

**CURRICULUM MAP**

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| Subject | BTEC Tech in Performing Arts (Pathway: Acting) |
| Head of Department | Ms C Dawkins Lead Internal Verifier (BTEC): Mr M Embling |

SCHOOL INTENT**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

The school aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

The Drama department at Rutlish thrives on developing students holistically through the medium of Drama and Theatre. Students engage in a sequence of lessons in which they are able to explore a set text each term and they are introduced to a wide range of sophisticated explorative strategies, mediums and theatrical techniques, which can create meaning. Students develop their understanding of different genres of theatre and performances, and this allows them to explore (practically), the works of famous playwrights such as Wheeler, Parker, Artaud, Brecht and Stanislavski. Students not only develop their self-confidence, and self-esteem, but also the ability to work in groups to achieve a common goal. Drama also introduces students to topical themes and contemporary issues, which enables them to develop a broader understanding of the wider society and the world in which they live. Drama is all-inclusive, and encourages students from all backgrounds to examine the world around them with a critical eye. Students explore plays from different genres, for different audiences, and this in turn develops their sense of justice and fair play.

KEY STAGE 4 RATIONALE/ INTENT

BTEC Tech in Performing Arts course allows students to study acting, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. They will examine the roles and responsibilities of different performance artists and practitioners such as actor, director, writer and designer; as well as the different approaches and styles used, such as comedy, naturalism and physical theatre. They will also develop key skills, such as being able to respond to and interpret different ideas given to them; and will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give them the opportunity to develop performing arts skills and techniques, and to analyse and evaluate their skills both independently and within a group.

Students will carry out tasks or mini-projects throughout the course and towards the end they will complete one larger project in acting where they use the knowledge, skills and techniques learnt from prior components to devise and deliver a workshop performance to a specific audience. A brief will be given to them by the exam board to help them start this final assessment piece. All the work you do through the course prepares them for this larger project, which is sent away to be marked.

When students have completed the qualification, they will have developed a practical understanding of the performing arts sector, and the roles and responsibilities of the people involved in performing arts industries. As students will be building useful skills, which are not generally covered in GCSE courses, they will have a better understanding of whether the performing arts sector is for them. This will allow them to decide whether this is an area they want to continue to study. The course will also help students to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit them wherever they progress to next.

**YEAR 10 – BTEC Tech in Performing Arts (Pathway – Acting)**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | UNIT OF WORK: Component 1 – Exploring the Performing Arts | UNIT OF WORK: Component 1 – Exploring the Performing Arts | UNIT OF WORK: Component 1 – Exploring the Performing Arts | UNIT OF WORK: Component 2 – Developing Skills and Techniques in the Performing Arts | UNIT OF WORK: Component 2 – Developing Skills and Techniques in the Performing Arts | UNIT OF WORK: Component 2 – Developing Skills and Techniques in the Performing Arts |
| KNOWLEDGE | <ul style="list-style-type: none"> - Introduction to performing arts - What does it take to put on a production or be part of a performance? - Practitioner study x 3 – What do practitioners do? - What specific roles are there in the theatre industry? - Practical workshops of Practitioner's methods and theories | <ul style="list-style-type: none"> - Continue of study into performing arts - What does it take to put on a production or be part of a performance? - Practitioner study x 3 – What do practitioners do? - What specific roles are there in the theatre industry? - Practical workshops of Practitioner's methods and theories | <ul style="list-style-type: none"> - Introduction on presentation work - What does a good presentation look like? - What is required for a presentation - Demonstration of knowledge of a term's work into a presentation | <ul style="list-style-type: none"> - Explore and develop key acting skills and strategies - Multiple workshops on key acting skills to explore and learn how to implement to create character for performances - Theoretical study of skills and techniques – logbook created to document - Self-analyses of their own skills throughout the component - Learning lines for performance - Collaborative work with others - Rehearsal schedules - How to set out/block a scene | <ul style="list-style-type: none"> - Explore and develop key acting skills and strategies - Multiple workshops on key acting skills to explore and learn how to implement to create character for performances - Theoretical study of skills and techniques – logbook created to document - Self-analyses of their own skills throughout the component - Learning lines for performance - Collaborative work with others - Rehearsal schedules - How to set out/block a scene | <ul style="list-style-type: none"> - Key rehearsal schedules - How to put on a performance for an audience - Key skills on lighting/sound - Creation of programmes - Costumes and props - Tech rehearsals |
| KEY SKILLS | <ul style="list-style-type: none"> - Theory work – researching and how to research properly - Plagiarism – what is it and how we make sure we don't plagiarise - Key roles in theatre and how each one requires a different set of skills - Devising & Scripted skills - How to study practically - Working collaboratively - How to peer assess and give constructive feedback - Meeting deadlines | <ul style="list-style-type: none"> - Theory work – researching and how to research properly - Plagiarism – what is it and how we make sure we don't plagiarise - Key roles in theatre and how each one requires a different set of skills - Devising & Scripted skills - How to study practically - Working collaboratively - How to peer assess and give constructive feedback - Meeting deadlines | <ul style="list-style-type: none"> - How to present knowledge in the form of a presentation - How to edit work and make it presentable - How to present to a room full of people - Creating cue cards - Building confidence to demonstrate their work | <ul style="list-style-type: none"> - Key acting skills: Physical - Vocal - Strategies - Time management - Rehearsal techniques - Research skills - Learning of lines - Self-assessment of their own skills - Creating character - How to create a scene for an audience | <ul style="list-style-type: none"> - Key acting skills: Physical - Vocal - Strategies - Time management - Rehearsal techniques - Research skills - Learning of lines - Self-assessment of their own skills - Creating character - How to create a scene for an audience | <ul style="list-style-type: none"> - Key acting skills: Physical - Vocal - Strategies - Time management - Rehearsal techniques - Research skills - Learning of lines - Self-assessment of their own skills - Creating character - How to create a scene for an audience |
| HOW DO WE BUILD ON SKILLS AND KNOWLEDGE? | <ul style="list-style-type: none"> -KS3 curriculum has the following that we expand on at KS4 level in BTEC & GCSE: - Practitioner study - Several genres of Drama: Introduction/Greek/Horror/Slapstick Noir/Fairy Tales/Pantomime etc. - How to use Drama mediums – Vocal/Physical/Technical - Performing - Peer assessing (Audience) - Homework skills – Work booklets (researching) | <ul style="list-style-type: none"> -KS3 curriculum has the following that we expand on at KS4 level in BTEC & GCSE: - Practitioner study - Several genres of Drama: Introduction/Greek/Horror/Slapstick Noir/Fairy Tales/Pantomime etc. - How to use Drama mediums – Vocal/Physical/Technical - Performing - Peer assessing (Audience) - Homework skills – Work booklets (researching) | <ul style="list-style-type: none"> - KS3 taught them how to present work in the form of mini projects about the SOW and area of study. - We expand on this in KS4 (BTEC) by making students create and present their knowledge and ideas about the performing arts industry and practitioners. | <ul style="list-style-type: none"> - KS3 taught them a lot of SMEs (Strategies/Mediums/Elements) – These include vocal and movement skills - Students studied several plays were they would rein act scenes and performances - Devising skills where they would consider how to create scenes - They will pull knowledge from Component 1 where they | <ul style="list-style-type: none"> - KS3 taught them a lot of SMEs (Strategies/Mediums/Elements) – These include vocal and movement skills - Students studied several plays were they would rein act scenes and performances - Devising skills where they would consider how to create scenes - They will pull knowledge from Component 1 where they | <ul style="list-style-type: none"> - KS3 taught them a lot of SMEs (Strategies/Mediums/Elements) – These include vocal and movement skills - Students studied several plays were they would rein act scenes and performances - Devising skills where they would consider how to create scenes - They will pull knowledge from Component 1 where they |









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| | <ul style="list-style-type: none"> - Projects on SOW – independent learning | <ul style="list-style-type: none"> - Projects on SOW – independent learning | | <ul style="list-style-type: none"> learnt how a practitioner puts on a performance and the different roles in the industry | <ul style="list-style-type: none"> - They will pull knowledge from Component 1 where they learnt how a practitioner puts on a performance and the different roles in the industry | <ul style="list-style-type: none"> learnt how a practitioner puts on a performance and the different roles in the industry |
| LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects | <ul style="list-style-type: none"> - Understanding of how theatres are run. - What careers are in the industry – not just acting - Knowing anyone can become a practitioner with ideas | <ul style="list-style-type: none"> - Understanding of how theatres are run. - What careers are in the industry – not just acting - Knowing anyone can become a practitioner with ideas | <ul style="list-style-type: none"> - In different career paths, employees might be asked to present ideas etc. This is a great skills of students to learn and take them with them in their future. | <ul style="list-style-type: none"> - Professional visit of an actor or director to talk with students - Theatre trip of a selected play in the west end – to motivate and inspire them on creating performances and going into the industry | <ul style="list-style-type: none"> - Professional visit of an actor or director to talk with students - Theatre trip of a selected play in the west end – to motivate and inspire them on creating performances and going into the industry | <ul style="list-style-type: none"> - Professional performance – learning how to put on a performance for an audience like in the industry - Understanding better the different roles in the arts industry |
| ASSESSMENTS Summative and Formative as applicable | Formative Assessment - AFL - Peer assessment - Theory work – marked logbooks - Filmed Practical workshops - Verbal feedback *FEEDBACK SUPPORTS LEARNING | Formative Assessment - AFL - Peer assessment - Theory work – marked logbooks - Filmed Practical workshops - Verbal feedback *FEEDBACK SUPPORTS LEARNING | Summative Assessment -Presentation to class: -Demonstrating their knowledge and ideas from Component 1 work - Verbal feedback *FEEDBACK SUPPORTS LEARNING | Formative Assessment - AFL - Self-assessment of acting skills - Filmed practical workshops - Theory work – marked logbooks - Verbal feedback *FEEDBACK SUPPORTS LEARNING: Opportunity for students to reflect on learning, respond to feedback, improve work, etc. - | | |
| SPECIALIST VOCABULARY | <ul style="list-style-type: none"> - Practitioner - Plagiarise - Theatre - Roles - Actor - Director - Technician - Script - Acting | <ul style="list-style-type: none"> -Workshops - Filming - Evidence -Methods -Theories - Ideas - Practical Study | <ul style="list-style-type: none"> - Presentation - Independent work - Knowledge - Skills - Research - Findings | <ul style="list-style-type: none"> - Actor - Director - Play - Scripted - Devised - Strategies - Mediums - Elements - Audit - Scene | <ul style="list-style-type: none"> - Cue - Introduction - Eye-contact - Rehearsals - Lighting - Music | <ul style="list-style-type: none"> - Dress rehearsal - Final performance - Audience - Programme - Tech rehearsal - Costume - Lighting - Sound |
| QUALITY FIRST TEACHING | <ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions | | | | | |



YEAR 11

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KNOWLEDGE | UNIT OF WORK: Component 3 – Performing to a brief (Mock Term) | UNIT OF WORK: Component 3 – Performing to a brief (Mock Term) | UNIT OF WORK: Component 3 – Performing to a brief | UNIT OF WORK: Component 3 – Performing to a brief | UNIT OF WORK: Course Complete | UNIT OF WORK: Course Complete |
| | <ul style="list-style-type: none"> - Devising component - How to devise a performance - Introduction of a brief - Devising skills - Improvisation skills | <ul style="list-style-type: none"> - Continuation of planning a performance/devising - Rehearsals and scheduled time - Researching themes - Study of theory exams - How to plan and communicate their ideas - How to plan and communicate skills used - How to plan and communicate their evaluation of their work – reflection - Mock of 1 Theory Exam and Practical performance | <ul style="list-style-type: none"> - Real brief delivered by exam board - Start of external component - Exam 1 & 2 – Theory – Review of Ideas and Skills (800 words) - Creation of a devised performance from a brief from the exam board. - Stimulus used to inspire ideas/themes for the performance - Diary/log of the creation – ideas/skills | <ul style="list-style-type: none"> - Continuation of planning a performance/devising - Rehearsals and scheduled time - Exams 3 & 4 – Performance (Devised) & Theory Evaluation (800 words) | | |
| | <ul style="list-style-type: none"> - Devising - Improvisation - Reading (literacy) - Collaborative skills - Planning - Creating - Experimenting | <ul style="list-style-type: none"> - Devising - Improvisation - Reading (literacy) - Collaborative skills - Planning - Creating - Experimenting - Theory - Rehearsals - Time management - Practise (Mock) of 2of4 exams for Comp 3 | <ul style="list-style-type: none"> - Devising - Improvisation - Reading (literacy) - Collaborative skills - Planning - Creating - Experimenting - Theory - Rehearsals - Time management | <ul style="list-style-type: none"> - Performance skills - Acting skills - Devising - Improvisation - Reading (literacy) - Collaborative skills - Planning - Creating - Experimenting - Theory - Rehearsals - Time management | | |
| HOW DO WE BUILD ON SKILLS AND KNOWLEDGE? | <ul style="list-style-type: none"> - KS3 devising opportunities and skills learnt - Component 1 & 2 knowledge and skills are used to complete this component | <ul style="list-style-type: none"> - KS3 devising opportunities and skills learnt - Component 1 & 2 knowledge and skills are used to complete this component - How to communicate their ideas of Drama from projects previously completed at KS3 and comp 1&2 | <ul style="list-style-type: none"> - Mock term used to help practise the creation of a devised performance and learning how to communicate their ideas and skills used in an exam | <ul style="list-style-type: none"> - Mock term used to help practise the creation of a devised performance and learning how to communicate their ideas and skills used in an exam | | |



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| LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects | <ul style="list-style-type: none"> - Becoming a practitioner and creating their own work. Realising the potential as a career after KS4 | <ul style="list-style-type: none"> - Real practitioners will keep a log/diary of their journey in a performance or art piece - Different Themes and issues covered that are current | <ul style="list-style-type: none"> - Real practitioners will keep a log/diary of their journey in a performance or art piece - Different Themes and issues covered that are current | <ul style="list-style-type: none"> - Real practitioners will keep a log/diary of their journey in a performance or art piece - Different Themes and issues covered that are current | | |
| ASSESSMENTS Summative and Formative as applicable | Formative <ul style="list-style-type: none"> - AFL - Peer Assessment - Marked work (Feedback) - Verbal feedback | Formative & Summative <ul style="list-style-type: none"> - AFL - Peer Assessment - Marked work (Feedback) - Verbal feedback - 2 mock exams: 1- Ideas (800 words) 2 - Performance (Practical devised piece) | Formative & Summative <ul style="list-style-type: none"> - AFL - Peer Assessment - Marked work (Feedback) - Verbal feedback - 2 exams: 1- Ideas (800 words) 1hr 2 - Skills (800 words) 1hr | Formative & Summative <ul style="list-style-type: none"> - AFL - Peer Assessment - Marked work (Feedback) - Verbal feedback - 2 exams: 3 – Performance (Devised) 4 - Evaluation (800 words) 1hr | | |
| FEEDBACK SUPPORTS LEARNING | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  | Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  |
| SPECIALIST VOCABULARY | <ul style="list-style-type: none"> - Devising - Audience - Brief - Stimulus - Theme - Improvisation - Mock - | <ul style="list-style-type: none"> - Theory - Communication - Ideas - Skills - Practitioner - Mock - Performance - Audience | <ul style="list-style-type: none"> - Devising - Audience - Brief - Stimulus - Theme - Improvisation - Mock - Theory - Communication | <ul style="list-style-type: none"> - Theory - Communication - Practitioner - Mock - Performance - Audience - Evaluation | | |
| QUALITY FIRST TEACHING | <ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions | | | | | |