

**Subject: Performing Arts****Qualification: Level 3 BTEC****Course overview**

The Pearson BTEC Level 3 National Extended certificate in Performing Arts is designed for learners with an interest in performing arts who want to continue their education through applied learning. Dance and Drama are the foundations of the course, and so it is suited to students who have a keen interest in one or both disciplines. Students will develop their technical skills as performers alongside their capacity to create, refine, and reflect on the development of performance pieces. This qualification gives a broad introduction to the performing arts sector with an emphasis on core knowledge, and fundamental skills which are transferable across other sectors (including communication, presentation, physical and creative skills).

**How is this course assessed?**

Grades awarded are Pass, Merit, Distinction or Distinction\*. Assessment comprises of four units of study – two are assessed by the centre and two are assessed externally. Due to the vocational nature of this course students will be assessed on a regular basis and this features a balance of practical and written tasks.

**Where can level 3 performing arts take you?**

Completion of this qualification will give between 16 and 56 UCAS points, to gain entry onto a degree course or entry into the workplace. Performing Arts can lead to further study and careers including teaching and performing, but also equips students with transferable skills to other industries too.

**Case Study: Florivaldo Mossi**

Florivaldo Mossi completed a BTEC in Performing Arts at Bury College before progressing onto the acclaimed Midlands Academy of Dance and Drama (MADD) graduating with full Distinctions. Since graduating, Florivaldo was signed to agency and has worked with top artists including Tom Jones, Blue, Amelia Lilly, M.O Music and Atomic Kitten. He has just finished starring as MJ in Thriller Live in the West End,

where he was also Dance Captain. Florivaldo has also appeared on Children In Need (BBC) and Waterloo Road (BBC series) and has also worked in the fashion industry with leading brands like Dolce and Gabbana, Selfridges and New Look.

Year Group and Term	Subject Knowledge	Assessment	Curriculum/CIAG Links
<p><b>Year 12 Term 1</b></p>	<ul style="list-style-type: none"> <li>• Skills development workshops in a range of disciplines including dancing, acting and musical theatre.</li> <li>• Exploration of BTEC learning aims through a group mini assignment</li> <li>• brief</li> <li>• Reflective skills</li> <li>• Research skills</li> <li>• Introduction to Unit 2 and chosen optional unit</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take part in the teaching and learning phase ahead of beginning the formal BTEC assignment. They will take part in a series of workshops and activities to develop their understanding of the BTEC learning aims and will be assessed on their application of a variety of skills both written and practical.</li> </ul>	<p>The teaching and learning phase links to all other units that students will complete and develops key skills and foundation knowledge for all students</p> <p>The mini assignment will prepare students for completing their first BTEC Units and they will have a clear understanding of the requirements of each learning aim</p> <p>Students' engagement and skill set will also support decisions about which optional unit to complete as this can be chosen from a range of units and disciplines</p>
<p><b>Year 12 Term 2</b></p>	<p><b>Unit 2 (Developing skills and techniques for live performance) and selected optional unit</b></p> <ul style="list-style-type: none"> <li>• The roles and skills of a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 and optional units are internally assessed units</li> <li>• Development and application of skills</li> </ul>	<p>Students will look in depth at the role of performers within the industry, developing a strong understanding of the career pathways within the performing arts</p>

	<ul style="list-style-type: none"> <li>• Workshops to develop and apply skills for performance including physical skills, vocal skills, interpretative skills, personal management and discipline skills.</li> <li>• Explore different performance disciplines and styles</li> <li>• Review and evaluate development of skills</li> </ul>	<p>throughout workshops (Recorded evidence)</p> <ul style="list-style-type: none"> <li>• Ongoing review of development (various formats)</li> </ul>	<p>Workshops and skills development will support students' ability to perform in other units.</p>
<b>Year 12 Term 3</b>	<p><b>Unit 2 (Developing skills and techniques for live performance) and another selected optional unit</b></p> <ul style="list-style-type: none"> <li>• The roles and skills of a performer</li> <li>• Develop and apply skills for performance including physical skills, vocal skills, interpretative skills, personal management and discipline skills.</li> <li>• Explore different performance disciplines and styles</li> <li>• Learning and rehearsing repertoire</li> <li>• Review and evaluate development in rehearsals</li> </ul> <p><b>Unit 3: Group Performance Workshop</b></p> <ul style="list-style-type: none"> <li>- Generating and exploring ideas from stimulus</li> <li>- Using stimulus for developing performance</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 and optional units are internally assessed units</li> <li>• Development and application of skills throughout workshops and rehearsals (Recorded evidence)</li> <li>• Ongoing review of development (various formats)</li> <li>• Unit 3 is externally assessed and involves a digital process log at 4 milestone points within the development process and a final performance (10 – 20 minutes duration)</li> </ul>	<p>Students will continue to look at the role of performers within the industry and focus in on a specific role and discipline. They will continue to research what it is like to work within the industry and look at case studies of practitioners</p> <p>Research skills will be developed and support students' ability to investigate practitioners for Unit 1</p> <p>Students' practical skills development will support them as they begin to look at Unit 3</p>

	<ul style="list-style-type: none"> <li>- Primary and secondary research</li> <li>- Practical exploration and shaping of creative ideas</li> <li>- Personal management and collaborative skills</li> <li>- Review and reflection of the working process</li> </ul>		
<b>Year 12 Term 4</b>	<p><b>Unit 2 (Developing skills and techniques for live performance) and another selected optional unit</b></p> <ul style="list-style-type: none"> <li>• The roles and skills of a performer</li> <li>• Develop and apply skills for performance including physical skills, vocal skills, interpretative skills, personal management and discipline skills.</li> <li>• Rehearsing repertoire for performance</li> <li>• Review and evaluate development in rehearsals</li> </ul> <p><b>Unit 3: Group Performance Workshop</b></p> <ul style="list-style-type: none"> <li>- Practical exploration and shaping of creative ideas</li> <li>- Use of appropriate performance skills</li> <li>- Personal management and collaborative skills</li> <li>- Communicating creative intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 and optional units are internally assessed units</li> <li>• Development and application of skills throughout workshops and rehearsals (Recorded evidence)</li> <li>• Ongoing review of development (various formats)</li> <li>• Unit 3 is externally assessed and involves a digital process log at 4 milestone points within the development process and a final performance (10 – 20 minutes duration)</li> </ul>	<p>Students will continue to develop their skills for performance and reflect on their development. This will support their ability to address their strengths and areas for improvement</p> <p>Taking part in reflective activities will also support students work in other units that require reflection on process</p> <p>They will respond to feedback and develop their ability to accept constructive criticism, whilst building strong collaborative working skills</p>

	<ul style="list-style-type: none"> <li>- Review and reflection of the working process</li> </ul>		
<b>Year 12 Term 5</b>	<p><b>Unit 2 (Developing skills and techniques for live performance) and another selected optional unit</b></p> <ul style="list-style-type: none"> <li>• The roles and skills of a performer</li> <li>• Develop and apply skills for performance including physical skills, vocal skills, interpretative skills, personal management and discipline skills.</li> <li>• Performance of repertoire</li> <li>• Review and evaluate development and final performance</li> </ul> <p><b>Unit 3: Group Performance Workshop</b></p> <ul style="list-style-type: none"> <li>- Practical exploration and shaping of creative ideas</li> <li>- Use of appropriate performance skills</li> <li>- Personal management and collaborative skills</li> <li>- Communicating creative intentions</li> <li>- Use of performance skills</li> <li>- Review and reflection of the working process and final workshop performance</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 and optional units are internally assessed units</li> <li>• Development throughout workshops and rehearsals (Recorded evidence)</li> <li>• Application of skills in final performance (recorded evidence)</li> <li>• Presentation/learning resource on the role of a performer (in a selected discipline)</li> <li>• Review of skills development throughout the units</li> <li>• Relevant research</li> <li>• Unit 3 is externally assessed and involves a digital process log at 4 milestone points within the development process and a final performance (10 – 20 minutes duration)</li> </ul>	<p>Students will be performing their pieces to an audience, and this will develop confidence and communication skills</p> <p>They will continue to build upon collaborative working skills as they prepare to perform their Unit 3 piece. They will have created a performance in response to a stimulus and have considered the intentions of their piece and how they will communicate the stimulus. This also links to Unit 1 as students will analyse practitioners own work and the communication of themes</p>

<b>Year 12 Term 6</b>	<ul style="list-style-type: none"> <li>• Practitioner workshops in preparation for Unit 1</li> <li>• Investigation and research skills</li> <li>• Summer Show case rehearsals and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on key knowledge and learning from the year</li> <li>• Resubmissions of Unit 2 &amp; selected optional unit (if necessary)</li> </ul>	<p>Students will build upon their knowledge of practitioners and their investigation and research skills</p> <p>They will explore how to effectively carry out research, which will support their ability to complete Unit 1</p>
<b>Year 13 Term 1</b>	<ul style="list-style-type: none"> <li>• Unit 1 preparatory activities</li> <li>• Exploring contextual factors</li> <li>• Analysing practitioners' work</li> <li>• Exploring themes and influences of work</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take part in mock assessments to prepare them for the formal Unit 1 (externally assessed)</li> <li>• They are assessed on their critical analysis skills and contextual understanding of how practitioners communicate themes in their work</li> </ul>	<p>Students will continue to prepare for the release of Unit 1 and develop the necessary skills and understanding for critical analysis</p> <p>They will develop their literacy skills and explore how to format a response to the written activities</p> <p>They will be able to draw on learning and skills from previous units to support their learning within Unit 1</p>
<b>Year 13 Term 2</b>	<p><b>Unit 1 – Part A</b></p> <ul style="list-style-type: none"> <li>• Researching and selecting practitioners</li> <li>• Researching the given theme</li> <li>• Explore contextual factors related to chosen practitioners and the theme</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 is a mandatory unit and is externally assessed through a task worth 60 marks and completed under supervised conditions</li> </ul>	<p>Students will develop independent learning and research skills, as they respond to the set task</p> <p>They will make decisions and draw conclusions based on their research of practitioners</p>

	<ul style="list-style-type: none"> <li>• Exploring production and performance features of practitioners' work and how they are related to the theme.</li> <li>• Preparing notes</li> </ul>	<ul style="list-style-type: none"> <li>• Before the supervised assessment period, learners will have a four-week period in order to carry out research and preparatory work</li> <li>• For the assessment, learners will investigate and critically analyse the work of two practitioners in response to the task set by the awarding body</li> <li>• They will investigate and critically analyse the contextual influences on their selected practitioners and performance work with a focus on how these relate to the theme identified in the set task</li> </ul>	<p>Students will continue to develop their literacy skills through the preparation of notes and exploring how to structure responses</p>
<p><b>Year 13 Term 3</b></p>	<p><b>Unit 1 - Part B</b></p> <ul style="list-style-type: none"> <li>• Completing Part B of the Unit 1 paper in supervised conditions and demonstrating knowledge critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</li> </ul> <p><b>Unit 3 retake (TBC)</b>  <b>Selected optional unit (TBC)</b></p>	<ul style="list-style-type: none"> <li>• 3 written activities completed in the 3-hour supervised assessment period.</li> <li>• Bibliography</li> </ul>	<p>Students will complete Part B of the external assessment and apply their research to the questions they are given  They will use their notes and bibliography to support their response  This is a timed activity and will support students time-</p>

			management and ability to respond under pressure
<b>Year 13 Term 4</b>	<ul style="list-style-type: none"> <li>Selected optional unit (if TBD)</li> <li>Unit 3 retake (if necessary)</li> <li>Skills building</li> </ul>	<ul style="list-style-type: none"> <li>Students may take part in an additional optional unit or need to retake Unit 1 or Unit 3</li> </ul>	<p>Students will reflect on the learning that they have done over the course and will highlight any key areas they need to develop</p> <p>They will consider their next steps and take part in workshops to develop necessary skills</p> <p>They will also have the option to retake units if necessary</p>
<b>Year 13 Term 5</b>	<ul style="list-style-type: none"> <li>Selected optional unit (TBD)</li> <li>Unit 1 retake (if necessary)</li> <li>Audition style workshops</li> </ul>	<ul style="list-style-type: none"> <li>Students may take part in an additional optional unit or need to retake Unit 1 or Unit 3</li> <li></li> </ul>	<p>Students will take part in audition style workshops to prepare them for their next steps</p>
<b>Year 13 Term 6</b>	<ul style="list-style-type: none"> <li>Summer Showcase/other exams</li> </ul>	N/A	N/A

For further information on this course please contact:	<a href="mailto:sineadmcmenemy@universityofkentacademiestrust.org.uk">sineadmcmenemy@universityofkentacademiestrust.org.uk</a> <b>Subject Leader for Performing Arts</b>
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