## 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	Acting Route	Acting Route	Acting Route	Acting Route	Acting Route	Acting Route
	CAPA 310 Approaches To Acting The aims of this unit are	CAPA 310 Approaches  To Acting  The aims of this unit are	CAPA 315 Elizabethan and Jacobean	CAPA 315 Elizabethan and Jacobean	CAPA 314 Drama in the Community	CAPA 314 Drama in the Community
	to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.	to introduce learners to different approaches to acting and to enable learners to incorporate ideas taken from one of these into their own performances.	The aims of this unit are to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre.	The aims of this unit are to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre.	The aim of this unit is to introduce learners to the concept of community drama.  The purpose of this unit is to enable learners to participate in the	The aim of this unit is to introduce learners to the concept of community drama.  The purpose of this unit is to enable learners to participate in the
	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	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	The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.	The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.	creation and performance of a community drama project.	creation and performance of a community drama project.
	Outcomes  Understand the principles of four major systems of acting	Outcomes Understand the principles of four major systems of acting	Outcomes Perform contrasted scenes from Elizabethan or Jacobean Theatre	Outcomes Perform contrasted scenes from Elizabethan or Jacobean Theatre	Outcomes Understand the concept of community drama	Outcomes Understand the concept of community drama
	Understand the content and application of one of these systems	Understand the content and application of one of these systems	Evaluate their performances	Evaluate their performances	Plan, organise and create a performance for a short community drama	Plan, organise and create a performance for a short community drama
	Evaluate their performance	Evaluate their performance			Perform in a short community drama	Perform in a short community drama

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Faculty Teachers: Miss McThre

Faculty Tead	chers: Miss	McThredde	r, Mr Trebar,	Miss Salte	er, Miss Osborne

					Understand their own strengths and areas for development	Understand their own strengths and areas for development
Year 13 RSL	CAPA 306 Planning for a Career in the Creative & Performing Arts	CAPA 320 Vocal Techniques	CAPA 309 Ancient Greek and Roman Theatre	CAPA 304E Performance preparation	CAPA 304E Performance preparation	
	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.  The purpose of the unit is to familiarise learners with the processes associated with effective career planning.	The aim of this unit is for learners to develop vocal skills and techniques to use their voices effectively in the media.  The purpose of this unit is for learners to work towards the creation of voice-overs, commentaries and broadcast material using the voice.	The aims of this unit are for learners to develop knowledge, understanding and skills in Ancient Greek and Roman theatre.  The purpose of this unit is to work towards performances of tragedy and comedy.	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.	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.	
	Outcomes Create a career action plan to support future engagement in the creative/performing arts profession  Establish strategies for getting work in the	Outcomes Understand how to use vocal techniques for a variety of media Use appropriate vocal techniques	Outcomes Understand stylistic and genre characteristics of Ancient Greek and Roman Theatre  Perform a lead role in two scenes from	Outcomes Understand the style and context of contrasting performance genres Understand how to audition for a performance	Outcomes Understand the style and context of contrasting performance genres Understand how to audition for a performance	

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	creative and performing	Ancient Gree					
	arts industries	Roman Thea					
			to develop the pla	•			
		Understand	S	an integrated			
		strengths an	·	production			
		developmen	t				
To gain knowledge							
of:	<ul> <li>Of the four major</li> </ul>	r acting systems					
	How to perform to	two contrasted scenes from either E	Elizabethan or Jacobean Theat	re			
	The stylistic and a	genre characteristics of Ancient Gre	ek and Roman Theatre				
		istic and genre characteristics in rela					
	•	nunity drama, the purpose it serves	·	e within community drama			
	· ·	a script for a short community dram	·	c within community drama			
	•		-				
	_	action plan to support future engage					
		strategies for getting work in the cr	eative and performing arts inc	dustries			
	<ul> <li>How to use vocal</li> </ul>	techniques for a variety of media					
	<ul> <li>The style and cor</li> </ul>	ntext of contrasting performance ge	nres				
	How to audition	for a performance					
	How to Collaborate with others to develop the plan for an integrated production						
Skills and Processes	Performance skills:	· · ·	<u> </u>				
	<ul> <li>Vocal skills (Clarity</li> </ul>	, Projection, Pace, Pitch, Inflection(tone	e/intonation)				
	1	s, such as verse speaking, choral speaki	*	es, sonnets, direct audience address.			
	•	ture, Posture, Facial Expression, Use of					
	Characterisation	, , , , , ,		-,,, ,,			
	Portrayal of character	ter relationships					
	Audience awarene	•					
	• Focus						
	Confidence						
	Communication skills						
	Personal management skills						
	Theory- based skills:						
	Writing as a performer						
	• Effectiveness of the performance in realising the creative intention.						
		wn performance skills in realising the cr					
				e realised as a fully resourced production.			
	I	wn performance skills if this were to be					
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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**

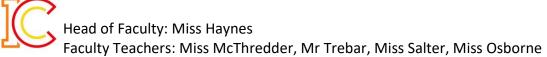
- Investigating possible target groups in the community
- Understanding the nature of the final performance and the performance environment
- Understanding the best ways in which to involve a community and elicit material
- · Ability to create scripts and a production from various primary sources such 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).

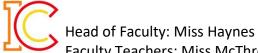
#### **Processes:**

Creating a character and portraying character relationships



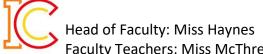
	<ul> <li>Responding to stimulus</li> <li>Analysis of stimulus material</li> <li>Creating and developing performance using genre, style, language, character, structure and form (conventions) to convey meaning to the audience.</li> <li>Using performance to achieve creative intentions.</li> </ul>
	<ul> <li>Process of rehearsal either independently or with others</li> <li>Process of evaluation and reflection</li> </ul>
	Specialist skills:  Use of microphones to record and broadcast the voice Ability to operate with a variety of microphones and situations
Performing Arts Concepts	<ul> <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	НТ3	HT4	HT5	HT6
Year 12	Option Units 4-7	Option Units 4-7	Option Units 4-7	Unit 3 Ensemble	Unit 3 Ensemble	Unit 1
	Students undertake a	UNIT 2	Unit 3 Ensemble	Performance	Performance	Harmony and Theory
	Skills Audit and	<b>Professional Practice</b>	Performance			Exploring Aims:
	Teacher/Peer review	in Music Industry				
	and begin selection of		Learners work as part		Submission of	A Examine the signs
	option units from list.	Explore compositional	of a musical	Completion and	Ensemble	and symbols used in
	option units from list.	aspects of:	ensemble and	review of of	Performance	musical notation
	Fish and		develop their skills	Ensemble	Assessment	
	Either:	1. Melody	and techniques in	Performance	materials	B Explore the
		2. Harmony	rehearsal	Assessment		application of
		3. Rhythm	and performance.	materials	Intro to Unit 1	melodic composition



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Examine compositional	4. Texture 5. Structure	AO1 Demonstrate		Learners develop knowledge and	based on musical elements
techniques	6. Repetition and	knowledge and		understanding of	
Explore original musical material Develop an original composition  Or:  Explore the skills required for a solo performance	sequence 7. Modulation 8. Thematic development 9. Variation 10. Musical decoration and ornamentation	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	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	music theory and harmony, and apply their understanding in practical scenarios.	C Explore the application of chords and cadences for composition or arrangement  D Produce correct musical notation for performance.
		performance			
Year 13 Unit 1 Harmony and Theory	Unit 1 Harmony and Theory Exploring key	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
	content:				



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	Exploring key content: A1 Rhythm and pitch in staff notation A2 Rhythm and pitch in alternative forms of notation A3 How tempo, dynamics and expression can be notated	B1 Constructing scales B2 Melodic construction and development B3 Rhythmic devices B4 Application of melodic compositional skills	C1 Application of chordal harmony C2 Application of chord Progressions D1 Appropriate forms of notation for the context D2 Transposition D3 Production of notation	Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. AO1 Understand the importance of professional practice in the music industry AO2 Understand operational requirements relevant to specific music industry organisations and practices	AO3 Demonstrate the ability to apply the skills required for working in the music industry AO4 Demonstrate the requirements for professional presentation of ideas	Complete external assessment AO5 Evaluate the skills and knowledge needed for professional roles in the music industry
To gain knowledge of:	<ul> <li>Understand open</li> <li>Demonstrate the Demonstrate the Sk</li> <li>Evaluate the Sk</li> <li>Year 12+13</li> <li>Interpretation</li> <li>Learners deve</li> </ul>	e importance of profession erational requirements reme ability to apply the skill ne requirements for profession and knowledge needed of signs and symbols belop knowledge and under gin practical scenarios.	elevant to specific music ils required for working in essional presentation of ed for professional roles in by selecting and demor derstanding of music th	industry organisations and the music industry ideas in the music industry in the music industry	ng pieces of music.	
Skills and Processes	Yr 12+ 13					

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	Examine the signs and symbols used in musical notation
	Explore the application of melodic composition based on musical elements
	Explore the application of chords and cadences for composition or arrangement
	Produce correct musical notation for performance.
	Apply skills and techniques when contributing to an ensemble during rehearsal and performance
	Be able to contribute towards a performance as part of an ensemble
	Be able to reflect and make connections between responding, planning, rehearsal and performance
Music Concepts	Year 12  • Professional behaviours
	Project planning
	Legal requirements
	Music industry roles, organisations, and requirements
	Working with others in music industry organisations
	Financial requirements
	Skills for working in the music sector
	Communication skills
	Working on a freelance basis
	Presenting ideas to others
	Preparing ideas
	Presenting ideas
	Year 13
	Rhythm and pitch in staff notation
	Rhythm and pitch in alternative forms of notation
	How tempo, dynamics and expression can be notated
	Constructing scales
	Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance
	Demonstrate knowledge and understanding of how to interpret an original musical piece
	Apply skills and techniques when contributing to an ensemble during rehearsal and performance
	Be able to contribute towards a performance as part of an ensemble
	Be able to reflect and make connections between responding, planning, rehearsal and performance