Subject: Performing Arts

Kay Stage 5 Curriculum Plan

Year: 13

Department Information:

Year 12 and 13 follow the BTEC Performing Arts National Extended Certificate (Pearson).
Pupils have lessons 8 times a fortnight. Lessons are taught by Mr Brignull (HOD) and Miss Piggott.

Curriculum aims and intent:

The intention of the course is to create skilled and confident performers by developing advanced technical and creative skills in acting.

The course aims to develop pupils who are:

Critical Thinkers – Understanding performance theory, analysing practitioners' work, and making informed artistic choices

Collaborative Practitioners – Working effectively with others and understanding the collaborative nature of professional theatre

Reflective Learners – Evaluating their own practice, identifying areas for development, and engaging in ongoing professional development

Industry-Ready – Understanding professional standards, working ethic, and the realities of working in the performing arts

Assessment:

Practical Performance Assessments (devised and scripted). Assessing technical skill, artistic interpretation, collaboration, and professional practice

Research tasks: Analysing practitioners and performance styles and ending with a written exam.

Logbooks - Analysing and evaluating own rehearsal process and identifying areas for development

Resources used to support learning:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification

https://www.dramaonlinelibrary.com/ Access to NT live performances (sign in code for pupils studying Drama)

Home Learning:

Line Learning.
Research tasks, for example: creating character profiles, researching background, and exploring motivation
Voice Work: Practising vocal techniques, accent work, and vocal projection
Ensemble Rehearsals: Collaborative rehearsal time outside timetabled sessions

How parents can help their child:

Support time management – Help balance practical rehearsal with written work and other subjects
Encourage wellbeing – Understand that intensive rehearsal periods can be demanding; support mental and physical health
Encourage consistent rehearsal – Ensure your child has dedicated time and space for practice at home
Listen to lines – Help them rehearse scripts.

Term	Summary of work being covered	Knowledge, Understanding and skills assessed	How the work is assessed	Career Links
1	Unit 19: Acting Styles	Understanding different acting styles, character development, Performance skills, research and analysis of performance styles	Final performance Final research presentation Logbook	Actor, Theatre Director, Drama Teacher, Workshop Leader
2	Unit 3:Group Workshop	Collaboration, devising and rehearsal techniques, communication, responding to a stimulus	Mock Performance Milestone 1 (log book)	Actor, Theatre Director, Theatre Practitioner, Facilitator
3	Unit 3: Group Workshop	Refining performance skills, teamwork, applying feedback,	Mock Performance Milestone mock (log book)	Actor, Stage Manager, Community Arts Worker, Theatre Director
4	Unit 3: Group Workshop	Professional rehearsal practice, time management, performance evaluation	Final Performance (Assessed by Pearson) Milestone 1 to 4 (Written under exam conditions	Performer, Theatre Company Member,Drama Teacher, Creative Producer
5	Further Development of Drama techniques	Developing advanced acting techniques, professional rehearsal practice	ongoing practical work, teacher observation and feedback (no formal assessment)	Performer, Theatre Company Member,Drama Teacher, Creative Producer
6	Further Development of Drama techniques	Developing advanced acting techniques, professional rehearsal practice	ongoing practical work, teacher observation and feedback (no formal assessment)	Performer, Theatre Company Member,Drama Teacher, Creative Producer