

Beamont Collegiate Academy Curriculum Map



Year 11 BTEC Tech Performing Arts

Intent	Implementation	Autumn Term	Spring Term
Clarity around knowledge	Theme / topic	Responding to a brief – Preparation.	Responding to a brief Component 3 Pearson External Brief
	Key substantive knowledge	<ul style="list-style-type: none"> • Respond to a brief • Respond to a stimulus • Selection of target audience • The creative process • Create a performance to fulfil the creative intention • Target audience • Select and use appropriate performance techniques • Select appropriate performance style • Select stylistic qualities from practitioners • Organise rehearsal time • Perform in front of an audience • Reflect on initial response, devising process and of strength and development 	<ul style="list-style-type: none"> • Respond to a brief • Respond to a stimulus • Selection of target audience • The creative process • Create a performance to fulfil the creative intention • Target audience • Select and use appropriate performance techniques • Select appropriate performance style • Select stylistic qualities from practitioners • Organise rehearsal time • Perform in front of an audience • Reflect on initial response, devising process and of strength and development
	Disciplinary knowledge	<ul style="list-style-type: none"> • Existing repertoire • Stylistic qualities • Performance style • Devising/choreography process • Stimulus • Initial response • Dramatic techniques for performance • Characterisation through; voice, facial expressions, body language. • Spatial awareness • Professional discipline • Articulate a personal response • Self-regulation • Collaboration • Personal reflection 	<ul style="list-style-type: none"> • Existing repertoire • Stylistic qualities • Performance style • Devising/choreography process • Stimulus • Initial response • Dramatic techniques for performance • Characterisation through; voice, facial expressions, body language. • Spatial awareness • Professional discipline • Articulate a personal response • Self-regulation • Collaboration • Personal reflection

Clarity around sequencing	Main links across the curriculum	Y9 Autumn T3 (Verbatim) Y9 Autumn T4 (Responding) Y10 Autumn Term and Spring Term (Professional repertoire) Y10 Summer Term (Developing skills and techniques)	Y9 Autumn T3 (Verbatim) Y9 Autumn T4 (Responding) Y10 Autumn Term and Spring Term (Professional repertoire) Y10 Summer Term (Developing skills and techniques)
	Authentic cross curricular links	English: Responding to a stimulus, creative thinking, developing a narrative	English: Responding to a stimulus, creative thinking, developing a narrative
Vocabulary	Key words	<ul style="list-style-type: none"> • Stylistic Qualities • Practitioner • Influences • Synchronised • Transitions • Devising • Initial Response • Stimulus • Symbolism • Brief • Ensemble • Creative Intention • Target Audience 	<ul style="list-style-type: none"> • Stylistic Qualities • Practitioner • Influences • Synchronised • Transitions • Devising • Initial Response • Stimulus • Symbolism • Brief • Ensemble • Creative Intention • Target Audience
Assessment	Summative assessment	<p>What is your response to the brief and how does it link to the stimulus?</p> <p>Who is your target audience?</p> <p>What is your performance style and which practitioners have influenced you?</p> <p>How does your performance fulfil the brief?</p> <p>How has the rehearsal process had a positive impact on your performance outcome?</p> <p>What are the areas of strength and development in your performance?</p>	<p>What is your response to the brief and how does it link to the stimulus?</p> <p>Who is your target audience?</p> <p>What is your performance style and which practitioners have influenced you?</p> <p>How does your performance fulfil the brief?</p> <p>How has the rehearsal process had a positive impact on your performance outcome?</p> <p>What are the areas of strength and development in your performance?</p>

Links to the real world / careers / PD		PD – Collaboration, Leadership, Respect, Careers: Writer, director, performer, Theatre in Education	PD – Collaboration, Leadership, Respect, Careers: Writer, director, performer, Theatre in Education