

# The Five Year curriculum: Performing Arts

**Wigan & Leigh College**  
BTEC Level 2/3 National Extended Diploma in Performing Arts  
BTEC Level 3 National Extended Diploma in Musical Theatre  
BTEC Level 3 National Extended Diploma in Musical Theatre  
BTEC Level 3 National Extended Diploma in Acting

**West Lancs College**  
BTEC Level 3 Diploma in Dance  
BTEC Level 3 Extended Diploma in Musical Theatre  
BTEC level 3 Extended Diploma in Dance

**Runshaw College**  
BTEC Level 3 Professional Performance Programme – Acting/Dance/Musical Theatre  
A Level Dance  
A Level Drama & Theatre Studies  
UAL Level 2 Diploma in Performing & Production Arts  
Level 3 Creative Production

**Winstanley College**  
A Level Dance  
A Level Film Studies  
A Level Media  
A Level Music/Performance /Technology

**St John Rigby College**  
BTEC Level 3 Extended Certificate and Diploma in Dance  
BTEC Level 3 Extended Certificate and Diploma in Acting

**St Helens College**  
Level 2 Diploma in Professional Theatre  
BTEC level 3 Extended Diploma in Professional Theatre

## Careers Opportunities

- Actor
- Dancer
- Musical Theatre Performer
- Teacher of P.A
- Entertainer
- Choreographer
- Director
- Playwright
- Broadcaster

## Next Step Options

**Year 11**

Students reproduce work from a variety of existing performances that reflect the skills of the group.

Students develop performance skills and techniques by reproducing existing performances.

Write an Initial Ideas Log

Develop a high quality personal response/final piece

Receive BTEC External brief and begin to understand your assessment task.

Improve technical skills. Students pull together all they have learned and apply their knowledge in performance scenarios.

Thorough self evaluation through video recording.

### Component 2: Develop

### Component 3: Apply

Understand the skills and techniques needed to create a particular performance

Students take part in workshops exploring processes used by different practitioners.

What is the creative intention of a performance piece?

Students explore the processes used to create a performance

Attempt to recreate the work of chosen practitioner

Students create a research log; clips of rehearsals, written notes, clips of professionals.

Present findings to an audience

Develop and review skills throughout the process.

Gain understanding of how to devise from a set brief ; 2 Mocks

Choose 3 key pieces to explore.

Develop students passion for Dance, Drama & Musical Theatre

Gain skills through teacher led sessions and apply these in performance

Create a performance in groups based on the theme given to you

Explore and evaluate a range of different performances asking key questions.

### Component 1: Explore

**Year 10**

Learn about the roles and responsibilities of professional performers.

Be able to collect relevant research on different practitioners

Discover lots of different performance roles, skills and techniques

What happens in the development process?

Explore the themes of flow, contraction and levels in this style

Develop leadership skills as choreographers.

Explore partner work

Singing skills including pitch, intonation, control

Refining one chosen piece for assessment against the set criteria

## Drama OR Dance Skills & Techniques

## Musical Theatre

Drama skills such as accent, projection and tone

Develop and use a wide range of drama techniques such as mime, essence machine, direct address to create interesting and engaging drama

Explore hard hitting documentary drama about real life scenarios

Learn about the career and successes of the playwright Willy Russell

Develop emotive scenes

Explore some of the main contemporary pioneers; Duncan, Limon, Bausch, Rambert

Compare similarities and differences in his plays and explore themes

Enrichment opportunities – Cultural Capital

Dance skills including timing, rhythm and musicality

Gain an understanding of how different dance styles can be fused together

Explore; Bollywood/Street/African/Contemporary Dance

**Year 9**

## The Liverpool Project

Embed prior learning into new concepts through the key skills, with added depth, independence and creativity.

Cross Curricular with Music & Art

Script work, staging and blocking

Learn about social context in performing arts

Develop an ensemble piece to 'Kids Game'

Work in groups sharing creative ideas and developing leadership skills

Explore a wide variety of drama skills; body as a prop/cross cutting/ conscience alley/ devil & angel

Learn the key aspects of different styles and create movements showing your understanding

Learn to use dance techniques such as canon, dynamics and formation

**Year 8**

Use a variety of different stimulus including: James Bond – contact duet Mary Poppins – Props Greatest Showman (Come Alive) – acro/abstract

Explore the use of props in dance

Learn about the 5 basic dance actions

Explore a variety of drama techniques and use them in performance

Perform script work with confidence, flow and accuracy.

Develop group work skills and gain confidence in performing to an audience.

Enrich a love for the Performing Arts through further development of the key skills, using a variety of class ensemble and smaller group performances.

Don't Blame Facebook

Understand ways we can stay safe online

Show empathy through creative work

Explore 'Theatre To Educate'

**Year 7**

Explore the history and culture of the style.

Learn to recreate movement sequences shown by the teacher

Soundscapes ; using repetitive sounds to create and atmosphere alongside action

Create documentary style drama

Explore the 3 performing arts disciplines; Dance, Drama & Musical Theatre in 6 blocks, developing key skills & studying different styles, genres and professional works.

Rock & Roll

Darkwood Manor

Charlie & The Chocolate Factory

Bugsy Malone

Dance Elements

Intro to Drama Techniques

Develop script work and accent skills

Experiment with canon and develop rhythm skills

Using poetry in drama

Explore drama skills such as body as a prop and choral movement

Learn about book musicals

Explore the use of characterisation in performance

