



Year 12					
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		Stretch and Challenge (Differentiation – how will you stretch the most able to achieve top grades?) Is your curriculum challenging?	CIEAG/ Extension Enrichment Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	KNOWLEDGE & SKILLS New Skill NS Revisit R Revision RV * NS/R - Will be dependent on experience in KS4	Assessment Objective	Band 5 = Informed Band 6 = Mature		
	Transition Task BTEC AUDITION NS/R 1. Prepare and perform a 2 minute monologue from a published play 2. A 500 word report on the chosen monologue, show understanding of character, style, genre and context. WRITTEN ASSESSMENT NS/R 3. Written evaluation of a Live (or recorded live) performance	Unit 2 LA:C - Perform Unit 5 LA:C - Perform Unit 2 LA:D - Justify Unit 6 LA:D - Justify Unit 2 LA:A - Knowledge	This task will provide a baseline assess. Also an audition to gain a place on the course. B 6 students will select a more complex monologue deliver a polished performance	Abundance of live broadcasts of performance work during COVID. Workshop - Frantic Assembly	Check prior knowledge of skills and techniques, understanding of text analysis and preparation of performance work, knowledge of evaluating work Check QOWC



<p>Term 1 & 2 Single</p>	<p>Unit 2 - Developing skills for Live Performance</p> <p>A - Presentation/Report - Role of the performer NS/R A1 Performer Roles - Actor, Dancer etc Interrelationships, training requirements, Employment, Working conditions, Skills - Performance, Technical, Vocal, Physical, Personal Management</p> <p>B Practical Workshops - Performing skills NS/RB1 Physical Acting skills - Characterisation, Audience, Reaction, Proxemics, Space, Mannerisms, tempo/Rhythm, Relationship NS/RB2 Vocal Skills - Articulation, Inflection, projection, pitch, timing, breath control, dialect/accent, Pace, Pause NS/RB3 Interpretive skills - Script analysis, social, historical, cultural impact. Action/Objectives, Practitioner influence, Creative intention. Genre NS/RB4 Personal Management skills - Attendance, punctuality, Warm up /down, presentation, focus preparation, responding to feedback/direction, empathy.</p> <p>C Performance - 2 contrasting pieces NS/RC1 Acting Physical skills Acting, Movement, Vocal in relation to the specific Style, Genre, discipline NS/RC2 Interpretive skills Physical, Vocal in relation to style, genre, discipline. Respond to direction</p> <p>D Actors Log - Log book reflection NS/RD1 Track progress, reflect, evaluate - Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness</p>	<p>LA:A Understand the role and skills of a performer</p> <p>A1 Explore the roles and skills of a performer</p> <p>LAB Develop performance skills and techniques for live performance B1 Explore and develop physical skills, performance disciplines and styles B2 Explore and develop vocal skills, performance disciplines and styles B3 Develop interpretative skills, performance disciplines and styles B4 Personal management and discipline skills for performance</p> <p>C Apply performance skills and techniques in selected styles C1 Application of physical and vocal skills to performance material, disciplines and styles C2 Application of interpretative skills to performance material, disciplines and styles</p> <p>D Review and reflect on development of skills and techniques for live performance. D1 Review and evaluate development of skills and techniques for live performance</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>Live performance (Dependent on what is on at the time)</p> <p>Practical workshops delivered in style of industry workshops</p> <p>Actor/performer speaker</p> <p>Performing to others Audition workshop Working with year 13</p>	<p>Unit serves as a baseline unit in order to further develop skills learnt at GCSE or BTEC at KS4 or gain skills if not covered at KS4 either through skills not being covered or by student not taking the subject at KS4.</p> <p>By the end of the unit students will have the skills and experience required to work at an equal level at KS5 EG GCSE will not have completed a log book - BTEC will</p>
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<p>Term 1 & 2 Double</p>	<p>Unit 29 - Storytelling NS A - Presentation/Report - Understand Storytelling A1 Features - Myths, Legends, Fairy Tales, Fables, Structures, Themes, Characters, Settings, Style A2 Purpose - Educate, Entertain, Communicate, Events</p> <p>NS B - Workshops - Develop techniques B1 Types - Traditional, Classic, Fiction, Non-Fiction, Childrens, Educational, Poems, Target Audience, Purpose. B2 Techniques - Performance, mood, characters, settings, interaction, audience, relationship, vocal, Movement, Use of performance space, Props, Ilghting, Sound</p> <p>C - Performance - Applying techniques NS C1 Selecting Material - Use of language, Length, Ideas, rehearsal, perfecting material, feedback, refining styles and materials R C2 Performing Material - Target audience, setting, characters, performance techniques, Props, Lights, Sound, Audience participation</p> <p>R D - Actors log - Log Book Reflection D1 Track progress, reflect, evaluate - Explorative skills, Performance skills, Development skills Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness</p>	<p>A Understand storytelling, traditional stories and their qualities A1 Explore the features of traditional stories A2 Context for storytelling</p> <p>B Develop storytelling techniques for performance B1 Explore stories that can be used for a specific audience B2 Explore and develop storytelling techniques</p> <p>C Apply storytelling techniques to a performance C1 Select and adapt material during rehearsal for a performance C2 Performance to a target audience</p> <p>D Review personal development and own performance. D1 Review and evaluate development and application of storytelling techniques</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>Practical workshops delivered in style of industry workshops</p> <p>Performing to others different age groups. - Young children</p> <p>Watching work from previous years Working in local community - Children/ Public performances</p>	<p>Unit covers new skills not learnt in KS4</p> <p>Skills taken from KS4 include Devising Performing</p> <p>Links to Unit 2 - Skills Unit 3 - Devise Unit 4 - Community Unit 6 - Performing Unit 19 - Styles Unit 24 - Childrens Unit 26 - Physical</p>
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<p>Term 1 & 2 Triple</p>	<p>Unit 26 - Physical Theatre NS A - Report - Understand features of Physical Theatre A1 Explore features - Characterisation, Voice, Movement, Ensemble, Themes, Narrative, audiences A2 Practitioners - Berkoff, Frantic Assembly, DV8, Kneehigh, Bausch</p> <p>NS/R/RV B Workshops - Develop skills B1 Stylistic features - Physical Skills: Muscular, Stamina, Control, Balance, Lifting, Weight placement, Levels, Body Percussion. Movement: Stillness, Transfer of weight, turning, Travelling. Use of space. Dynamics; Speed, flow, direction, contrasts, emotion. Vocal skills, Ensemble work: Movement, flocking, vocal, unison, cannon, Action/Reaction, Response, characterisation</p> <p>NS/RC Application - Rehearsal & Performance C1 Stimulus - Responding: Text, Props, Visual, Music, Themes, Current affairs, Stories, Historical. Skills: Research, Improvisation, words, development, refinement, motif, movement, sound, multimedia, audience, collaborative working. Rehearsal: Safety, structure, self management, discipline, feedback, repetition, movement memory, respond to direction, self reflection C2 Performance - Projection, Energy, focus, characterization, movement, voice, breath, ensemble, contact, strength, stamina, coordination, flexibility, balance, whole body, isolation, sensitivity.</p> <p>R D - Actors log - Log Book Reflection D1 & D2 Track progress, reflect, evaluate development(D1) & application(D2) of acting styles. Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness</p>	<p>A Understand the key features of physical theatre performance A1 Explore key features of physical theatre performance A2 Contemporary practice and practitioners in physical theatre performance</p> <p>B Develop physical theatre skills and techniques B1 Development of skills and techniques to reproduce stylistic features</p> <p>C Apply physical theatre skills and techniques to a performance C1 Application of physical theatre skills in response to stimulus through rehearsal C2 Application of physical theatre skills in performance</p> <p>D Review personal development and own performance. D1 Review and evaluate development of physical theatre techniques D2 Review and evaluate application of physical theatre techniques</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>Live performance (Dependent on what is on at the time - Frantic Assembly</p> <p>Practical workshops delivered in style of industry workshops</p> <p>Performing to others in showcase</p>	<p>Some variation between practitioners/style covered at different schools may occur</p> <p>Skills taken from KS4 include Physical Theatre, Frantic Assembly, Kneehigh</p> <p>Links to Unit 1 - Practitioners Unit 2 - Skills Unit 3 - Devising Unit 6 - Performing Unit 19 - Acting Unit 24 - Childrens Unit 29 - Storytelling</p>
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<p>Term 2 & 3 Single</p>	<p>Unit 19 - Acting Styles NS A - Presentation/Report - Investigate Styles of Acting A1 Key Features - Styles: Physical Theatre, Total Theatre, Naturalism, Non-Naturalism, Greek, Epic. Performance style, Vocal & Physical skills, relationship to audience. A2 Process & Practice - Research, Observation, Analysis of text, experimentation, character. Preparation - Mental, Vocal, Movement. Practitioners - Frantic, DV8, Stanislavski, Brecht, Berkoff NS B - Workshops - Develop acting styles B1 Styles, Skills, Techniques - Interpret Text & Characters, Apply research & Practitioners techniques, Apply key features, Develop physical & vocal action of character. Vocal & Physical expression. Interpretation of character: Journey, relationships, interactions Develop emotional range R C - Performance - Applying styles in rehearsal & performance C1 Rehearsal - Disciple: Time management, Physical, vocal, mental preparation, trust, respect, cooperation, communication, commitment, take direction, positive response to feedback. Exploration: Social, Cultural, Historical, Political, themes, issues, subject matter, motivation, staging, costumes, props, conventions, writing and language style. C2 Performance - Communication: Playwright intentions, plot, character journey. Interpretation, consistency, Meaning. Vocal Expression, Physical Expression, Emotional range, focus & commitment, Energy, interaction & Response, Relationship audience. R D - Actors log - Log Book Reflection D1 & D2 Track progress, reflect, evaluate development(D1) & application(D2) of acting styles. Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance,</p>	<p>A Understand acting styles and techniques for performance A1 Explore and understand the key features of acting styles for performance A2 Understanding processes and practices in theatre performance</p> <p>B Develop acting styles, skills and techniques for performance B1 Acting styles, skills and techniques</p> <p>C Apply acting styles, skills and techniques in rehearsal and performance C1 Apply acting styles, skills and techniques in rehearsals</p> <p>C2 Apply acting styles, skills and techniques to a performance</p> <p>D Review personal development and own performance. D1 Review and evaluate development of acting styles and theatrical techniques</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>Live performance (Dependent on what is on at the time)</p> <p>Practical workshops delivered in style of industry workshops</p> <p>Applying different styles to same text</p> <p>Performing to others in showcase</p>	<p>Some variation between practitioners covered at different schools may occur</p> <p>Skills taken from KS4 include Naturalism, Physical Theatre, Non-Naturalism Text analysis.</p> <p>Links to Unit 1 - Practitioners Unit 2 - Skills Unit 3 - Devising Unit 6 - Performing Unit 24 - Childrens Unit 26 - Physical Unit 29 - Storytelling</p>
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	development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness	D2 Review and evaluate the application of acting styles and theatrical techniques			
Term 2 & 3 Double	<p>Unit 5 - Individual Performance commission - EXTERNAL ASSESS</p> <p>NS A Understanding Commission Bodies</p> <p>A1 Commission bodies - Charities, Arts Council England, Local Authorities, Commercial Companies, Museums & Galleries</p> <p>A2 Purpose - Entertain, Educate, Inform, Celebrate, Commemorate, Raise awareness of issue</p> <p>A3 Target Audience - Factors: Age, Lifestyle, gender, type, social cultural issues, age appropriate</p> <p>A4 Commission brief - Context: Objectives, Type of body, links to projects. Requirements/Constraints: Themes, Subjects, Purpose, timescales, deadlines, resources</p> <p>A5 Stimulus - Range of stimuli, Research & Exploration, Establishing links, selection & rejection of material</p> <p>A6 Proposal - Presenting, QOWW, Explaining, justifying ideas,</p> <p>NS/R B Responding to brief - Written Controlled conditions</p> <p>B1 Develop & Shape - Explore meaning, Apply material, apply forms, structures, elements, techniques</p> <p>B2 Rehearse & review - Election of performance skills, analyse progress, id problems and solutions, respond to feedback, perfecting material, time management, physical resources</p> <p>R C Presenting material - Performance</p> <p>C1 Structure - Order, transitions, use of space, props, set, costume, technical elements, communication of style & meaning, perf skills</p> <p>C2 Application - Performance skills, creative intentions</p> <p>R D Evaluate effectiveness - Written Controlled Conditions</p>	<p>MAY EXAM - EXTERNAL</p> <p>AO1 Formulate ideas that demonstrate understanding of a commission brief</p> <p>AO2 Apply an understanding of developing performance content in response to a commission brief</p> <p>AO3 Apply performance skills to communicate creative intentions in relation to a commission brief</p>	<p>AO1 Considered & balanced rationale logically informed by research. Creative intentions fully justified in relation to requirements of brief. Activities and resources are justified and presented in a logical and considered manner.</p> <p>AO2 Content is imaginative. Work fully embodies the theme & stimulus in a sophisticated manner. Style and structure of is mature and fully refined</p> <p>AO3 Creative intentions are imaginative & assured Performance skills & techniques used imaginatively to realise intentions. Application is fluent and assured, showing outstanding control and consistency</p>	<p>Workshops delivered in style of industry workshops Responding to brief to meet customer needs Target audience consideration Industry based experience</p> <p>Performing to others different age groups. -</p>	<p>Variation between qualifications covered at different schools BTEC students at KS4 have experience of responding to a brief (Level 2 C3)</p> <p>Skills taken from KS4 include Devising (all) Responding to stimulus (All) Responding to Brief (BTEC)</p> <p>Links to Unit 2 - Skills Unit 3 - Devising Unit 6 - Performing</p>

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	<p>D1 Professionalism - Reflection: Performance, interpretation, creativity, imagination, production, management</p> <p>D2 Reflection - Fulfillment of Objectives Interpretation of Stimulus, audience response, potential for development.</p>	<p>A04 Evaluate the effectiveness of own performance</p>	<p>A04 Comprehensive & insightful evaluation QOWW & terminology is authoritative.</p>		<p>Unit 7 - Employment opps</p>
<p>Term 2 & 3 Triple</p>	<p>Unit 24 - Theatre for Children</p> <p>NS A - Presentation/Report - Investigate Children's Theatre</p> <p>A1 Key Features - Performance features: Physical Theatre, Music, Song, Dance, Storytelling, Narration, Audience participation, Chorus, Comedy. Context: Play groups, Nursery, Primary, Secondary, Youth clubs, Additional needs. Purpose: Entertain, Inform, Educate. Production: Set, Props, Costume, Sound, Light, Teacher pack.</p> <p>NS B - Workshops - Develop Material</p> <p>B1 Themes & Ideas - Safety, Social, Health, Engaging young audience, Curriculum, Environmental, Cultural. Suitability: Age, Time, Needs, Venue. Material: Storyline, Adaptations, Fiction/non-fiction</p> <p>B2 Skills & Techniques - Adaptation & Interpretation of material, improvisation. Forms: Storytelling, Dialogue, Forum, Narration, language, length, selection/rejection of ideas.</p> <p>R C - Performance - Applying Material</p> <p>C1 Rehearsal -Development of work, safe practice, preparation, structure, commitment, responding to instructions, feedback, working independently & cooperatively, contributing ideas, selection/rejection, review & adjust</p> <p>C2 Performing Material -Setting, Characters, Performance skills and techniques</p> <p>R D - Actors log - Log Book Reflection</p> <p>D1 Track progress, reflect, evaluate -</p>	<p>A Understand children's theatre performance</p> <p>A1 Investigate key features of children's theatre</p> <p>B Develop materials for a children's theatre performance</p> <p>B1 Explore themes and ideas that can be used for young audiences</p> <p>B2 Develop performance skills and techniques and adapt material for performance to a young audience</p> <p>C Apply material to a children's theatre performance</p> <p>C1 Application of skills and techniques through rehearsal</p> <p>C2 Performance to a young audience</p> <p>D Review personal development and own performance.</p> <p>D1 Review and evaluate development and application of skills and techniques for a children's theatre performance</p>	<p>Evaluate key features</p> <p>Effective exploration</p> <p>Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection</p>	<p>Practical workshops delivered in style of industry workshops</p> <p>Speaker - based on topic of TIE (Service six, North CC)</p> <p>Touring Theatre</p> <p>Performing to others different age groups. - Young children. Visiting schools Working with agencies</p> <p>Performing in Primary schools and theatres such as Deco</p>	<p>Skills taken from KS4 include</p> <p>Devising Performing</p> <p>Links to Unit 2 - Skills Unit 3 - Devise Unit 4 - Community Unit 6 - Performing Unit 19 - Styles Unit 26 - Physical Unit 29 - Storytelling</p>

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	Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness		Comprehensive targets to support progression		

Year 13					
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		Stretch and Challenge (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG/Extension	KS4 PRIOR LEARNING
	New Skill NS Revisit R Revision RV * NS/R - Will be dependent on experience in KS4			Trips, workshops, speakers, local environment and experiences	How will GCSE knowledge support new skills & knowledge
Term Plan	KNOWLEDGE & SKILLS	Assessment Objective	Band 5 = Informed Band 6 = Mature		
Term 1 & 2 Single	Unit 4 - Arts in the community NS A - Report - Understand Community performance A1 Understanding - Purpose: Awareness, Cohesion, Improvement, inform, celebrate, educate, entertain, develop participation. Themes: Issues, political, social, community, arts develop. Venues: Schools, Village halls, local theatre, arts centres. Range: Community plays, Street, Open-air, festivals, concerts. Clients: Community, Young, Elderly, Unemployed.	A Understand community performance and practice A1 Understand community performance and practice A2 Practitioners and performance	Evaluate key features Effective exploration Compare/Contrast well chosen examples to support	Workshops delivered in style of industry workshops Speaker - based on theme or area covered.	Skills taken from KS4 include Devising Performing Links to Unit 2 - Skills Unit 3 - Devise



<p>A2 Practitioners - Boal, Littlewood. Performance - Dance, Drama, Workshops, site specific.</p> <p>NS B - Workshops - Develop ideas B1 Responding to needs - Skills: Teamwork, Communication, meetings, planning, organisational, performance, H&S, budget. Community needs: Purpose, Theme, Audience, Age, Gender, Culture, Race, Disability, B2 Develop Material - Roles, planning, budget, promotion, legal constraints, venue, resources, liaising, running time, Genre/style, Repertoire, Production elements, Staging. B3 Performance - Dance, Drama, Music, Physical, Popular</p> <p>RC - Performance - Application of skills C1 Work - Application: Improv, writing, devising, choreog, directing, facilitation, voice, movement, props, musicality. Rehearsal: Safe practice, preparation, commitment, attendance, discipline, responding, feedback, direction, cooperation, selection, review C2 Application - Creative ideas, realisation, outcomes, techniques, communication</p> <p>R D - Actors log - Log Book Reflection D1 Track progress, reflect, evaluate development & application of acting styles. Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills,</p>	<p>B Develop ideas for a community performance B1 Responding to community needs B2 Developing performance material B3 Developing performance</p> <p>C Apply skills to a community performance C1 Application of performance skills through rehearsal C2 Application of performance work</p> <p>D Review own development and final community performance. D1 Review and evaluate development and application of performance skills</p>	<p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p> <p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>(Service six, North CC) Touring Theatre</p> <p>Creating work for /about the local community Working with agencies Interviewing community</p> <p>Performing in community venues</p>	<p>Unit 6 - Performing Unit 19 - Styles Unit 24 - Childrens Unit 26 - Physical Unit 29 - Storytelling</p>
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	targets/goals, actions, feedback, terminology, Strength/Weakness. Target Audience.				
<p>Term 1 & 2 Double</p>	<p>Unit 15 - Directing NS A - Report - Understand methods A1 Role of the director - Relationships: Designers, Production team, producer, performers, creative team. Vision: Interpretation of text, collaboration with playwright, budgets, physical constraints, casting. Practitioners: Stanislavski, Brecht, Berkoff, Brook, Elliott, Cookson. A2 Methods - Skills: Research, preparation, organisation, planning, scheduling, rehearsal management, communication. Methods: research & Preparation, off-text exercises, workshops, improv, movement & vocal work, space, production & design. NS B - Workshop - Develop skills B1 Respond to script - Selection, Cutting. Context: Style, playwright, HSCP context, themes, previous productions. Dramatic construction: Structure, plot, setting, characters, sub-plot. Creative intentions: Interpretation, Vision. Requirements: Cast, extracts, criteria, characters, physical & vocal qualities, B2 Production & Planning - Production: Venue, staging, mood/atmos, set, props, costumes, lighting, sound, SFX. Planning: stage form, design brief, auditions, meetings. NSC - Realise performance - Apply skills C1 Rehearsal - Managing the process: Auditions, read-through, team building, main rehearsal, tech & dress, opening. Leading rehearsal: Warm-ups, Text & non-text activities, improv, character building, blocking, notes & feedback, leading performance. C2 Performance - Interpretation, planning & development, quality, techniques & process, notes, focus, discipline, response. R D - Directors log - Log Book Reflection</p>	<p>A Understand skills and methods used by theatre directors A1 Explore the role of theatre director A2 Understand skills and methods used by a theatre director</p> <p>B Develop skills in directing for a theatre performance B1 Explore and develop skills when responding to a script B2 Production and planning when responding to a script</p> <p>C Apply skills in directing to realise a theatre performance C1 Application of directing skills in rehearsal C2 Application of directing skills to a final performance</p> <p>D Review own development of directing skills and final performance. D1 Review and evaluate development and application of directing skills for a theatre performance</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p>	<p>Practical workshops delivered in style of industry workshops. Managing a team. Planning, organising, preparing work.</p> <p>Seeing own work being performed.</p>	<p>Skills taken from KS4 include C2 - Realising a text.</p> <p>Links to Unit 2 - Skills Unit 3 - Devise Unit 6 - Performing Unit 19 - Styles Unit 24 - Childrens Unit 26 - Physical Unit 29 - Storytelling</p>



	<p>D1 Track progress, reflect, evaluate development & application of acting styles. Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness. Target Audience.</p>		<p>Consistent review of and reflection Comprehensive targets to support progression</p>		
<p>Term 1-3 Triple</p>	<p>Unit 27 - Musical Theatre NS A Report - Understand key features A1 Genres - Operetta, revues, book, rock, jukebox, concept, chamber, film. 'The' musicals. A2 Form, structure, themes, characters - Forms: Overture, Chorus number, solo, duet, comedy, 11 O'Clock, Dancebreak, Ballad, showstopper, finale, reprise, scenes. Structures: Sung through, libretto, comic opera, operetta. Themes: Love, Conflict. Characters: Juvenile lead, Supporting characters. A3 Function - Musical: Mood, setting, scene, changing, drama, emotion, underscoring. Dance: Emotions, mood, scene, interlude. Dramatic: Plot, character, relationship, development. Transitions. Roles: Producer, choreographer, MD, technical director, SM, costume, set, production manager, NS B Workshops - Develop skills B1 Techniques - Singing: Vocal quality, singing styles, words, character, response to direction. Dance: Movement, space, relationships, styles, character, response to choreography. Acting: Vocal & Physical skills, character development, relationship, styles, skills, response to direction. R C Performance - Application of skills C1 Rehearsal - Structure, self-management, collaboration, attendance, discipline, commitment, feedback, direction, repetition, safe practice, preparation, rehearsal attire, performance techniques: Disciplines, material, songs, dance, dialogue. Relationships between</p>	<p>A Understand the key features of musical theatre performance A1 Investigate musical theatre genres A2 Understand forms, structures, themes and characters used in musical theatre A3 Understand function of music, dance, dramatic elements and roles</p> <p>B Develop skills and techniques in musical theatre B1 Develop performance techniques</p> <p>C Apply musical theatre skills and techniques to a performance C1 Selection and application of musical theatre skills and techniques in rehearsal C2 Application of skills and techniques to a musical theatre performance</p> <p>D Review personal development and own performance.</p>	<p>Evaluate key features Effective exploration Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p>	<p>Live performance (Dependent on what is on at the time)</p> <p>Practical workshops delivered in style of industry workshops</p> <p>Development over time Auditions</p> <p>Part of a school community event</p> <p>Performing in a large scale production</p>	<p>Some may have experience if involved in school shows at R or F</p> <p>Links to Unit 2 - Skills Unit 6 - Performing Unit 19 - Styles Unit 24 - Childrens Unit 26 - Physical Unit 29 - Storytelling</p>

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	<p>Dance, sing, acting: Maintaining Character, song & dance, mood, emotion, production elements.</p> <p>C2 Performance - Technical skills, Interpretive skills, projection, energy, character, relationships, focus, concentration.</p> <p>R D - Actors log - Log Book Reflection</p> <p>D1 & D2 Track progress, reflect, evaluate development(D1) & application(D2) of acting styles. Targets/goals, actions, feedback, terminology, Strength/Weakness. Target Audience.</p>	<p>D1 Review and evaluate development of musical theatre techniques</p> <p>D2 Review and evaluate application of musical theatre techniques</p>	<p>Consistent review of and reflection</p> <p>Comprehensive targets to support progression</p>	<p>Working with year all year groups</p>	
<p>Term 1 & 2 Triple</p>	<p>Unit 24 - Theatre for Children</p> <p>NS A - Presentation/Report - Investigate Children's Theatre</p> <p>A1 Key Features - Performance features: Physical Theatre, Music, Song, Dance, Storytelling, Narration, Audience participation, Chorus, Comedy. Context: Play groups, Nursery, Primary, Secondary, Youth clubs, Additional needs. Purpose: Entertain, Inform, Educate. Production: Set, Props, Costume, Sound, Light, Teacher pack.</p> <p>NS B - Workshops - Develop Material</p> <p>B1 Themes & Ideas - Safety, Social, Health, Engaging young audience, Curriculum, Environmental, Cultural. Suitability: Age, Time, Needs, Venue. Material: Storyline, Adaptations, Fiction/non-fiction</p> <p>B2 Skills & Techniques - Adaptation & Interpretation of material, improvisation. Forms: Storytelling, Dialogue, Forum, Narration, language, length, selection/rejection of ideas.</p> <p>R C - Performance - Applying Material</p> <p>C1 Rehearsal -Development of work, safe practice, preparation, structure, commitment, responding to instructions, feedback, working independently & cooperatively, contributing ideas, selection/rejection, review & adjust</p> <p>C2 Performing Material -Setting, Characters, Performance skills and techniques</p>	<p>A Understand children's theatre performance</p> <p>A1 Investigate key features of children's theatre</p> <p>B Develop materials for a children's theatre performance</p> <p>B1 Explore themes and ideas that can be used for young audiences</p> <p>B2 Develop performance skills and techniques and adapt material for performance to a young audience</p> <p>C Apply material to a children's theatre performance</p> <p>C1 Application of skills and techniques through rehearsal</p> <p>C2 Performance to a young audience</p> <p>D Review personal development and own performance.</p>	<p>Evaluate key features</p> <p>Effective exploration</p> <p>Compare/Contrast well chosen examples to support</p> <p>Confident, disciplined, highly effective exploration,</p> <p>Confident, disciplined, highly effective development and application of skills for performance</p>	<p>Practical workshops delivered in style of industry workshops</p> <p>Speaker - based on topic of TIE (Service six, North CC)</p> <p>Touring Theatre</p> <p>Performing to others different age groups. - Young children.</p> <p>Visiting schools</p> <p>Working with agencies</p> <p>Performing in Primary</p>	<p>Skills taken from KS4 include</p> <p>Devising</p> <p>Performing</p> <p>Links to</p> <p>Unit 2 - Skills</p> <p>Unit 3 - Devise</p> <p>Unit 4 - Community</p> <p>Unit 6 - Performing</p> <p>Unit 19 - Styles</p> <p>Unit 26 - Physical</p> <p>Unit 29 - Storytelling</p>



	<p>R D - Actors log - Log Book Reflection D1 Track progress, reflect, evaluate - Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness</p>	<p>D1 Review and evaluate development and application of skills and techniques for a children's theatre performance</p>	<p>Consistent review of and reflection Comprehensive targets to support progression</p>	<p>schools and theatres such as Deco</p>	
<p>Term 2 & 3 Single</p>	<p>Unit 6 - Final Live performance to an audience R A - Journal - Understand material A1 Performance material - Play, Musical, Stimulus, Repertoire A2 Interpretation - Primary Research: Live performance, recordings, scripts, notation, interviews. Secondary research: Biographies, reviews, theory. Authors intention, style, genre, social, historical context, creative intentions, physical skills. A3 Response - Creative decisions, requirements, SHCP factors, style/genre, practitioners. Stimulus material: Exploration, Improv, discussion, scripting, testing, target audience.</p> <p>R B - Rehearsal - Process and practice B1 Schedule, meeting, workshops, direction, rehearsal, exploration, review, targets, preparation, responding, organising, deadlines, Research, notes, learning lines/movement, personal management, self discipline, team work, feedback, H&S B2 Skills & techniques - Physical, Vocal skills, Character</p> <p>R C - Performance - Application C1 Performance Skills - Physical, Vocal, Musical C2 Interpretive skills - Focus, emphasis, expression, characterisation, response to material, subtext, Character journey, Style, Skills.</p>	<p>A Understand performance material (text/stimulus) when developing a live performance A1 Performance material/stimulus A2 Interpreting performance material/stimulus through exploration A3 Developing role(s) in response to exploration of performance material/stimulus</p> <p>B Apply specialist skills and techniques during rehearsal for a live performance B1 Processes and practices during rehearsal B2 Application of specialist skills and techniques during rehearsal for a live performance</p> <p>C Apply specialist skills and techniques to a live performance C1 Application of specialist performance skills C2 Application of interpretative skills C3 Application of communication skills</p>	<p>Evaluate own creative decisions regarding selection and interpretation of material, detailing choices made.</p> <p>Confident, disciplined and organised development and application of specialist techniques, interpretative and communication skills</p> <p>Evaluate own strengths and areas</p>	<p>Practical workshops delivered in style of industry workshops Professional quality of work Working as a company</p> <p>Performing to others in final showcase</p>	<p>All skills come together in this unit from all units covered in the course.</p>

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	<p>C3 Communication skills - Physical & Vocal expression, Use of space, relationship with others & audience & Visual/Aural elements, Mediums & elements, Multimedia.</p> <p>R D - Actors log - Log Book Reflection D1 & D2 Track progress, reflect, evaluate development(D1) & application(D2) of acting styles. Performance skills, Development skills, Acting, Vocal, Physical, Interpretive sk. Process, Performance, development, skills, targets/goals, actions, feedback, terminology, Strength/Weakness. Target Audience.</p>	<p>D Review personal development and own performance. D1 Review and evaluate ongoing rehearsal process D2 Review and evaluate application of skills and techniques during final performance to a live audience</p>	<p>for improvement through consistent review and reflection, setting comprehensive targets to support progression and practice.</p>		
<p>Term 2-3 Double</p>	<p>Unit 3 - Group performance workshop - EXTERNAL ASSESS A Generating & exploring ideas A1 Types of Stimulus - Themes: Social, Cultural, Historical, Ethical. Visual, Text, Aural, Media A2 Using stimulus - Analysis: Discussion, brainstorm, Exploration. Artistic intention, target audience, form, style, creative, staging, role A3 Research - Primary: Existing work, practitioners, existing texts, interviews. Secondary: Internet, Printed publications, archives. B Develop & realise ideas B1 Practical exploration - Discussion: Mind map, debate, brainstorm. Improvisation, Experimentation: Physical, Aural, Techniques. Notation: Scripts, Storyboard. Staging, style, genre, B2 Performance skills - Physical, Vocal, Communication, Musical B3 Development & Realisation - Selection & Rejection of ideas, Feedback, Shape & refine material, refine skills, justify interpretation. C Personal management & collaboration C1 Personal management - Attendance, punctuality, deadlines, prep C2 Teamwork & Collaboration - Trust, Cooperation, direction, contributing ideas, receptiveness and responsiveness D Communicate creative intentions in performance</p>	<p>MAY EXAM - EXTERNAL A01 Understand how to interpret and respond to stimulus for a group performance A02 Develop and realise creative ideas for a group performance in response to stimulus A03 Apply personal management and collaborative skills to a group performance workshop process</p>	<p>A01 Accomplished ability to interpret stimulus. Fully engaged and sustained exploration. Justified Creative ideas for performance with perceptive relevance to the stimulus. Authoritative and engaged contribution. A02 Accomplished exploration. Insightful selection of techniques Sophisticated ideas for form and content are justified. Confident and justified performance skills A03 Sustained application. Sensitive and supportive collaboration. Engaged & accomplished contribution A04 confident and fluent communicates creative ideas, meaning and style.</p>	<p>Workshops delivered in style of industry workshops Target audience consideration Team work and problem solving Performing to others</p>	<p>Skills taken from KS4 include Devising Unit 5 - Individual Unit 7 - Employment Unit 19 - Acting Unit 26 - Physical Theatre Unit 29 - Storytelling</p>

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	<p>D1 Communication - Purpose, Intention, Meaning, Target audience, relationship, clarity, pace</p> <p>D2 Individual performance skills - Physical, Vocal, Communicate meaning, Genre/style, costume, props, space, clarity Intention.</p> <p>E Review & Reflect</p> <p>E1 Process - Interpretation of stimulus, ideas, exploration, development, contribution, Effectiveness of skills, strengths, develop</p> <p>E2 Performance - Effectiveness of: Realise creative intention, Performance skills, Material developed, Staging, Strengths, potential for development, areas for improvement.</p>	<p>A04 Apply performance skills to communicate creative intentions during performance workshop</p> <p>A05 Review and reflect on the effectiveness of the working process and the workshop performance</p>	<p>Responsive & sensitive Interaction, responses, relationships</p> <p>Consistent & Engaged Performance skills and techniques. strong technical command</p> <p>A05 Perceptive, justified judgements sophisticated, Creative ideas for further development Evaluation is Insightful and thorough.</p>		
<p>Term 2&3 Triple</p>	<p>Unit 7 - Employment Opportunities in the PA - EXTERNAL ASSESS</p> <p>NS A Purpose, Structure, work of PA organisation</p> <p>A1 Organisations</p> <p>A1.1 Organisational purpose - Aims, Objectives, Mission, Vision, Values, Restrictions, Structures.</p> <p>A1.2 How purpose is determined - Intended audience, stakeholders, scope, funding.</p> <p>A1.3 Types of structure - Unincorporated, sole trader, social enterprise, charity, community interest, PLC.</p> <p>A2 Funding</p> <p>A2.1 Purpose - Public sector: Authorities, Lottery, Arts council., Private sector: Sponsorship, investment, benefactors. Third sector: Grants</p> <p>A2.2 Access - Applying, Tendering, fundraising, direct selling</p> <p>A3 Organisational operations</p> <p>A3.1 Roles & Functions - Financial, Marketing, HR, Training, Policies, Training, Education, Technical, Outreach</p> <p>NS B Professional practice</p> <p>B1 Organisation requirements - Aims, Structure, Requirements, objectives, needs, expectations, Creative intentions.</p>	<p>MAY EXAM - EXTERNAL</p> <p>A01 Demonstrate knowledge and understanding of the purpose, structure and work of performing arts organisations</p> <p>A02 Demonstrate knowledge and understanding of professional practice in relation to employment opportunities in the performing arts</p>	<p>Proposal Comprehensive, in-depth analytical approach. Thorough understand scenario. ideas clearly and consistently linked to stimulus. Proposals are justified. Thorough understand organ. purpose & structure. Response confidently articulates relevant skills and experience Demonstrate clear, effective & persuasive promotional intent; Engaging. Structure is sophisticated and communicated through accomplished & comprehensive terminology.</p> <p>Portfolio insightful, sustained</p>	<p>Understanding of business and organisations. Understanding of financial limitations & funding. Applying for work & responding to the needs of an organisation</p> <p>Creation of a showreel.</p>	<p>Skills taken from KS4 include Performing Responding to a brief (BTEC only)</p> <p>Unit 5 - Individual</p>

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<p>B1.1 Professional practice - Skills & Techniques: Performance, communication, employability, Experience: performance, work, volunteering. Areas for development.</p> <p>B2 Employment opportunities - Communication: Understanding professional practice, ideas and intentions, format, structure, tone, language, terminology, QOWW, referencing. Apply practice: Engage audience, communicate intentions, skills & techniques, costing, funding, resources. Proposing</p> <p>NS C Professional practice - Portfolio</p> <p>C1 Content - Discipline & skills: Dance, Acting, Musical Theatre. Relevant practical work: Rehearsal & performance extracts, participation in class/workshops.</p> <p>C2 Format - Select & refine content, relevance, awareness of safe practice, structures.</p> <p>NS D Producing portfolio</p> <p>D1 - Material - Discipline, skills, techniques, experience, extracts,</p> <p>D2 Presentation - Discipline, skills, opportunity, organisation, projec</p>	<p>AO3 Apply knowledge and understanding of professional practice to meet the needs of performing arts organisations</p> <p>AO4 Be able to respond to an employment opportunity in a performing arts context with appropriate justification</p>	<p>relevance to the organisation profile, project & workshop. Thorough understanding of principles relevant; Evidences critical analytical ability through selected, refined examples. Portfolio is entirely consistent with the ideas expressed in the written response. The message is confident, insightful and persuasive, conveyed through an accomplished and sophisticated portfolio.</p>		
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