

	Intent: The KS4 BTEC Performing Arts curriculum is designed to nurture confident, reflective and creative young performers. Students are given the opportunity to explore a wide range of performance styles and professional works, develop technical performance skills, and respond to real-world creative briefs. The curriculum emphasises practical learning, teamwork and problem-solving, helping students develop key employability skills such as communication, creativity and independence. Students are encouraged to take ownership of their learning, reflect on their development and appreciate the power of the arts in shaping culture and identity.		
Performing Arts Year 10 & 11	Component 1: Exploring the Performing Arts - Submitted May of Year 10	Component 2: Developing Skills and Techniques - Submitted Jan of Year 11	Component 3: Performing to a Brief- Submitted May of Year 11
Knowledge (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> - Study of three professional performance works from different styles or genres. - Exploration of creative intentions, performance styles, and characteristics of professional repertoire. - Introduction to key terminology related to performance, genre, structure, and production roles. 	<ul style="list-style-type: none"> - In-depth exploration of performance techniques and stylistic conventions. - Understanding roles, responsibilities and the application of skills in rehearsal and performance. - Learning about safe working practices and preparation routines. 	<ul style="list-style-type: none"> - Understanding how to respond to a set brief with a clear target audience and purpose. - Knowledge of the performance creation process including planning, devising, rehearsing and evaluating. - Use of stimulus to develop original performance material.
Understanding (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> - Understanding how performance work is influenced by the social and cultural context. - Connecting features of professional work to purpose, style, and audience. - Synthesising knowledge of production and performance processes through research and analysis. 	<ul style="list-style-type: none"> - Understanding how to improve technical, physical and interpretive skills. - Applying feedback and personal reflection to develop skills. - Understanding how skills are applied in practical rehearsal and performance. 	<ul style="list-style-type: none"> - Understanding how to interpret and develop creative responses that meet brief requirements. - Awareness of how individual contributions shape final performance. - Reflecting on how decisions affect the communication of ideas and audience impact.
Skills (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> - Researching professional works using appropriate sources. - Observing, describing and analysing stylistic features and creative processes. - Reflecting on how professional works influence own ideas and practice. 	<ul style="list-style-type: none"> - Participation in practical workshops. - Developing vocal, physical and characterisation techniques. - Logging and evaluating progress over time using a skills development journal. 	<ul style="list-style-type: none"> - Creating original material collaboratively. - Rehearsing, refining and performing in response to a brief. - Maintaining an ideas and evaluation log to support development.
Formal Assessments (those done by all/vast majority of the cohort)	<ul style="list-style-type: none"> - Internally assessed written or presentation-based task on three professional works. - Includes written analysis or a presentation of styles, features and intentions. - 60 marks total – 30% of the qualification. 	<ul style="list-style-type: none"> - Internally assessed practical performance of a selected extract or piece. - Skills log/journal demonstrating progress and reflection. - 60 marks total – 30% of the qualification. 	<ul style="list-style-type: none"> - Externally assessed task including a group performance, ideas log and evaluation. - Brief set by Pearson with timed assessment periods. - 60 marks total – 40% of the qualification.

By the end of Year 11, students will be able to confidently analyse professional works, demonstrate developed performance skills, and respond creatively to a brief. They will have a strong understanding of the performing arts industry and be able to reflect on their own strengths and areas for improvement. The course prepares students for further study in Performing Arts, as well as creative and collaborative roles in other areas.