

Curriculum Map

Subject: BTEC Performing Arts: Tech award Level 1/Level 2

Year Group: 11

	Autumn	Spring	Summer
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Having already undertaken a small mock of activities 1 and 3 in year 10</p> <p>Students will undertake a full mock/ walkthrough of component 3 exam covering activities 1,2,3 and 4.</p> <p>As students have already completed the modular components 1 and 2, the focus this year is on their final contributing module of component 3.</p>	<p>Exam release date early January of component 3 paper.</p> <p>Students will go into their final groups and allocated performance or designer roles. They will be given the brief and stimulus. They will then form and devise their response.</p> <p>During this process students will be sitting 3 separate 1hr timed supervised sessions where they will access activities 1 and 2</p>	<p>Students will continue to work on and finish their component 3 exam. It is anticipated that activity 3 (The performance) and activity 4 the evaluation will be undertaken in the early summer term.</p>
Skills- What will be developed?	<p>Skills will cover:</p> <ul style="list-style-type: none"> • responding to a brief and stimulus • developing and devising performance work • Working in the style of a practitioner • Developing performance skills • Evaluating performance work <p>Group work and communication skills are developed in every unit.</p>	<p>Skills will cover:</p> <ul style="list-style-type: none"> • responding to a brief and stimulus • developing and devising performance work • Working in the style of a practitioner • Developing performance skills • Evaluating performance work <p>Group work and communication skills are developed in every unit.</p>	<p>Skills will cover:</p> <ul style="list-style-type: none"> • responding to a brief and stimulus • developing and devising performance work • Working in the style of a practitioner • Developing performance skills • Evaluating performance work <p>Group work and communication skills are developed in every unit.</p>
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>How can students develop original performance ideas based off a given Brief/ stimulus? What are the steps involved in the devising process? What are the key skills needed to develop voice and movement work as an actor/ designer? Themes explored will be dependent on students chosen stimulus response.</p>	<p>How can students develop original performance ideas based off a given Brief/ stimulus? What are the steps involved in the devising process? What are the key skills needed to develop voice and movement work as an actor/ designer? Themes explored will be dependent on students chosen stimulus response.</p>	<p>How can students develop original performance ideas based off a given Brief/ stimulus? What are the steps involved in the devising process? What are the key skills needed to develop voice and movement work as an actor/ designer? Themes explored will be dependent on students chosen stimulus response.</p>
SEND- how will support be seen? Seating plans? Simplified questions?	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 3 exam. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Voice recorder used for EAL students. Design option offered to struggling students and those with confidence issues.</p>	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 3 exam. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Voice recorder used for EAL students. Design option offered to struggling students and those with confidence issues.</p>	<p>Mixed groupings. Modelling practically, orally and in written form when approaching the Component 3 exam. Practical examples are used for this too/using students as part of this to give a visual representation of the task. Questions pitched at different levels. Voice recorder used for EAL students. Design option offered to struggling students and those with confidence issues.</p>
Assessment- What? Why?	<p>A full component 3 mock including activities 1-4 in preparation for their actual component 3 exam later in the year.</p>	<p>Formal assessment by exam board</p>	<p>Formal assessment by exam board</p>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK.</p>	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK.</p>	<p>Each lesson incorporates retrieval practice questions which are unrelated to the current lesson, tasks are also set for HWK.</p>

	<p>We use modelling for Component 3 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. Key exam terminology is practiced via regular quizzing and HWK tasks.</p>	<p>We use modelling for Component 3 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. Key exam terminology is practiced via regular quizzing and HWK tasks.</p>	<p>We use modelling for Component 3 to help students structure their exam answers. Students must learn many lines too and we support with strategies to aide this. Key exam terminology is practiced via regular quizzing and HWK tasks.</p>
Literacy - reading, extended accurate writing and oracy opportunities	<p>Students practice how to write extended answers for the component 3 exam. They also will review and improve their work based on feedback to ensure accuracy in their writing. Students have to read and process research as well as their brief. Oracy is covered in all lessons due to the practical nature of the subject.</p>	<p>Students practice how to write extended answers for the component 3 exam. They also will review and improve their work based on feedback to ensure accuracy in their writing. Students have to read and process research as well as their brief. Oracy is covered in all lessons due to the practical nature of the subject.</p>	<p>Students practice how to write extended answers for the component 3 exam. They also will review and improve their work based on feedback to ensure accuracy in their writing. Students have to read and process research as well as their brief. Oracy is covered in all lessons due to the practical nature of the subject.</p>
Numeracy /computing skills	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness. Students must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must learn to manage their time and spend an appropriate amount of time on each question. Homework is often set as needing to be typed so that improvements/edits can be made more easily</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness. Students must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must learn to manage their time and spend an appropriate amount of time on each question. Homework is often set as needing to be typed so that improvements/edits can be made more easily</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness. Students must work within set word counts and stick to set minimum/maximum time limits set by the exam board. For component 3 students must learn to manage their time and spend an appropriate amount of time on each question. Homework is often set as needing to be typed so that improvements/edits can be made more easily</p>
Character development	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>
Equality /Diversity opportunities	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks. Equality and diversity are also covered within the work dependant on how students- respond to the stimulus and their chosen theme/performance idea.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>

Homework/Independent learning	<p>Researching practitioners to enable students to create and devise work in a certain style.</p> <p>Accessing performance work so that they can evaluate and assimilate this within their devised response.</p> <p>Quizzes on key terminology</p> <p>Developing ideas for performance work</p> <p>Researching responses to brief and stimulus</p>	<p>Researching practitioners to enable students to create and devise work in a certain style.</p> <p>Accessing performance work so that they can evaluate and assimilate this within their devised response.</p> <p>Quizzes on key terminology</p> <p>Developing ideas for performance work</p> <p>Researching responses to brief and stimulus</p>	<p>Practise exam questions in preparation for supervised sessions</p> <p>Quizzes on key terminology</p> <p>Developing ideas for performance work</p> <p>Researching responses to brief and stimulus</p>
CIAG coverage/links	<p>All work this year focus on the skills required to be a professional Actor/Designer as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>	<p>All work this year focus on the skills required to be a professional Actor/Designer as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>	<p>All work this year focus on the skills required to be a professional Actor/Designer as well as how playwrights develop their work within theatre.</p> <p>All units also look at professional production values and the role of a production team from directors to designers, as well as how directors develop a performance from stimulus to stage.</p>