



Year 10 Curriculum Overview

Rationale: The Year 10 curriculum is designed to give students the knowledge and understanding of how to develop of key skills that prove their aptitude in performing arts, such as reproducing repertoire. In addition students will have the opportunity to engage in performance and developing knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles. Students will experience a range of components which will help them to develop attitudes and skills that are considered most important in the performing arts including their planning, personal management and communication skills.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	Component 2: Developing Skills and Techniques in the Performing Arts		
	<p>Learning Outcome A: Use rehearsal or production/design processes</p> <p>A1 – Rehearsal process</p>	<p>Learning Outcome A</p> <p>Task 1 (Preparing for Performance)</p> <p>Assessment:</p> <p>In response to Task 1, learners will prepare for a performance of existing professional repertoire.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Research on different professional repertoire and dance companies (please see examples below): <p>Chicago The Musical – All That Jazz https://chicagothemusical.com/about-us/</p> <p>Motionhouse – Charge https://www.motionhouse.co.uk/production/charge/</p> <p>Zonation – Message in a Bottle/The Mad Hatter’s Tea Party https://zonation.co.uk/productions/the-mad-hatters-tea-party/</p> <p>Alvin Ailey – Revelations https://www.alvinailey.org/performances-tickets/ailey-all-access</p> <ul style="list-style-type: none"> - Researching different ways to warm up https://www.dancediscovery.com.au/blog/best-warm-ups-to-do-before-dancing

			<ul style="list-style-type: none"> - Leading a warm up at school dance clubs - Independent study using student handbooks in preparation for assessment - BTEC Tech Award 2022 Performing Arts – Revision guide: https://www.pearsonschoolsandfecolleges.co.uk/e-vocational/subjects/creativeandmedia/btec-tech-award-2022-performing-arts/pearson-revise-btec-tech-award-performing-arts-revision-guide-2022?_ga=2.250865222.1927555255.1686038568-1033813951.1661342721
	<p>Learning Outcome B: Apply skills and techniques in performance or realisation</p> <p>B1 – Application of skills and techniques in/for performance</p>	<p>Learning Outcome B</p> <p>Task 2 (Performance) Assessment: In response to Task 2, learners will showcase their performance for an audience and be able to demonstrate:</p> <ul style="list-style-type: none"> • technical skills • performance skills appropriate to the selected existing professional repertoire • application of stylistic and interpretative skills • communication of your creative intentions. 	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Perform with local dance schools or clubs within school - Research on different professional repertoire and dance companies (please see examples below): <p>Chicago The Musical – All That Jazz https://chicagothemusical.com/about-us/</p> <p>Motionhouse – Charge https://www.motionhouse.co.uk/production/charge/</p> <p>Zonation – Message in a Bottle/The Mad Hatter’s Tea Party https://zonation.co.uk/productions/the-mad-hatters-tea-party/</p> <p>Alvin Ailey – Revelations https://www.alvinailey.org/performances-tickets/ailey-all-access</p>

			<ul style="list-style-type: none"> - BTEC Tech Award 2022 Performing Arts – Student Book: https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/creativeandmedia/btec-tech-award-2022-performing-arts/pearson-revise-btec-tech-award-performing-arts-revision-guide-2022?_ga=2.250865222.1927555255.1686038568-1033813951.1661342721
	<p>Learning outcome C:</p> <p>C1 – Review rehearsal processes</p>	<p>Learning Outcome C</p> <p>Task 3 (Review) Assessment: In response to Task 3, learners will review their development and application of skills and techniques relevant to their rehearsal process and final performance</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - BTEC Tech Award 2022 Performing Arts – Revision guide: https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/creativeandmedia/btec-tech-award-2022-performing-arts/pearson-revise-btec-tech-award-performing-arts-revision-guide-2022?_ga=2.250865222.1927555255.1686038568-1033813951.1661342721
Spring Term	C2 – Review performance/outcomes	<p>Component 2 Pearson Set Assignment Brief Completion (released in December)</p> <p>Performance of assessment at dance recital (March)</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Attending the intervention/rehearsals offered after school to prepare students for the Component 2 Pearson Set Assignment Brief

		https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html	
	Component 1: Exploring the Performing Arts		
Summer Term	<p>Learning Outcome A: <i>Investigate how professional performance or production work is created</i></p> <p>A1 – Professional performance material, influences, creative outcomes and purpose</p> <p>A2 - Roles, responsibilities and skills</p>	<p>Learning Outcome A</p> <p>Task 1 Assessment: In response to Task 1, investigate an example of well-known professional performing arts work.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for assessment - Watch live/recorded dance works on stage for dance appreciation - Watch videos based on Roles & Responsibilities of different roles in performance/non-performance - https://www.youtube.com/@MotionhouseDT/videos
	<p>Learning Outcome B: <i>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</i></p> <p>B1 – Processes used in development, rehearsal and performance</p> <p>B2 – Production process</p>	<p>Learning Outcome B</p> <p>Task 2 Assessment: In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work (used in Task 1), to produce a portfolio.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for assessment