

# Beamont Collegiate Academy Curriculum Map



## Year 10 BTEC Tech Performing Arts

Intent	Implementation	Term 1	Term 2	Term 3
Clarity around knowledge	Theme / topic	Component 1: Exploring the Performing Arts & Professional Repertoire	Component 2 Developing Skills and Techniques in the Performing Arts & Performing Professional Repertoire	Exploring practitioners: showcase
	Key substantive knowledge	<ul style="list-style-type: none"> <li>Identify the stylistic qualities of professional repertoire</li> <li>Identify the key themes within professional repertoire</li> <li>Identify the creative intentions of professional repertoire</li> <li>Understand the creative process of professional repertoire</li> <li>Identify the production elements of professional repertoire</li> <li>Identify the roles and responsibilities of those involved in professional repertoire</li> </ul>	<ul style="list-style-type: none"> <li>Explore the professional repertoire through practical workshops</li> <li>Identify and reflect on areas for skill development</li> <li>Organise rehearsal time in preparation for a performance</li> <li>Perform in front of an audience</li> <li>Reflect on performance strengths and the success of creative intentions</li> <li>Recreate professional repertoire with accuracy.</li> <li>Tracking personal progress and skill development.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the different styles of a range of practitioners.</li> <li>Explore the creative processes for a range of performances.</li> <li>Identify and reflect on areas for skill development</li> <li>Reflect on performance strengths and weaknesses.</li> <li>Explore different themes and stimuli to build upon.</li> <li>Devise/choreograph original performance taking inspiration from previous practitioners studied.</li> </ul>
	Disciplinary knowledge	<ul style="list-style-type: none"> <li>Understanding the key themes within existing repertoire</li> <li>Devising &amp; stimulus response</li> <li>Understand the elements that contribute towards the creative intention of the piece</li> <li>Identify and understand how other practitioners have influenced decisions for the final performance.</li> <li>Analyse the roles of the production team and how they contribute to the final piece.</li> </ul>	<ul style="list-style-type: none"> <li>Performing existing repertoire</li> <li>Identify the stylistic features of the work through practical exploration</li> <li>Movement memory/line recall.</li> <li>Independent reflection.</li> <li>Recreation, recall and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling existing repertoire and using stylistic qualities</li> <li>Stimulus response</li> <li>Movement memory/remembers script.</li> <li>Ability to analyse own performance.</li> <li>Devising/choreographic process.</li> </ul>

Clarity around sequencing	Main links across the curriculum	<ul style="list-style-type: none"> <li>Y9 Autumn Term 1 (John Godber)</li> <li>Y9 Autumn Term 2 (ETAJ)</li> <li>Year 9 Spring Term 1 (verbatim)</li> <li>Y9 Summer Term (DNA)</li> </ul>	<ul style="list-style-type: none"> <li>Y9 Autumn Term 1 (John Godber)</li> <li>Y9 Autumn Term 2 (ETAJ)</li> <li>Year 9 Spring Term 1 (verbatim)</li> <li>Y9 Summer Term (DNA)</li> </ul>	Consolidation of all prior learning.
	Authentic cross curricular links	<ul style="list-style-type: none"> <li>English – Exploring a narrative, themes and character communication, social context.</li> </ul>	<ul style="list-style-type: none"> <li>English – Exploring a narrative, themes and character communication, character analysis.</li> </ul>	<ul style="list-style-type: none"> <li>English – Exploring a narrative, themes and character communication.</li> <li>Music to convey emotion and mood.</li> </ul>
Vocabulary	Key words	<ul style="list-style-type: none"> <li>Stylistic Qualities</li> <li>Social Context</li> <li>Professional repertoire</li> <li>Practitioner/choreographer</li> <li>Influences</li> <li>Themes</li> <li>Roles and responsibilities</li> <li>Production Elements</li> <li>Creative Process</li> <li>Symbolism</li> </ul>	<ul style="list-style-type: none"> <li>Stylistic Qualities</li> <li>Social Context</li> <li>Professional repertoire</li> <li>Practitioner/choreographer</li> <li>Creative process</li> <li>Interpretation</li> <li>Multirole</li> </ul>	<ul style="list-style-type: none"> <li>Stylistic Qualities</li> <li>Choreograph/devise</li> <li>Creative process</li> <li>Stimulus</li> <li>Interpretation</li> <li>Practitioner</li> <li>Creative intention</li> <li>Influence</li> </ul>
Assessment	Summative assessment	<ul style="list-style-type: none"> <li>What are the stylistic qualities in the professional repertoire and how do they contribute towards the creative process?</li> <li>Which practitioners and events have inspired the director/choreographer?</li> <li>What are the themes and how are they conveyed?</li> </ul>	<ul style="list-style-type: none"> <li>What are the stylistic qualities in this professional repertoire?</li> <li>How will you execute stylistic qualities in your performance?</li> <li>How does the director/choreographer present character and narrative?</li> <li>How will you perform the professional repertoire with accuracy and control?</li> <li>What are your areas of strengths and developments?</li> <li>How did the workshops and rehearsal process contribute to your rehearsal outcome?</li> </ul>	<ul style="list-style-type: none"> <li>How will you use the given stimulus to devise/choreograph?</li> <li>How has your style been influenced by professional practitioners?</li> <li>How has your approach to the creative process been influenced by professional practitioners?</li> </ul>
Links to the real world / careers / PD		<ul style="list-style-type: none"> <li>PD: working as a team, respect, leadership, respecting opinions. (Further exploration into social context depending on given theme.)</li> </ul>	<ul style="list-style-type: none"> <li>PD: working as a team, respect, leadership, respecting opinions.</li> <li>Careers: writer, director, choreographer, musician, dancer, actor, technician.</li> </ul>	<ul style="list-style-type: none"> <li>PD: working as a team, respect, leadership, respecting opinions. (Further exploration into social context depending on given theme.)</li> </ul>

		<ul style="list-style-type: none"><li>• Careers: writer, director, choreographer, musician, dancer, actor, technician.</li></ul>		<ul style="list-style-type: none"><li>• Careers: writer, director, choreographer, musician, dancer, actor, technician.</li></ul>
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