

TCS Performing Arts Curriculum

Drama

Subject and qualification title in full:

Exam Board: Pearson Edexcel Course Title:	Pearson Edexcel BTEC Teach Award in Performing Arts (Acting)
QAN:	
Examination Dates:	TBC
Controlled Assessment Dates:	TBC

Year 10 Drama

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p>Intro to KS4 Drama Component Three Mock. Devising from a Stimulus.</p> <p>Students work in groups to demonstrate their prior learning in a performance based task from a chosen stimulus.</p>	<p>End of Half Term Group Performance Task</p> <p>DEvised PERFORMANCE FROM STIMULUS</p> <p>Baseline test.</p>	<p>Students have the core skills developed from KS3 (in particular Y9) to demonstrate their knowledge in selecting and applying techniques to communicate their creative response to the chosen stimulus.</p>	<ul style="list-style-type: none"> • Stimulus • Brainstorming • Initial ideas • Shaping the work • Theatrical Style • Character work • Scenic Structure • Plot/Genre • Devising methods • Design/Staging

Autumn 2	<p>Component Two Mock Duologues</p> <p>Sword Combat</p> <p>Students will study the core skills of sword combat and apply these in their own scripted performance</p>	<p>End of Half Term Group Performance Task</p> <p>SWORD COMBAT PERFORMANCES</p> <p>Students will be assessed based on the Component Two assessment criteria of the BTEC Tech Award.</p>	<p>Students have explored unarmed Stage Combat during KS3. Sword Combat is a development of this approach.</p> <p>Key skills required – Discipline Strong Motor Skills Teamwork</p>	<ul style="list-style-type: none"> • Fencing Movement • Fight Choreography • 6 Key Elements • Safety and Control • Audience Awareness • Fight in Text • Characterisations • Evaluating
Spring 1	<p>Introduction to Component One – Exploring the Performing Arts:</p> <p>The Workshops</p> <p>Students introduced to key theatre practitioners through a series of practical workshops. Students must journal their work and progress in a learning log.</p>	<p>Series of teacher led skills based ACTING WORKSHOPS exploring key practitioners under controlled conditions. Students assessed on individual contributions within workshops and their evaluations in their learning logs based on Component 1 assessment criteria.</p>	<p>Students have already been introduced to the techniques associated with the key practitioners during Year 9.</p>	<ul style="list-style-type: none"> • Naturalism • Non-Naturalism • Abstract/Surrealism • Physical Theatre • Practitioners • Theatrical Style • Learning Log
Spring 2	<p>Component One – Exploring the Performing Arts:</p> <p>Main Task Rehearsals</p> <p>Using a text based stimulus students’ work in groups to interpret and stage a work of theatre inspired by three theatre practitioners explored during Spring 1. Students must journal their work in a log.</p>	<p>GROUP REHEARSALS</p> <p>Students are assessed on individual contributions within rehearsal process based on Component 1 assessment criteria.</p>	<p>Students have applied approaches to interpreting and staging text in a number of schemes across KS3. Essential to demonstrate knowledge and understanding of 3 key practitioners in rehearsal and performance and to evaluate the choices made effectively.</p>	<ul style="list-style-type: none"> • Interpreting Text • Blending styles • Rehearsals Process • Learning Log • Design Elements

Summer 1	Component One – Exploring the Performing Arts : Presenting the work. Groups complete the main task of Component One in an internally assessed performance and presentation based on their working methods and approach.	COMPONENT 1 MAIN TASK PERFORMANCE / PRESENTATION Performances and student learning logs are internally assessed based on the key assessment criteria on Component One.	Students have regularly performed group performances of both text based and devised work during KS3, particularly during Year 9.	<ul style="list-style-type: none"> • Technical Rehearsal • Dress Rehearsal • Peer Evaluation • Refining the work • Evaluating the work • Group Presentation • Learning Log
Summer 2	Summer Primary TIE Project - School for Clowns – Performance and Workshop for KS2 Students will be introduced to the methods of clowning before working in groups to rehearse scenes from the play ‘School for Clowns’ in preparation for a KS2 performance and student led workshop.	CLOWNING WORKSHOP FOR KS2 Students are individually assessed based on their contributions to the rehearsal process and their performances and interactions within the workshops for KS2 students.	Students have prior experience in Comic and Physical characterisations linked to Clowning Year 7 - Mime Year 8 - A Midsummer Night’s Dream Commedia D’ell Arte	<ul style="list-style-type: none"> • Theatre in Education • Clowning Methods/Philosophy • Mime • Comic Timing • Audience Rapport • Text • Workshop Process

Year 11 Drama

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	Introduction to Component 2 – Developing Skills and Techniques in the Performing Arts In this text based scheme students work individually and in pairs to interpret and bring to life on stage a monologue and duologue from an existing play/style of theatre	REHEARSAL PROCESS Students are assessed during their rehearsals based on their progress and interpretive skills in both character and scenic development according to the assessment criteria for Component 2.	Students have completed a mock component two during the early part of Year 10.	<ul style="list-style-type: none"> • Monologue • Duologue • Soliloquy • Direct Address • 4th Wall • Circle of Attention • Dialogue • Tempo • Theatre of the Absurd • Pinter • Characterisation • Staging • Learning Log • Evaluation

Autumn 2	<p>Component 2 Rehearsals and Performances</p> <p>Students refine their initial interpretations in preparation for their performances, while maintaining a learning log to journal the process.</p>	<p>PERFORMANCES</p> <p>Students are individually assessed on their monologue and duologue performances as well as their evaluations of their work in their learning logs based on the Component Two assessment criteria.</p>	<p>Students have completed a mock component two during the early part of Year 10.</p>	<ul style="list-style-type: none"> • Monologue • Duologue • Soliloquy • Direct Address • 4th Wall • Circle of Attention • Dialogue • Tempo • Theatre of the Absurd • Pinter • Characterisation • Staging • Learning Log • Evaluation
Spring 1	<p>Introduction to Component 3 – Responding to a Brief</p> <p>In chosen groups students are introduced to a stimulus provided by the exam board. This is to be used to create a piece of Drama for a specific target audience. Students must document their work through a learning log.</p>	<p>RESPONDING TO THE BRIEF</p> <p>Students must use the rehearsal process to develop their initial ideas and shape these effectively into a piece of theatre that meets the assessment objectives. This process must be journaled through a learning log for external assessment</p>	<p>Students have completed a mock Component 3 at the beginning of year 10 and have regular experience of devising during the course of their KS3/4 Drama courses.</p>	<ul style="list-style-type: none"> • Stimulus • Brief • Target Audience • Brainstorming • Initial ideas • Shaping the work • Theatrical Style • Character work • Scenic Structure • Plot/Genre • Devising methods • Design/Staging
Spring 2	<p>Component 3 – Rehearsals</p> <p>Using a stimulus groups interpret and stage a work of theatre inspired by your initial responses along with the knowledge and understanding you have developed as Drama students. In their groups, students’ perform their final piece based on the given stimulus. Students then complete their logbook outlining how they shaped and developed their work based on the stimulus and rehearsals.</p>	<p>REHEARSALS</p> <p>Groups rehearse their devised work based on the exam boards stimulus and brief.</p> <p>These rehearsals are filmed and sent for external assessment.</p> <p>Students complete their Learning Logs for external assessment.</p>	<p>Students have completed a mock Component 3 at the beginning of year 10 and have regular experience of devising during the course of their KS3/4 Drama courses.</p>	<ul style="list-style-type: none"> • Stimulus • Brief • Target Audience • Brainstorming • Initial ideas • Shaping the work • Theatrical Style • Character work • Scenic Structure • Plot/Genre • Devising methods • Design/Staging

Summer 1	<p>Component 3 – Rehearsals/Performances</p> <p>Using a stimulus groups interpret and stage a work of theatre inspired by your initial responses along with the knowledge and understanding you have developed as Drama students. In their groups, students’ perform their final piece based on the given stimulus. Students then complete their logbook outlining how they shaped and developed their work based on the stimulus and rehearsals.</p>	<p>PERFORMANCES</p> <p>Groups perform their devised work based on the exam boards stimulus and brief.</p> <p>These performances are filmed and sent off for external assessment.</p> <p>Students complete their Learning Logs for external assessment.</p>	<p>Students have completed a mock Component 3 at the beginning of year 10 and have regular experience of devising during the course of their KS3/4 Drama courses.</p>	<ul style="list-style-type: none"> • Stimulus • Brief • Target Audience • Brainstorming • Initial ideas • Shaping the work • Theatrical Style • Character work • Scenic Structure • Plot/Genre • Devising methods • Design/Staging
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Music

KS4: Music BTEC First Certificate

Exam Board: Course Title:	Pearson BTEC Level 1/Level 2 First Award in Music
QAN:	600/6818/8
Examination dates:	January 2021
Controlled Assessment Dates: Introduction to Musical Performance	July 2020
Managing a Musical Product	December 2020
Introduction to Composition	March 2021

Year 10

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	Introducing Music Performance Part 1 – My Instrument -Solo Performance Projection, timing, intonation and repertoire.	Develop your music performance skills and review your own practice Use your music performance skills within rehearsal and performance Record and Up load final solo performance.	Performing Learners will be introduced to the notion of interpretive skills and stylistic qualities relevant to their chosen music material. Learners should be aware of following solo interpretive skills	Instrumental and/or vocal techniques may include: <ul style="list-style-type: none"> ● accuracy of pitch/intonation ● rhythm and timing ● technical exercises to improve their technique relevant to the voice type or instrument ● expression and dynamics ● phrasing ● range
Autumn 2	Introducing Music Performance Part 2– My Instrument -Group Performance Projection, timing, intonation and repertoire.	Develop your ensemble music performance skills and review your own practice Use your ensemble music performance skills within rehearsal and performance Ensemble of 4 to 5 players in front of live audience	Music skills in rehearsal and performance - Learners will develop and demonstrate relevant skills during the rehearsal and performance process.	<ul style="list-style-type: none"> ● accuracy of pitch ● rhythm and timing ● intonation ● sight reading/singing ● improvisation ● breath control ● vibrato ● confidence ● tuning

Spring 1	<p>Introducing Music Composition Part 1</p> <p>In groups of 3 to 4 explore creative stimuli to meet a brief.</p>	<p>Learners will be introduced to a range of compositional concepts and techniques both past and present and will use these in the context of a client-driven music industry.</p> <p>Recording of short group composition</p>	<p>Composition</p> <p>Learners will be provided with a brief as a starting point for their compositional work</p> <p>Learners will need to explore musical ideas and should take inspiration from at least two different starting points</p>	<ul style="list-style-type: none"> ● melodic ideas and fragments ● rhythmic patterns ● chords and chord progressions ● harmonic systems ● textures ● riffs and hooks ● sound palettes
Spring 2	<p>Introducing Music Composition Part 2</p> <p>Composition developing Practice.</p> <p>Learners will develop, extend and shape their compositions music for performances.</p>	<p>Learners should take ideas further than experimentation and exploration, extending and developing two of their musical ideas showing use of compositional techniques.</p> <p>One of the extended musical ideas should be developed into a fully completed composition. When completing their composition learners should consider techniques commonly used to shape musical ideas into full compositions</p>	<p>Composition</p> <p>Learners explore techniques to shape and develop their compositions.</p> <p>Compositions should be presented using an appropriate format to ensure clarity and support communication of musical ideas to others</p>	<ul style="list-style-type: none"> ● block structures (binary, ternary, rondo, arch, ground bass) ● codas ● effective use of repetition and contrast ● pace, e.g. maintaining momentum ● contrasts within composition.

Summer 1	<p>Introducing Music Performance Part 3– Rehearsal journal (Hard copy and Video) followed by final public performance (video and review)</p>	<p>Solo and Group Performance - rehearsal (Final assessment)</p> <p>Learners should demonstrate their skills in the rehearsal and performance of at least two contrasting pieces.</p> <p>Record and upload all practice and performance work.</p>	<p>Learners should take part in regular rehearsal activities designed to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument.</p> <p>Learners should be introduced to the notion of interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique</p>	<ul style="list-style-type: none"> ● awareness and appreciation of accompaniment ● physical expression ● communication in performance – with other musicians and the audience ● use of timing and rhythm ● intonation ● phrasing ● expression and use of dynamics ● projection ● focus ● musicality/sensitivity ● stage presence.
Summer 2	<p>Managing a Music Product – Part 1 A plan, develop and deliver a music product B promote a music product C review the management of a music product.</p>	<p>Learners choosing to plan a live concert/event will work collaboratively with a team of peers to plan and prepare the work.</p> <p>Upload and record students n planning process</p> <p>Stage short performance –video and up load.</p> <p>Review final concert.</p>	<p>During the initial stages of the planning process they will need to consider the factors that affect the form and content of a live concert/event, as well as technical and logistical requirements and constraints.</p> <p>The promoting process that focuses on e.g. press release, magazine advert, posters, radio advert, merchandise.</p> <p>The reviewing process -Learners should review work undertaken by themselves, their peers or others, including professional work where appropriate.</p>	<ul style="list-style-type: none"> ● target audience ● artistic intention ● type of venue ● purpose (themed night, ‘battle of the bands’, recital, festival, school concert) ● selection of repertoire

Year 11

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p>Managing a Music Product – Part 1</p> <p>Final assessment</p> <p>A plan, develop and deliver a music product</p> <p>B promote a music product</p> <p>C review the management of a music product.</p>	<p>Delivering a musical product – setting up and marketing a concert.</p> <p>(Full assessment – video and journal recording all stages of product)</p>	<p>Delivering a music product</p> <p>Learners should evidence their planning, decision making and development work in the realisation and delivery of the chosen musical product.</p> <p>Learners should manage expectations and ensure there is a clear understanding of what is to be delivered at the end of the process. This must be agreed by all concerned before planning begins.</p> <p>Developing online methods, including the large organisations that distribute files (such as Amazon and iTunes), social networking (such as Facebook and Twitter), streaming (such as Spotify and we7) and mobile services (such as iOS and Android).</p> <p>Carrying out research or development work in response to ideas that arise out of the planning and production process</p>	<ul style="list-style-type: none"> ● format, size and scope of the final concert, event, product ● timescales involved, milestones and speed required to achieve the desired outcome ● full-scale product, ● trial, ● experiment practice, ● formal or informal, finished product, demo, ● master, ● pre-production master, ● rehearsal

Autumn 2	<p>Music Industry event part 2 (Final Assessment)</p>	<p>Full assessment – video and journal recording all stages of product</p> <p>Students will need to evidence the factors that affect the form and content of a live concert/event, as well as technical and logistical requirements and constraints.</p>	<p>Final assessment including - public response and how students have addressed, target audience, artistic intention, type of venue, purpose (themed night, 'battle of the bands', recital, festival, school concert) and selection of repertoire.</p> <p>Technical and logistical requirements and constraints: venue (size, type of venue, location, equipment and resources available, health and safety), availability and allocation of technical support, time constraints (set up, rehearsals, length of performance), availability of performers and other personnel, awareness of copyright issues.</p>	
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Spring 1	<p>Music Industry Part 3</p> <p>Understand different types of organisations that make up the music industry.</p> <p>Understand job roles in the music industry</p>	January exam with possible re take in June.	<p>Students will consider the advantages and disadvantages of each type of venue, and what makes them suitable or unsuitable for different types of live music event.</p> <p>Students will consider production and promotion and how each activity is a crucial part of the music Industry.</p> <p>Students will consider service companies and agencies and how their products support the music industry.</p> <p>Students will consider roles within the music industry.</p>	<p>All terms connected with Industry</p> <ul style="list-style-type: none"> ● music journalist/blogger ● broadcaster (TV and radio) ● software programmer/app developer ● retail and distribution <p>Employment patterns:</p> <ul style="list-style-type: none"> ● full-time/part-time/freelance contracts (short, long-term) when employing performance, production and front of house staff ● permanent and casual staff for specific projects or performances ● self-employed, entrepreneurial
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Spring 2 Summer 1	Introducing Musical Composition Part 3 Composition to a brief Final Assessment	Continuation and completion of 4 small ideas, 2 developed and 1 final comp. Final composition recorded and presented appropriately.	Personalising the composition. Distant modulation, use of chromaticism and poly rhythms Learners explore techniques to shape and develop their compositions. Compositions should be presented using an appropriate format to ensure clarity and support communication of musical ideas to others	<ul style="list-style-type: none"> ● repetition ● sequence ● decoration ● variation ● modulation ● changing tonality ● transposition ● use of contrast ● transformations, e.g. inversion, retrograde, retrograde inversion ● cut and paste techniques ● processes, e.g. canon, phasing, addition, subtraction, augmentation, diminution, displacement ● instrumentation ● textures, e.g. polyphonic, homophonic, unison, octaves, counterpoint ● chord voicings/inversions
	Final Performance not assessed	Ensemble of 4 to 5 players in front of live audience	Playing together, leader, chorus, rhythm section	Set piece, time, projection stage fright.