TERM 2 TOPIC/s	Researching other roles	p jg
Unit 34 – Developing Skills and Techniques for	and responsibilities	Tolerance – be open and
Performance	within the Performing	respectful of other opinions and creative freedom.
	Arts industry	Enabling students to explore
		deeper into performances
	Developing technical,	and meaning behind different performances.
	physical and interpretive	
TERM 3 TOPIC/s	performance skills.	Gaining confidence to work
Unit 34 – Developing Skills and Techniques for		with others practically, communicating effectively,
Performance	Apply performance skills	developing communication
	and techniques in	and personal skills, research
	selected styles	and investigative skills will start to be developed. These
	,	could support jobs in areas
	Review and reflect on	such as marketing, public
	development of skills and	relations, human resources, education, law, health care
	techniques for live	and the performing arts
	performance.	industry
		Problem solving – working with numbers and patterns
		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.

<u>Year 12</u>

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

	development of skills and techniques 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. Review and reflection – analyse and evaluate processes, performance, planning and performance success.	Tolerance – be open and respectful of other opinions and creative freedom 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 Problem solving – working with numbers and patterns 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.
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
 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 ** Optional unit choices: Theatre Directing Writing for Performance Screen Acting Interpreting Classical Text for Performance Developing the Voice for Performance Improvisation Movement in performance 	Interpretation of the stimulus and planning – research, practical exploration, exploring aims and intentions, target audiences, styles, performance and the development of skills and techniques	Mutual respect for one another when working and performing in groups, being an audience member. Individual liberty – creative and personal judgement Tolerance – be open and respectful of other opinions and creative freedom
Physical Theatre Techniques	Development and realisation of creative ideas – choreographing and devising, planning,	with others practically, communicating effectively, developing communication and personal skills, research and investigative skills will start to be developed. These

rehearsal process, development of ideas and the performance as a whole, understanding performance impact	could support jobs in areas such as marketing, public relations, human resources, education, law, health care and the performing arts industry
and the purpose of a performance.	Problem solving – working with numbers and patterns
Review and reflection – analyse and evaluate processes, performance, planning and performance success.	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.