

What are the aims and intentions of this curriculum?

The Year 10 Performing Arts curriculum is designed to deliver the knowledge and skills required to successfully complete a Level 2 BTEC in Performing Arts. Building on prior learning at Key Stage 3, students will continue to develop an array of information which will afford them the ability to create more proficient and effective theatrical works. During Year 10 students will complete 2 of the 3 required components.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	CHOREOGRAPHY – RADS <ul style="list-style-type: none"> Skills and Techniques Performance 	Students will be taught a piece of dance. In groups they will be responsible for changing the Relationships, Action, Dynamics and Space. They will use their interpretative, technical and stylistic skills to develop their piece of choreography.	<ul style="list-style-type: none"> Dance and drama skills through improvisation and set tasks Techniques and performance skills Performance confidence Interpretative skills Technical and stylistic skills Collaboration and meeting deadlines 	Create: All students will be involved in the creative process for their final performance of RADS. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.
Autumn 1	COMPONENT 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Style and Genre Learning Set repertoire Booklet 2 	Students will develop their performing arts skills and techniques through the reproduction of dance repertoire. Students will learn existing repertoire and apply relevant skills to reproduce the work.	<ul style="list-style-type: none"> Choreography skills Movement skills Performance skills Interpretative skills Technical and stylistic skills 	Create: All students will be involved in learning the piece of set rep. Perform: All students will individually perform on stage to a live audience. This will be recorded for the examiner. Respond: Component 2 booklet. Log book work.
Autumn 2	COMPONENT 2: Developing Skills and Techniques in the Performing Arts <ul style="list-style-type: none"> Rehearsal strategies Solo Performance 	Students will continue to develop their performing arts skills and techniques through the reproduction of dance repertoire. Students will learn existing repertoire and apply relevant skills to reproduce the work. Students will perform solo – this will be recorded for the examiner.	<ul style="list-style-type: none"> Choreography skills Movement skills Performance skills Reflection 	Create: All students will be involved in learning the piece of set rep. Perform: All students will individually perform on stage to a live audience. This will be recorded for the examiner. Respond: Component 2 booklet. Log book work.

Spring 1	COMPONENT 1: Exploring the Performing Arts <ul style="list-style-type: none"> • Style and Genre • Context • Booklet 1 	<p>Students will develop their understanding of the Performing Arts by examining Practitioners' work and the processes used to create performance. Through this study they will explore the interrelationships between constituent features of existing professional performance material. Students are required to complete a Component 1 booklet – this will be sent off to the examiner</p>	<ul style="list-style-type: none"> • Research skills • Performance skills • Different styles and disciplines • Roles and responsibilities • Style and genre 	<p>Create: All students will be involved in learning sections of set repertoire. Perform: No performance needed for this component. Respond: Component 1 booklet.</p>
Spring 2	COMPONENT 1: Exploring the Performing Arts <ul style="list-style-type: none"> • Learning set repertoire • PowerPoint 	<p>Students will continue to develop their understanding of the Performing Arts through theoretical study and workshops in the style and techniques used by the chosen Practitioners. They will complete a PowerPoint presentation that represents the 3 practitioners they have been studying.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Creative intentions and purpose • Performance techniques 	<p>Create: All students will be involved in learning sections of set repertoire. Perform: No performance needed for this component. Respond: Component 1 booklet and PowerPoint presentation.</p>
Summer 1	STUDY OF A PRACTITIONER - Antonin Artaud - Theatre of Cruelty <ul style="list-style-type: none"> • Style and Genre • Devising work • Performance 	<p>Students will study the dramatist Antonin Artaud and Theatre of Cruelty. They will dive into the skills and techniques used by Artaud and create their own performance in the style of Theatre of Cruelty. Students will devise/create and perform to a live audience.</p>	<ul style="list-style-type: none"> • Research skills • Workshop skills • Directing skills • Choreographic skills • Performance skills 	<p>Create: All students will be involved in the creative process for their final performance of Theatre of Cruelty. Perform: All students will perform on stage to a live audience. Respond: All students will evaluate and self-assess after every performance.</p>