

Curriculum Overview – (Year 10) BTEC TECH AWARD PERFORMING ARTS

Unit Title	Learning	How can parents best support?
<p>Component 1 – Exploring the performing arts. Half terms 1&2</p>	<p>In this component, students study 2 styles of repertoire. Their 1st style of text – is Naturalism. This component will help students to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles.</p> <p>Students will look at elements such as:</p> <ul style="list-style-type: none"> • Roles • Responsibilities • Application of relevant skills and techniques according to the practitioner being studied. <p>Students also broaden their knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give students an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. They will also develop transferable skills, such as research and communication, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Students must explore and develop an understanding of how performers, directors and designers influence performance style, design elements and staging, to communicate meaning to an audience.</p> <p>Practical work involves students gaining knowledge and understanding to explore:</p> <ul style="list-style-type: none"> • the playwright's use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience • vocal and physical interpretation of character 	<p>Read through the chosen play with your son/daughter. https://www.vocalzone.com/the-record-blog/music-entertainment/top-10-method-actors/</p> <p>Help to research about famous naturalistic actors – watch some films with your son/daughter starring famous naturalistic actors.</p> <p>Help to research naturalistic practitioners including Stanislavski. https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> <p>Visit the theatre to watch a piece of naturalistic theatre or watch a televised version of a play – or drama making notes of how characters are communicated, key scenes and techniques they can identify as naturalistic acting. https://www.youtube.com/watch?v=0A4ywwYkAWk</p>

	<ul style="list-style-type: none"> ● design elements, including staging and visual communication, costume, lighting, set and sound ● sketches and drawings to represent stage performance style and theatrical devices. 	
<p>Component 3 Responding to a Brief Half term 3 & 4</p>	<p>This component is an externally assessed examination – which is released in late January of each year in the form of a stimulus by the exam board. Students are required to spend 12 weeks preparing for this performance examination. After their exam, they are required to complete a 3 hour controlled assessment – based upon major milestones during the rehearsal process. It is vitally important that students keep a regular rehearsal logbook/diary to enable them to complete this final task.</p> <ul style="list-style-type: none"> ● How to respond to a set stimulus in the form of performance. ● Researching and applying findings of research to the devising process – i.e. using information to inform scenarios, plotlines and characters. ● How to establish an intention and identify a target audience. ● How to develop a character using a range of explorative strategies. 	<p>Explore possible responses with their son/daughter to the set stimuli.</p> <p>Support with research tasks to inform themes and characterisations.</p> <p>Encourage your son/daughter to attend after school rehearsals.</p> <p>Encourage your son/daughter to complete their rehearsal log/progress diaries.</p> <p>www.gcsebitesize.com</p>

	<ul style="list-style-type: none"> • How to block a performance through the study of proxemics, and stage skills. • Maintaining a performance diary/log – that will inform the final submission of written process milestones. • How to explore and experiment with a range and wide variety of performance genres to communicate intentions 	
<p>Developing Skills and Techniques in the Performing Arts Term 5&6</p>	<p>Students are required to gain knowledge and understanding to explore how key practitioners communicate through:</p> <ul style="list-style-type: none"> • themes, issues, performance conventions • genre, structure, form, style, language and stage directions • character relationships • character development. <p>Performers must develop skills in:</p> <ul style="list-style-type: none"> • how meaning is communicated and interpreted through: the use of voice, physical and non-verbal techniques (such as facial expression and gesture) appropriate to the practitioner being studied. • use of space and spatial relationships • the presentation of characters/roles • relationships between performer and audience • production elements, such as set (including props), costume, lighting and sound. <p>Also:</p> <ul style="list-style-type: none"> • characterisation 	<p>Support with learning lines and regular ‘testing’ of how effectively your son/daughter is memorising their script.</p> <p>Practise with your son/daughter regularly to enable them to feel confident with their lines of dialogue and how to use movement in order to communicate their character effectively.</p> <p>Encourage and support your son/daughter in attending after-school/half term holiday/weekend rehearsals.</p> <p>Attend evening performances to celebrate your son/daughter’s work.</p>

	<ul style="list-style-type: none"> • voice: use of clarity, pace, inflection, pitch and projection • physicality: use of space, gesture, facial expression, stillness and stance • communicating creative intent to audience • communication with other performers and/or with the audience. <p>Performers must understand how performance is created from a text. They should demonstrate the skills through:</p> <ul style="list-style-type: none"> • developing interpretations independently and collaboratively • the development of specific artistic intentions • learning lines, rehearsing, amending and refining text extracts in progress for performance • performing to an audience. <p>Students learn the importance of interrelationships of performing artists - managing and directing skills used by a choreographer, artistic director, casting director or musical director.</p>	
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