

Long Term Plan - KS5 - BTEC Level 3 Performing Arts



Year 12										
Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos	Anticipated misconceptions	Links to previous KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half Term 1	Introduction to key dramatic approaches	T&L will be focused on revisiting basic dramatic approaches. This will support the establishment of a safe and stimulating environment.	Students will experience a week by week break down of key performance areas: ‘The safe space’ Performing Scripted Work Physical Theatre Improvisation Devising Rehearsal Showcase	To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.	Approach to practical work in a more mature and developed fashion.	Similar approach to devising and texts in practice as we will be implementing previously learned skills in a more advanced way.	Through questioning and more independent tasks that are monitored and observed.	We discuss a range of social status/classes in plays selected for study (I Love You Mum/Teachers /Arturo Ui/Bouncers ect.). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.	Builds trust and relationships to enable students to participate in the group performance workshop (in year 2) with confidence.	A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role.

Half Term 2	Developing skills and techniques for live performance.	<p>Introduce Students to performance work. There should be analysis and discussion of what theatrical techniques are demonstrated. (x3)</p> <p>Workshop style and genre.(x6)</p> <p>Investigation into style and techniques - students to present findings. (x3)</p> <p>Investigation into roles surrounding the work - and that of a professional production - Students to present again. (x3)</p> <p>Prepare to workshop the given text with the above understanding.</p>	Exploration and presentational skills. Students will experience a week by week break down of key performance areas	To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.	A more developed approach to practical application of skills and having to work in a more independent manner.	Similar approach to devising and texts in practice as we will be implementing previously learned skills in a more advanced way.				
Half Term 3	UNIT 2: Developing Skills and Techniques for Live Performance	Students are to recap skills and knowledge. Students will begin to develop their understanding of theatre roles/jobs by		To develop the creative approach to problems in order to encourage team work and improvisational						

		<p>creating their own warm ups/cool downs. Students participate in workshop sessions led by a tutor. Students are to direct and lead their own investigation into how performance pieces should be presented.</p>		<p>approaches to life.</p>						
Half Term 4	Investigating Practitioners' Work - INTRODUCTION and THEME	<p>An exploration and insight into the approaches to theatre/performance by multiple practitioners:</p> <p>Students will study the approaches of 2 differing practitioners in detail. They will workshop techniques and will write detailed responses to their methods.</p>		<p>To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.</p>						
Half Term 5	Investigating Practitioners' Work	<p>Students are to prepare for 2 written papers: Paper A 4 weeks to</p>		<p>To develop the creative approach to problems in order to encourage</p>						

		<p>prepare following being given a theme. Students to curate 4 sides of A4 notes. Paper B - Is unseen. 3 hours to respond to 3 activities. Students can continue to explore the practitioners in holistic way to support retention of knowledge.</p>		<p>team work and improvisational approaches to life.</p>						
Half Term 6	Investigating Practitioners' Work - Paper.	<p>Students to sit paper B. Students will break down practitioners following this. Final part of year, students will workshop practitioners again in prep for UNIT 3 - Group Workshop. This will include seeing live theatre and visiting practitioners when possible.</p>		<p>To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.</p>						

Year 13										
Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos	Anticipated misconceptions	Links to previous KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half Term 1	Introduction to UNIT 22 (TBC Dependant on cohort - this is an optional unit to make up the GLH and can be amended.) and Learning Aim A and B	Exploration of and development of movement skills.		To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.						
Half Term 2	Movement in Performance	Run workshops where learners will explore a variety of stimuli through practical set tasks (to include warm-ups). Encourage your learners to develop material from selected/chosen starting points in order to create movement phrases. Introduce a variety of material that will stimulate a range of responses.		To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.						

		Learners can share work with their peers as well as providing peer feedback.								
Half Term 3	Introduction to UNIT 3 Group Performance Workshop	Preparation for Externally Assessed Unit - required for extended cert.		To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.						
Half Term 4	Generating and Exploring Ideas for Stimulus.	Learners undertake research into a chosen practitioner/company and share with the rest of the class their findings on the ethos, mode of working, stylistic characteristics of the company's work. Facilitate sessions during which learners carry out practical exploration of devising techniques.		To develop the creative approach to problems in order to encourage team work and improvisational approaches to life.						

