

BTEC Drama – Year 10 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Component 1		Component 1 Written	Component 2		Component 2	Careers
Year 10	<p>In this component, students will practically explore 3 contrasting acting styles and professional repertoire. The students will study 'Things I Know To Be True' by Andrew Bovell, 'The Curious Incident of the Dog in the Night Time' By Mark Haddon and 'Blood Brothers' by Willy Russell. The acting styles explored through these professional works are Naturalism, Physical Theatre and Epic Theatre. Students will watch, discuss and take notes on the practitioners' creative intentions and purposes.</p>		<p>In this aspect of the component, students will be conducting independent research into how roles, responsibilities and skills are essential to the production of performance styles. They will research into production teams, performance teams and administration roles to gain an understanding of how large-scale productions work in the Performing Arts Industry.</p>	<p>In this component, students will work collaboratively to recreate pre-existing repertoire to perform to a live audience. They will evaluate to progress they have made throughout the term by keeping a Log Book where they write in their weekly progress. Students will participate in rehearsal workshops and exercises to benefit them in their final performances.</p>		<p>Students will be continuing to rehearse their performances of pre-existing repertoire. Students will be asked to lead workshop warm ups and cool downs as part of their demonstration of knowledge. Students will perform their final pieces to a live audience.</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus on different roles within the Performing Arts industry and explore how students may pursue a future in the creative arts industries. In Year 10 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>Developing understanding of the vast range of job roles across the performing arts industry is embedded in students work throughout component one of their course, where they will experience what it is like to work collaboratively to create a final performance.</p>
	Skills For Performance			Skills For Performance		Skills For Performance	<p>Students will also have the opportunity in term 5/6 to experience an acting/musical theatre workshop in London, run by professional performers who can give a great insight in to what it is like to work as a professional in the field.</p>
	<ul style="list-style-type: none"> Exaggerated facial expressions, gestures & body language. Physicality. Exaggerated externalising emotions. Eye contact. Levels/Height. Choral speech and movement. Pitch. Pace. Volume. Tone. Gait. 			<ul style="list-style-type: none"> Facial Expression. Physicality. Gestures. Body language. Pace. Accent. Pitch. Pace. Volume. Tone. Eye contact. Levels/Height. Gait. 		<ul style="list-style-type: none"> Facial Expression. Physicality. Gestures. Body language. Pace. Accent. Pitch. Pace. Volume. Tone. Eye contact. Levels/Height. Gait. 	

Balance. Trust. Intonation. Inflection. Proxemics. Accent. Timing. Action & reaction. Rhythm through voice and movement. Naturalistic.		Balance. Trust. Intonation. Inflection. Script work. Naturalism. Physical Theatre. Comedy. Stereotypes. Relaxation. Proxemics. Trust.	Balance. Trust. Intonation. Inflection.	
Analysis and Evaluation	Analysis and Evaluation	Analysis and Evaluation	Analysis and Evaluation	
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.	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.	Analyse the development of skills. Analyse the strengths and weaknesses of a workshop, rehearsal and performance. Evaluate the development of skills. Evaluate the strengths and weaknesses of a workshop, rehearsal and performance. Analyse and evaluate a final performance of existing repertoire.	Analyse the development of skills. Analyse the strengths and weaknesses of a workshop, rehearsal and performance. Evaluate the development of skills. Evaluate the strengths and weaknesses of a workshop, rehearsal and performance. Analyse and evaluate a final performance of existing repertoire.	

BTEC Drama – Year 11 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	Component 3 Mock		Component 3			Careers
	<p>In this SOW, students will be given a stimulus for them to work collaboratively to devise their own mock exam performances. Students will use the range of styles they have explored in component one, together with the physical, vocal and interaction skills developed in component two, to create a mock of their final component performance. Performers will need to use their creativity, teamwork skills and maturity to create original pieces of drama.</p> <p>Students will keep a logbook during this component and must write 3 separate final logs which link to the following: Activity Log 1 - Initial Ideas Activity Log 2 - Skills and Rehearsal Process Activity 3 - Final Performance Activity 4 - Evaluation of Performance.</p>		<p>The stimulus for the Component 3 exam will be released in January. Once the stimulus has been released, students will work collaboratively to devise their own mock exam performances. Students will use the range of styles they have explored in component one, together with the physical, vocal and interaction skills developed in component two, to create a mock of their final component performance. Performers will need to use their creativity, teamwork skills and maturity to create original pieces of drama. Groups will be in 3-7 and students will be required to create 7-15 minutes of performance material.</p> <p>Students will keep a logbook during this component and must write 3 separate final logs which link to the following: Activity Log 1 - Initial Ideas Activity Log 2 - Skills and Rehearsal Process Activity 3 - Final Performance Activity 4 - Evaluation of Performance.</p>			<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 11 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p>
	Skills For Performance					
Facial Expression Physicality Gestures Body language Pace Accent Pitch Pace Volume Tone Eye contact Levels/Height Gait Balance Trust		Facial Expression Physicality Gestures Body language Pace Accent Pitch Pace Volume Tone Eye contact Levels/Height Gait Balance Trust				

Intonation
 Inflection
 Proxemics
 Creativity
 Imagination
 Organisation
 Cooperation
 Communication

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Analysis and Evaluation

Reflect on the process:

- Contributing to initial ideas and exploring activities in response to:
 - the brief;
 - the stimulus;
 - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
 - selection;
 - development and/or adaptation;
 - application;
 - individual strengths and areas for improvement;
 - overall individual contribution to the group.
- Reflect on the outcome:
 - contributing to the workshop performance outcome:
 - effectiveness of the response to the brief;
 - individual strengths and areas for improvement;
 - overall impact of the work of the group.

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- Contributing to initial ideas and exploring activities in response to:
 - the brief;
 - the stimulus;
 - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
 - Selection;
 - development and/or adaptation;
 - application;
 - individual strengths and areas for improvement;
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- Reflect on the outcome:
 - contributing to the workshop performance outcome:
 - effectiveness of the response to the brief;
 - individual strengths and areas for improvement;
 - overall impact of the work of the group.

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.

		<p>Effectively and consistently apply appropriate skills and techniques for the style or genre of work.</p> <p>Significant impact on the group dynamic and the delivery and communication of ideas through performance.</p> <p>Reflect on and review the process and outcome with awareness and insight.</p>	
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