

Curriculum Journey 2025-2026

Subject: BTEC Tech Performing Arts Level 2

	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	<p>Component 1: Exploring the performing Arts</p> <p>To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.</p>	<p>Component 1: Exploring the performing Arts</p> <p>To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.</p>	<p>Component 1: Exploring the performing Arts</p> <p>To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.</p>	<p>Component 1: Exploring the performing Arts</p> <p>To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.</p>	<p>Component 2: Developing Skills and techniques in the performing arts.</p> <p>Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre.</p>	<p>Component 2: Developing Skills and techniques in the performing arts.</p> <p>Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre.</p>



Vocabulary	<p>Interpreting, scripts, repertoire. Reviewing, recording Development of skills, techniques Portfolio. Responding to peer feedback, Corrections. themes, ideas, styles or genres, interpreting, performance material, repertoire designer experimenting costume fittings, lighting states, sound effects, set pieces, props, materials, costumes, spaces and technical lighting and sound visualisation, warming up, cooling down ,repetition and recall, dialogue, songs, movement, learning blocking stage directions, choreography interpreting and</p>	<p>Interpreting, scripts, repertoire. Reviewing, recording Development of skills, techniques Portfolio. Responding to peer feedback, Corrections. themes, ideas, styles or genres, interpreting, performance material, repertoire designer experimenting costume fittings, lighting states, sound effects, set pieces, props, materials, costumes, spaces and technical lighting and sound visualisation, warming up, cooling down ,repetition and recall, dialogue, songs, movement, learning blocking stage directions, choreography interpreting and</p>	<p>Interpreting, scripts, repertoire. Reviewing, recording Development of skills, techniques Portfolio. Responding to peer feedback, Corrections. themes, ideas, styles or genres, interpreting, performance material, repertoire designer experimenting costume fittings, lighting states, sound effects, set pieces, props, materials, costumes, spaces and technical lighting and sound visualisation, warming up, cooling down ,repetition and recall, dialogue, songs, movement, learning blocking stage directions, choreography interpreting and</p>	<p>Interpreting, scripts, repertoire. Reviewing, recording Development of skills, techniques Portfolio. Responding to peer feedback, Corrections. themes, ideas, styles or genres, interpreting, performance material, repertoire designer experimenting costume fittings, lighting states, sound effects, set pieces, props, materials, costumes, spaces and technical lighting and sound visualisation, warming up, cooling down ,repetition and recall, dialogue, songs, movement, learning blocking stage directions, choreography interpreting and</p>	<p>Physical skills relevant to the performance discipline, 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, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight vocal and musical skills relevant to the performance discipline, e.g. accent, breath</p>	<p>Physical skills relevant to the performance discipline, 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, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight vocal and musical skills relevant to the performance discipline, e.g. accent, breath</p>



	developing a character/role, combining separate elements of a piece (score, choreography and libretto) developing the relationship between musical, lyrical and spoken element, responding to direction	developing a character/role, combining separate elements of a piece (score, choreography and libretto) developing the relationship between musical, lyrical and spoken element, responding to direction	developing a character/role, combining separate elements of a piece (score, choreography and libretto) developing the relationship between musical, lyrical and spoken element, responding to direction	developing a character/role, combining separate elements of a piece (score, choreography and libretto) developing the relationship between musical, lyrical and spoken element, responding to direction	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 Performance and interpretative skills relevant to the performance discipline, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space	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 Performance and interpretative skills relevant to the performance discipline, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space
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					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	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
Assessment	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). <p>Practical- small performances based on the repertoire used.</p>	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). <p>Practical- small performances based on the repertoire used.</p>	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). <p>Practical- small performances based on the repertoire used.</p>	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). <p>Practical- small performances based on the repertoire used.</p>	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). •Booklet link to understanding of the process and key vocab. •Final performance sent off to board. 	<ul style="list-style-type: none"> •Verbal Teacher feedback •Peer and self-assessment with checklists or prompts •Skill demonstrations or mini performances •Creative tasks or improvisation challenges •Small group performance to demonstrate all the key skills learnt (must be recorded). •Booklet link to understanding of the process and key vocab. •Final performance sent off to board.



	A scrapbook based on the repertoire used.	A scrapbook based on the repertoire used.	A scrapbook based on the repertoire used.	A scrapbook based on the repertoire used.	Christmas Deadline	Christmas Deadline
Links to prior learning	Students have studied drama techniques in year 7 and 8 looking at repertoire, theatre for education, character analysis. This is the foundation for the BTEC Course	Students have studied drama techniques in year 7 and 8 looking at repertoire, theatre for education, character analysis. This is the foundation for the BTEC Course	Students have studied drama techniques in year 7 and 8 looking at repertoire, theatre for education, character analysis. This is the foundation for the BTEC Course	Students have studied drama techniques in year 7 and 8 looking at repertoire, theatre for education, character analysis. This is the foundation for the BTEC Course	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	<p>Linking CST with BTEC Performing Arts Component 1 can deepen students' understanding of:</p> <p>The moral and social impact of performance.</p> <p>How artists act as advocates for change.</p> <p>Their own responsibility as performers to reflect values such as</p>	<p>Linking CST with BTEC Performing Arts Component 1 can deepen students' understanding of:</p> <p>The moral and social impact of performance.</p> <p>How artists act as advocates for change.</p> <p>Their own responsibility as performers to reflect values such as</p>	<p>Linking CST with BTEC Performing Arts Component 1 can deepen students' understanding of:</p> <p>The moral and social impact of performance.</p> <p>How artists act as advocates for change.</p> <p>Their own responsibility as performers to reflect values such as</p>	<p>Linking CST with BTEC Performing Arts Component 1 can deepen students' understanding of:</p> <p>The moral and social impact of performance.</p> <p>How artists act as advocates for change.</p> <p>Their own responsibility as performers to reflect values such as</p>	<p>BTEC Performing Arts Level 2 connects well with CST through its focus on storytelling, collaboration, expression, and social responsibility. Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p>Human Dignity Performing arts often explore human</p>	<p>BTEC Performing Arts Level 2 connects well with CST through its focus on storytelling, collaboration, expression, and social responsibility. Students not only develop performance skills but also deepen their moral awareness and sense of justice.</p> <p>Human Dignity Performing arts often explore human</p>



	<p>justice, dignity, and compassion.</p> <p><u>Purpose of Performance</u></p> <p>If a performance is designed to challenge injustice, raise awareness, or give voice to the voiceless, it supports the mission of CST in action — especially:</p> <p>Speaking out against oppression</p> <p>Using art as a form of solidarity or advocacy</p> <p><u>Themes of Social Justice in Professional Work</u></p> <p>Depending on the professional works used, CST can be link in many ways depending on the</p>	<p>justice, dignity, and compassion.</p> <p><u>Purpose of Performance</u></p> <p>If a performance is designed to challenge injustice, raise awareness, or give voice to the voiceless, it supports the mission of CST in action — especially:</p> <p>Speaking out against oppression</p> <p>Using art as a form of solidarity or advocacy</p> <p><u>Themes of Social Justice in Professional Work</u></p> <p>Depending on the professional works used, CST can be link in many ways depending on the</p>	<p>justice, dignity, and compassion.</p> <p><u>Purpose of Performance</u></p> <p>If a performance is designed to challenge injustice, raise awareness, or give voice to the voiceless, it supports the mission of CST in action — especially:</p> <p>Speaking out against oppression</p> <p>Using art as a form of solidarity or advocacy</p> <p><u>Themes of Social Justice in Professional Work</u></p> <p>Depending on the professional works used, CST can be link in many ways depending on the</p>	<p>justice, dignity, and compassion.</p> <p><u>Purpose of Performance</u></p> <p>If a performance is designed to challenge injustice, raise awareness, or give voice to the voiceless, it supports the mission of CST in action — especially:</p> <p>Speaking out against oppression</p> <p>Using art as a form of solidarity or advocacy</p> <p><u>Themes of Social Justice in Professional Work</u></p> <p>Depending on the professional works used, CST can be link in many ways depending on the</p>	<p>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>Community and Participation</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>Option for the Poor and Vulnerable</p>	<p>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>Community and Participation</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>Option for the Poor and Vulnerable</p>
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	<p>stimulus of the work used.</p> <p><u>Sweeney Todd</u> Dignity of the Human Person- Violated throughout the story</p> <p>Option for the Poor and Vulnerable- Poverty drives unethical actions</p> <p>Rights and Responsibilities- Injustice and failure of legal systems</p> <p>Solidarity- Breakdown of community and compassion</p>	<p>stimulus of the work used.</p> <p><u>Sweeney Todd</u> Dignity of the Human Person- Violated throughout the story</p> <p>Option for the Poor and Vulnerable- Poverty drives unethical actions</p> <p>Rights and Responsibilities- Injustice and failure of legal systems</p> <p>Solidarity- Breakdown of community and compassion</p>	<p>stimulus of the work used.</p> <p><u>Sweeney Todd</u> Dignity of the Human Person- Violated throughout the story</p> <p>Option for the Poor and Vulnerable- Poverty drives unethical actions</p> <p>Rights and Responsibilities- Injustice and failure of legal systems</p> <p>Solidarity- Breakdown of community and compassion</p>	<p>stimulus of the work used.</p> <p><u>Sweeney Todd</u> Dignity of the Human Person- Violated throughout the story</p> <p>Option for the Poor and Vulnerable- Poverty drives unethical actions</p> <p>Rights and Responsibilities- Injustice and failure of legal systems</p> <p>Solidarity- Breakdown of community and compassion</p>	<p>Performances can raise awareness of issues like homelessness, racism, or disability. Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might otherwise lack access</p> <p>Rights and Responsibilities 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>Solidarity Through exploring global theatre styles or stories from different cultures, students learn about</p>	<p>Performances can raise awareness of issues like homelessness, racism, or disability. Students may engage in outreach by performing in care homes, hospitals, or community centers, bringing art to those who might otherwise lack access</p> <p>Rights and Responsibilities 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>Solidarity Through exploring global theatre styles or stories from different cultures, students learn about</p>
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					and show respect for diverse communities. Solidarity is also expressed in standing together as a cast, supporting	and show respect for diverse communities. Solidarity is also expressed in standing together as a cast, supporting
Careers and Personal Development links	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.	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. The students get opportunity to practice these skills and put them into practice within the role. Builds creative and technical skills valuable in drama and performing arts careers.

