



## Curriculum Journey 2025-2026

### Subject: BTEC Level 2 Tech Award Performing Arts

	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	Component 2: Developing Skills and techniques in the performing arts.	Component 2: Developing Skills and techniques in the performing arts	Component 2: Developing Skills and techniques in the performing arts	Component 3: Responding to a brief (External)	Component 3: Responding to a brief (External)	Course submitted and finished
Vocabulary	<b><u>Physical skills relevant to the performance discipline</u></b> , e.g, actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture,	<b><u>Physical skills relevant to the performance discipline</u></b> , e.g, actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture,	<b><u>Physical skills relevant to the performance discipline</u></b> , e.g, actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture,	Target audience, performance space, planning and managing resources, running time, style of work. vocal skills, physical skills, design skills, energy, focus, concentration, commitment, research skills, interpretative skills, collaborative skills (with performers/other designers), the brief, the stimulus	Target audience, performance space, planning and managing resources, running time, style of work. vocal skills, physical skills, design skills, energy, focus, concentration, commitment, research skills, interpretative skills, collaborative skills (with performers/other designers), the brief, the stimulus	



	<p>phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p><b>vocal and musical skills relevant to the performance discipline</b>, e.g. accent, breath control, characterisation, clarity and articulation, communicating the meaning of a song, emotional range, expression, following an accompaniment, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause</p> <p><b>Performance and</b></p>	<p>phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p><b>vocal and musical skills relevant to the performance discipline</b>, e.g. accent, breath control, characterisation, clarity and articulation, communicating the meaning of a song, emotional range, expression, following an accompaniment, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause</p> <p><b>Performance and</b></p>	<p>phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p><b>vocal and musical skills relevant to the performance discipline</b>, e.g. accent, breath control, characterisation, clarity and articulation, communicating the meaning of a song, emotional range, expression, following an accompaniment, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause</p> <p><b>Performance and</b></p>			
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	<p><b>interpretative skills relevant to the performance discipline</b>, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers</p>	<p><b>interpretative skills relevant to the performance discipline</b>, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers</p>	<p><b>interpretative skills relevant to the performance discipline</b>, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers</p>			
Assessment	<ul style="list-style-type: none"> <li>• Verbal Teacher feedback</li> <li>• Peer and self-assessment with checklists or prompts</li> <li>• Skill demonstrations or mini performances</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Teacher feedback</li> <li>• Peer and self-assessment with checklists or prompts</li> <li>• Skill demonstrations or mini performances</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Teacher feedback</li> <li>• Peer and self-assessment with checklists or prompts</li> <li>• Skill demonstrations or mini performances</li> </ul>	Externally assessment  Video evidence of final performance  Milestone 1- Written 800 words  Milestone 2-Written 800 words	Externally assessment  Video evidence of final performance  Milestone 1- Written 800 words  Milestone 2-Written 800 words	



	<ul style="list-style-type: none"> <li>• Creative tasks or improvisation challenges</li> <li>• Small group performance to demonstrate all the key skills learnt (must be recorded).</li> <li>• Booklet link to understanding of the process and key vocab.</li> <li>• Final performance sent off to board.</li> </ul> <p>Christmas Deadline</p>	<ul style="list-style-type: none"> <li>• Creative tasks or improvisation challenges</li> <li>• Small group performance to demonstrate all the key skills learnt (must be recorded).</li> <li>• Booklet link to understanding of the process and key vocab.</li> <li>• Final performance sent off to board.</li> </ul> <p>Christmas Deadline</p>	<ul style="list-style-type: none"> <li>• Creative tasks or improvisation challenges</li> <li>• Small group performance to demonstrate all the key skills learnt (must be recorded).</li> <li>• Booklet link to understanding of the process and key vocab.</li> <li>• Final performance sent off to board.</li> </ul> <p>Christmas Deadline</p>	Milestone 3- Written 800 words	Milestone 3- Written 800 words	
Links to prior learning	The students have completed Component 1 in year 10. The skills and techniques learnt from this unit supports their development in unit	The students have completed Component 1 in year 10. The skills and techniques learnt from this unit supports their development in unit	The students have completed Component 1 in year 10. The skills and techniques learnt from this unit supports their development in unit	This unit brings together all that has been taught in Component 1 and 2. The students build on the prior learning and work independently to create their own piece.	This unit brings together all that has been taught in Component 1 and 2. The students build on the prior learning and work independently to create their own piece.	
Catholic Social Teaching	BTEC Performing Arts Level 2 connects well with CST through its	BTEC Performing Arts Level 2 connects well with CST through its	BTEC Performing Arts Level 2 connects well with CST through its	BTEC Performing Arts Level 2 connects well with CST through its	BTEC Performing Arts Level 2 connects well with CST through its	.



	<p><b>focus on storytelling, collaboration, expression, and social responsibility.</b>          Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p><b>Human Dignity</b></p> <p>Performing arts often explore human experiences, emotions, and stories—this allows students to develop empathy and respect for different perspectives.</p> <p>Creating inclusive performances that give voice to marginalized or underrepresented groups honors human dignity.</p> <p><b>Community and Participation</b></p>	<p><b>focus on storytelling, collaboration, expression, and social responsibility.</b>          Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p><b>Human Dignity</b></p> <p>Performing arts often explore human experiences, emotions, and stories—this allows students to develop empathy and respect for different perspectives.</p> <p>Creating inclusive performances that give voice to marginalized or underrepresented groups honors human dignity.</p> <p><b>Community and Participation</b></p>	<p><b>focus on storytelling, collaboration, expression, and social responsibility.</b>          Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p><b>Human Dignity</b></p> <p>Performing arts often explore human experiences, emotions, and stories—this allows students to develop empathy and respect for different perspectives.</p> <p>Creating inclusive performances that give voice to marginalized or underrepresented groups honors human dignity.</p> <p><b>Community and Participation</b></p>	<p><b>focus on storytelling, collaboration, expression, and social responsibility.</b>          Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p><b>Human Dignity</b></p> <p>Performing arts often explore human experiences, emotions, and stories—this allows students to develop empathy and respect for different perspectives.</p> <p>Creating inclusive performances that give voice to marginalized or underrepresented groups honors human dignity.</p> <p><b>Community and Participation</b></p>	<p><b>focus on storytelling, collaboration, expression, and social responsibility.</b>          Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p><b>Human Dignity</b></p> <p>Performing arts often explore human experiences, emotions, and stories—this allows students to develop empathy and respect for different perspectives.</p> <p>Creating inclusive performances that give voice to marginalized or underrepresented groups honors human dignity.</p> <p><b>Community and Participation</b></p>	
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	<p>Performing arts are collaborative by nature—students work as part of ensembles, supporting and learning from one another.</p> <p>Group projects and performances foster teamwork, respect, and shared responsibility.</p> <p><b>Option for the Poor and Vulnerable</b></p> <p>Performances can raise awareness of issues like homelessness, racism, or disability.</p> <p>Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might</p>	<p>Performing arts are collaborative by nature—students work as part of ensembles, supporting and learning from one another.</p> <p>Group projects and performances foster teamwork, respect, and shared responsibility.</p> <p><b>Option for the Poor and Vulnerable</b></p> <p>Performances can raise awareness of issues like homelessness, racism, or disability.</p> <p>Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might</p>	<p>Performing arts are collaborative by nature—students work as part of ensembles, supporting and learning from one another.</p> <p>Group projects and performances foster teamwork, respect, and shared responsibility.</p> <p><b>Option for the Poor and Vulnerable</b></p> <p>Performances can raise awareness of issues like homelessness, racism, or disability.</p> <p>Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might</p>	<p>Performing arts are collaborative by nature—students work as part of ensembles, supporting and learning from one another.</p> <p>Group projects and performances foster teamwork, respect, and shared responsibility.</p> <p><b>Option for the Poor and Vulnerable</b></p> <p>Performances can raise awareness of issues like homelessness, racism, or disability.</p> <p>Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might</p>	<p>Performing arts are collaborative by nature—students work as part of ensembles, supporting and learning from one another.</p> <p>Group projects and performances foster teamwork, respect, and shared responsibility.</p> <p><b>Option for the Poor and Vulnerable</b></p> <p>Performances can raise awareness of issues like homelessness, racism, or disability.</p> <p>Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might</p>	
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	<p>otherwise lack access</p> <p><b>Rights and Responsibilities</b></p> <p>The course teaches students to take responsibility for their own learning and behavior within creative spaces.</p> <p>Performance work often touches on themes of justice, equality, and human rights.</p> <p><b>Solidarity</b></p> <p>Through exploring global theatre styles or stories from different cultures, students learn about and show respect for diverse communities.</p> <p>Solidarity is also expressed in standing together as a cast, supporting</p>	<p>otherwise lack access</p> <p><b>Rights and Responsibilities</b></p> <p>The course teaches students to take responsibility for their own learning and behavior within creative spaces.</p> <p>Performance work often touches on themes of justice, equality, and human rights.</p> <p><b>Solidarity</b></p> <p>Through exploring global theatre styles or stories from different cultures, students learn about and show respect for diverse communities.</p> <p>Solidarity is also expressed in standing together as a cast, supporting</p>	<p>otherwise lack access</p> <p><b>Rights and Responsibilities</b></p> <p>The course teaches students to take responsibility for their own learning and behavior within creative spaces.</p> <p>Performance work often touches on themes of justice, equality, and human rights.</p> <p><b>Solidarity</b></p> <p>Through exploring global theatre styles or stories from different cultures, students learn about and show respect for diverse communities.</p> <p>Solidarity is also expressed in standing together as a cast, supporting</p>	<p>otherwise lack access</p> <p><b>Rights and Responsibilities</b></p> <p>The course teaches students to take responsibility for their own learning and behavior within creative spaces.</p> <p>Performance work often touches on themes of justice, equality, and human rights.</p> <p><b>Solidarity</b></p> <p>Through exploring global theatre styles or stories from different cultures, students learn about and show respect for diverse communities.</p> <p>Solidarity is also expressed in standing together as a cast, supporting</p>	<p>otherwise lack access</p> <p><b>Rights and Responsibilities</b></p> <p>The course teaches students to take responsibility for their own learning and behavior within creative spaces.</p> <p>Performance work often touches on themes of justice, equality, and human rights.</p> <p><b>Solidarity</b></p> <p>Through exploring global theatre styles or stories from different cultures, students learn about and show respect for diverse communities.</p> <p>Solidarity is also expressed in standing together as a cast, supporting</p>	
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	each other emotionally and artistically.					
<b>Careers and Personal Development links</b>	<p>Students throughout the course link to numerous different job roles with in the performing arts industry. They gain an insight in to the roles, what they do, who they work with and the skills needed to work within the industry.</p> <p>The students get opportunity to practice these skills and put them into practice within the role.</p> <p>Builds creative and technical skills valuable in drama and performing arts careers.</p>	<p>Students throughout the course link to numerous different job roles with in the performing arts industry. They gain an insight in to the roles, what they do, who they work with and the skills needed to work within the industry.</p> <p>The students get opportunity to practice these skills and put them into practice within the role.</p> <p>Builds creative and technical skills valuable in drama and performing arts careers.</p>	<p>Students throughout the course link to numerous different job roles with in the performing arts industry. They gain an insight in to the roles, what they do, who they work with and the skills needed to work within the industry.</p> <p>The students get opportunity to practice these skills and put them into practice within the role.</p> <p>Builds creative and technical skills valuable in drama and performing arts careers.</p>	<p>Students throughout the course link to numerous different job roles with in the performing arts industry. They gain an insight in to the roles, what they do, who they work with and the skills needed to work within the industry.</p> <p>The students get opportunity to practice these skills and put them into practice within the role.</p> <p>Builds creative and technical skills valuable in drama and performing arts careers.</p>	<p>Students throughout the course link to numerous different job roles with in the performing arts industry. They gain an insight in to the roles, what they do, who they work with and the skills needed to work within the industry.</p> <p>The students get opportunity to practice these skills and put them into practice within the role.</p> <p>Builds creative and technical skills valuable in drama and performing arts careers.</p>	



	<p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	
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