

YEAR 10 GROUP OVERVIEW – BTEC PERFORMING ARTS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 BTEC	Component 1		Component 1 Written	Component 3 – Externally set brief Mock		
	Naturalism Total Theatre Physical Theatre Stimulus Scripts Apply performance skills appropriate to the Practitioner’s studied of Steven Berkoff and Konstantine Stanislavski through exploration Watch, discuss and take notes on the practitioners’ creative intentions and purposes.		Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.	Imaginative and appropriate activity that responds fully to all of the requirements of the brief. Application of the brief through performance. Take the initiative and support others in the group. Consistent contribution of valid ideas and skills needed to fit the brief. Practical exploration activities. Effectively and consistently apply appropriate skills and techniques for the style or genre of work. Significant impact on the group dynamic and the delivery and communication of ideas through performance. Reflect on and review the process and outcome with awareness and insight.		
	Skills For Performance			Skills For Performance		
	Exaggerated facial expressions, gestures & body language Physicality Exaggerated externalising emotions Eye contact Levels/Height Choral speech and movement Pitch Pace Volume				vocal skills physical skills interpretative skills: showing time and place, presenting a character, creating humour or emotion. Demonstrating and sustaining in performance the following skills: <ul style="list-style-type: none"> o energy o focus o concentration o commitment. Working effectively with others:	

	<p>Tone Gait Balance Trust Intonation Inflection Tonal Colour Action & reaction Rhythm through voice and movement Naturalistic</p>			<ul style="list-style-type: none"> • Communicating effectively with other performers: <ul style="list-style-type: none"> ◦ in preparation for performance ◦ During performance. • Taking part in final group preparations, which may include: <ul style="list-style-type: none"> ◦ setting up/get in ◦ get out/strike ◦ taking part in/contributing to a workshop performance. • Communicating ideas through performance • Taking part in/contributing towards a performance for an audience. • Communicating ideas and intentions effectively to an audience. 	
	<p>Analysis and Evaluation</p>		<p>Analysis and Evaluation</p>	<p>Analysis and Evaluation</p>	
	<p>Analyse the development of the skills in the practitioner's style Evaluate the development of the skills in the practitioner's style Evaluate the practitioners' contribution of the performance process and how their roles and responsibilities differ depending on the performance, style and outcome.</p>		<p>Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>	<p>Reflect on the process:</p> <ul style="list-style-type: none"> • Contributing to initial ideas and exploring activities in response to: <ul style="list-style-type: none"> ◦ the brief ◦ the stimulus ◦ contributions from other members of the group. • Contributing to the development process. • Skills and techniques: <ul style="list-style-type: none"> ◦ selection ◦ development and/or adaptation ◦ application ◦ individual strengths and areas for improvement ◦ overall individual contribution to the group. <p>Reflect on the outcome:</p> <ul style="list-style-type: none"> • Contributing to the workshop performance outcome: <ul style="list-style-type: none"> ◦ effectiveness of the response to the brief ◦ individual strengths and areas for improvement ◦ overall impact of the work of the group. 	