



Head of Faculty: Miss Haynes

Faculty Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne

**Key Stage 5 BTEC Level 3 Performing Arts / RSL Level 3 Creative and Performing Arts / Music 2022 2023**

P Arts	HT1	HT2	HT3	HT4	HT5	HT6
Year 12 RSL	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 310 Approaches To Acting</b></p> <p>The aims of this unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.</p> <p>The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance</p> <p><u>Outcomes</u></p> <p>Understand the principles of four major systems of acting</p> <p>Understand the content and application of one of these systems</p> <p>Evaluate their performance</p>	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 310 Approaches To Acting</b></p> <p>The aims of this unit are to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.</p> <p>The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance</p> <p><u>Outcomes</u></p> <p>Understand the principles of four major systems of acting</p> <p>Understand the content and application of one of these systems</p> <p>Evaluate their performance</p>	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 315 Elizabethan and Jacobean</b></p> <p>The aims of this unit are to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre.</p> <p>The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.</p> <p><u>Outcomes</u></p> <p>Perform contrasted scenes from Elizabethan or Jacobean Theatre</p> <p>Evaluate their performances</p>	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 315 Elizabethan and Jacobean</b></p> <p>The aims of this unit are to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre.</p> <p>The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.</p> <p><u>Outcomes</u></p> <p>Perform contrasted scenes from Elizabethan or Jacobean Theatre</p> <p>Evaluate their performances</p>	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 314 Drama in the Community</b></p> <p>The aim of this unit is to introduce learners to the concept of community drama.</p> <p>The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.</p> <p><u>Outcomes</u></p> <p>Understand the concept of community drama</p> <p>Plan, organise and create a performance for a short community drama</p> <p>Perform in a short community drama</p>	<p><b><u>Acting Route</u></b></p> <p><b>CAPA 314 Drama in the Community</b></p> <p>The aim of this unit is to introduce learners to the concept of community drama.</p> <p>The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.</p> <p><u>Outcomes</u></p> <p>Understand the concept of community drama</p> <p>Plan, organise and create a performance for a short community drama</p> <p>Perform in a short community drama</p>

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					Understand their own strengths and areas for development	Understand their own strengths and areas for development
<b>Year 13 RSL</b>	<p><b>CAPA 306 Planning for a Career in the Creative &amp; Performing Arts</b></p> <p>The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning and support UCAS / 6th form pastoral programme.</p> <p>The purpose of the unit is to familiarise learners with the processes associated with effective career planning.</p> <p><u>Outcomes</u> Create a career action plan to support future engagement in the creative/performing arts profession</p> <p>Establish strategies for getting work in the</p>	<p><b>CAPA 320 Vocal Techniques</b></p> <p>The aim of this unit is for learners to develop vocal skills and techniques to use their voices effectively in the media.</p> <p>The purpose of this unit is for learners to work towards the creation of voice-overs, commentaries and broadcast material using the voice.</p> <p><u>Outcomes</u> Understand how to use vocal techniques for a variety of media</p> <p>Use appropriate vocal techniques</p>	<p><b>CAPA 309 Ancient Greek and Roman Theatre</b></p> <p>The aims of this unit are for learners to develop knowledge, understanding and skills in Ancient Greek and Roman theatre.</p> <p>The purpose of this unit is to work towards performances of tragedy and comedy.</p> <p><u>Outcomes</u> Understand stylistic and genre characteristics of Ancient Greek and Roman Theatre</p> <p>Perform a lead role in two scenes from</p>	<p><b>CAPA 304E Performance preparation</b></p> <p>This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring, and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.</p> <p><u>Outcomes</u> Understand the style and context of contrasting performance genres</p> <p>Understand how to audition for a performance</p>	<p><b>CAPA 304E Performance preparation</b></p> <p>This unit prepares learners for participation in a performance production by developing their understanding of the styles and contexts of performance genres, exploring, and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.</p> <p><u>Outcomes</u> Understand the style and context of contrasting performance genres</p> <p>Understand how to audition for a performance</p>	

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	creative and performing arts industries		Ancient Greek and Roman Theatre  Understand their own strengths and areas for development	Collaborate with others to develop the plan for an integrated production	Collaborate with others to develop the plan for an integrated production	
<b>To gain knowledge of:</b>	<ul style="list-style-type: none"> <li>• Of the four major acting systems</li> <li>• How to perform two contrasted scenes from either Elizabethan or Jacobean Theatre</li> <li>• The stylistic and genre characteristics of Ancient Greek and Roman Theatre</li> <li>• The relevant stylistic and genre characteristics in relation to their performed work</li> <li>• Concept of community drama, the purpose it serves and the nature of performance within community drama</li> <li>• How to produce a script for a short community drama performance</li> <li>• Creating a career action plan to support future engagement in the creative/performing arts profession</li> <li>• How to establish strategies for getting work in the creative and performing arts industries</li> <li>• How to use vocal techniques for a variety of media</li> <li>• The style and context of contrasting performance genres</li> <li>• How to audition for a performance</li> <li>• How to Collaborate with others to develop the plan for an integrated production</li> </ul>					
<b>Skills and Processes</b>	<p><b>Performance skills:</b></p> <ul style="list-style-type: none"> <li>• Vocal skills (Clarity, Projection, Pace, Pitch, Inflection(tone/intonation)</li> <li>• Vocal requirements, such as verse speaking, choral speaking, asides, monologues/soliloquies, sonnets, direct audience address.</li> <li>• Physical skills (Gesture, Posture, Facial Expression, Use of space (levels/proxemics), Stillness, Stance, Contact, Eye Contact.)</li> <li>• Characterisation</li> <li>• Portrayal of character relationships</li> <li>• Audience awareness</li> <li>• Focus</li> <li>• Confidence</li> <li>• Communication skills</li> <li>• Personal management skills</li> </ul> <p><b>Theory- based skills:</b></p> <ul style="list-style-type: none"> <li>• Writing as a performer</li> <li>• Effectiveness of the performance in realising the creative intention.</li> <li>• Effectiveness of own performance skills in realising the creative intention.</li> <li>• Development of the material in terms of staging and production elements if this were to be realised as a fully resourced production.</li> <li>• Development of own performance skills if this were to be realised as a fully resourced production.</li> </ul>					

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- Understanding of set texts e.g

#### **Communication Skills**

- The means to develop, identify and respond to verbal, sound/visual cues
- Use of verbal communication in broadcast presentations and performance
- Use of verbal and non-verbal communication in live performance (with other performers and/or technical staff), as appropriate
- The capacity to peer review the work of others constructively
- The ability to respond to direction
- The ability to analyse and assess own skills and personal aims
- The ability to assess and evaluate their own work and develop strategies for improving own performance
- The capacity to respond positively to tutor comments and evaluations
- The ability to assess and utilise peer evaluation
- The capacity to assess and act upon Health & Safety considerations

#### **Skills for Research and Preparation**

- Investigating possible target groups in the community
- Understanding the nature of the final performance and the performance environment
- Understanding the best ways in which to involve a community and elicit material
- Ability to create scripts and a production from various primary sources such as diaries, photographs or newspaper reports
- Ability to identify and use suitable venues
- Ability to organise, seek funding for and promote an event

#### **Social, cultural, historical and/or political context**

- Themes and issues
- Subject matter
- Character motivation
- Staging conditions
- Costumes and types of props
- Stage directions and the practical demands
- Conventions of movement, gesture and postural techniques required by the specific period of the text
- Writing and language style
- Vocal and speech demands.

- Greek tragedy, e.g. Sophocles (c.497–406 BC).
- Greek comedy, e.g. Aristophanes (c.446–c.386 BC).
- William Shakespeare (1564–1616).
- Commedia dell'arte, e.g. Carlo Goldoni (1707–1793).

#### **Processes:**

- Creating a character and portraying character relationships

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	<ul style="list-style-type: none"> <li>• Responding to stimulus</li> <li>• Analysis of stimulus material</li> <li>• Creating and developing performance using genre, style, language, character, structure and form (conventions) to convey meaning to the audience.</li> <li>• Using performance to achieve creative intentions.</li> <li>• Process of rehearsal either independently or with others</li> <li>• Process of evaluation and reflection</li> </ul> <p><b>Specialist skills:</b></p> <ul style="list-style-type: none"> <li>• Use of microphones to record and broadcast the voice</li> <li>• Ability to operate with a variety of microphones and situations</li> </ul>
<p><b>Performing Arts Concepts</b></p>	<ul style="list-style-type: none"> <li>• Build on concepts of KS4 in-line with Edexcel GCSE Drama (2016) specification.</li> <li>• To be able to discuss different aspects of their own and others work.</li> <li>• To be able to review own development and contribution to performance.</li> <li>• To work effectively with others</li> <li>• To develop skills and techniques in rehearsal and performance</li> <li>• To apply skills and techniques in rehearsal and performance</li> <li>• To be confident performers.</li> <li>• To understand how to respond to a stimulus / historical periods</li> <li>• To create performance in response to a stimulus</li> <li>• Present research</li> <li>• To create and develop performance using genre, style, language, character, structure and form (conventions) / technique etc to convey meaning to the audience.</li> </ul>

BTEC Music	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Year 12</b></p>	<p><b>Option Units 4-7</b> Students undertake a Skills Audit and Teacher/Peer review and begin selection of option units from list.</p> <p>Either:</p>	<p><b>Option Units 4-7</b> <b>UNIT 2</b> <b>Professional Practice in Music Industry</b></p> <p>Explore compositional aspects of:</p> <ol style="list-style-type: none"> <li>1. Melody</li> <li>2. Harmony</li> <li>3. Rhythm</li> </ol>	<p><b>Option Units 4-7</b> <b>Unit 3 Ensemble Performance</b></p> <p>Learners work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance.</p>	<p><b>Unit 3 Ensemble Performance</b></p> <p><b>Completion and review of of Ensemble Performance Assessment materials</b></p>	<p><b>Unit 3 Ensemble Performance</b></p> <p><b>Submission of Ensemble Performance Assessment materials</b></p> <p><b>Intro to Unit 1</b></p>	<p><b>Unit 1</b> <b>Harmony and Theory</b> <b>Exploring Aims:</b></p> <p><b>A Examine the signs and symbols used in musical notation</b></p> <p><b>B Explore the application of melodic composition</b></p>

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	<p>Examine compositional techniques Explore original musical material Develop an original composition</p> <p>Or:</p> <p>Explore the skills required for a solo performance</p>	<p>4. Texture 5. Structure 6. Repetition and sequence 7. Modulation 8. Thematic development 9. Variation 10. Musical decoration and ornamentation 11. Melodic and harmonic layers 12.</p> <p>Develop skills for a solo performance</p> <p>Carry out a solo performance</p>	<p>AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance AO4 Be able to contribute towards a performance as part of an ensemble AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance</p>	<p>AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance AO4 Be able to contribute towards a performance as part of an ensemble AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance</p>	<p><b>Learners develop knowledge and understanding of music theory and harmony, and apply their understanding in practical scenarios.</b></p>	<p><b>based on musical elements</b></p> <p><b>C Explore the application of chords and cadences for composition or arrangement</b></p> <p><b>D Produce correct musical notation for performance.</b></p>
Year 13	Unit 1 Harmony and Theory	Unit 1 Harmony and Theory  Exploring key content:	Unit 1 Harmony and Theory	Unit 2 Professional Practice in the music Industry	Unit 2 Professional Practice in the music Industry	Unit 2 Professional Practice in the music Industry

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	<p><b>Exploring key content:</b>  <b>A1 Rhythm and pitch in staff notation</b>  <b>A2 Rhythm and pitch in alternative forms of notation</b>  <b>A3 How tempo, dynamics and expression can be notated</b></p>	<p><b>B1 Constructing scales</b>  <b>B2 Melodic construction and development</b>  <b>B3 Rhythmic devices</b>  <b>B4 Application of melodic compositional skills</b></p>	<p><b>C1 Application of chordal harmony</b>  <b>C2 Application of chord Progressions</b>  <b>D1 Appropriate forms of notation for the context</b>  <b>D2 Transposition</b>  <b>D3 Production of notation</b></p>	<p><b>Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work.</b>  <b>AO1 Understand the importance of professional practice in the music industry</b>  <b>AO2 Understand operational requirements relevant to specific music industry organisations and practices</b></p>	<p><b>AO3 Demonstrate the ability to apply the skills required for working in the music industry</b>  <b>AO4 Demonstrate the requirements for professional presentation of ideas</b></p>	<p><b>Complete external assessment</b>  <b>AO5 Evaluate the skills and knowledge needed for professional roles in the music industry</b></p>
<p><b>To gain knowledge of:</b></p>	<p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of professional practice in the music industry</li> <li>• Understand operational requirements relevant to specific music industry organisations and practices</li> <li>• Demonstrate the ability to apply the skills required for working in the music industry</li> <li>• Demonstrate the requirements for professional presentation of ideas</li> <li>• Evaluate the skills and knowledge needed for professional roles in the music industry</li> </ul> <p><b>Year 12+13</b></p> <ul style="list-style-type: none"> <li>• Interpretation of signs and symbols by selecting and demonstrating examples using pieces of music.</li> <li>• Learners develop knowledge and understanding of music theory and harmony, and apply their</li> <li>• Understanding in practical scenarios.</li> </ul>					
<p><b>Skills and Processes</b></p>	<p><b>Yr 12+ 13</b></p>					

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	<ul style="list-style-type: none"><li>• Examine the signs and symbols used in musical notation</li><li>• Explore the application of melodic composition based on musical elements</li><li>• Explore the application of chords and cadences for composition or arrangement</li><li>• Produce correct musical notation for performance.</li></ul> <ul style="list-style-type: none"><li>• Apply skills and techniques when contributing to an ensemble during rehearsal and performance</li><li>• Be able to contribute towards a performance as part of an ensemble</li><li>• Be able to reflect and make connections between responding, planning, rehearsal and performance</li></ul>
<b>Music Concepts</b>	<b>Year 12</b> <ul style="list-style-type: none"><li>• Professional behaviours</li><li>• Project planning</li><li>• Legal requirements</li><li>• Music industry roles, organisations, and requirements</li><li>• Working with others in music industry organisations</li><li>• Financial requirements</li><li>• Skills for working in the music sector</li><li>• Communication skills</li><li>• Working on a freelance basis</li><li>• Presenting ideas to others</li><li>• Preparing ideas</li><li>• Presenting ideas</li></ul> <b>Year 13</b> <ul style="list-style-type: none"><li>• Rhythm and pitch in staff notation</li><li>• Rhythm and pitch in alternative forms of notation</li><li>• How tempo, dynamics and expression can be notated</li><li>• Constructing scales</li><li>• Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance</li><li>• Demonstrate knowledge and understanding of how to interpret an original musical piece</li><li>• Apply skills and techniques when contributing to an ensemble during rehearsal and performance</li><li>• Be able to contribute towards a performance as part of an ensemble</li><li>• Be able to reflect and make connections between responding, planning, rehearsal and performance</li></ul>

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