Curriculum Summary Document

Year 11 – Drama

Independent Performance: Developing Skills and Responding to a Brief

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success in BTEC Performing Arts?	Links to other Subjects
Component 2 - Developing Skills and Techniques	**Autumn One**	Students undertake sustained rehearsal for Component 2, working through planned milestones towards a performance. They refine vocal and physical technique, characterisation, interpretation, focus, communication and ensemble discipline, using rehearsal evidence to demonstrate how skills develop over time.	This directly addresses the practical and developmental demands of Component 2. Regular milestones make progress visible and require students to respond to feedback, manage rehearsal time and sustain professional working habits.	English - interpretation of performance text Life - resilience, teamwork and self-management PE - physical control and stamina
	Autumn Two	Students complete dress rehearsals and the assessed performance before preparing and completing their evaluation. They review the effectiveness of their practical work, identify evidence of development and explain how rehearsal decisions contributed to the final outcome, with contingency time used where required.	Students demonstrate both practical competence and the ability to evaluate their own development. This completes the reflective cycle at the heart of Component 2 and strengthens the evidence-based evaluation needed across vocational Performing Arts.	English - evaluative writing and evidence English - oracy through discussion and reflection Life - responsibility and meeting deadlines
	Spring One	Students transition into Component 3 preparation through focused devising workshops. They explore different starting points, experiment with techniques and begin to rehearse material collaboratively, building confidence in generating, selecting and shaping ideas rather than working from a fixed script.	This shifts students from developing prescribed skills to applying those skills creatively and independently. It prepares them to interpret an external brief and make defensible artistic decisions under controlled assessment conditions.	Art/Media - responding to stimulus English - interpreting ideas and intentions Life - collaboration and problem solving

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Component 3 - Responding to a Brief	**Spring Two**	Students respond to the Component 3 brief through devising and rehearsal. They prepare and complete the Ideas Log and Skills Log, documenting how initial ideas develop, which performance skills are selected and how rehearsal decisions help the work meet the purpose and audience of the brief.	Students are required to connect practical choices with written justification and evidence. This integration of planning, performance and reflection is central to success in the externally assessed component.	English - concise written justification Citizenship - audience, purpose and social themes Life - planning and independent learning
	Summer One	Students continue to refine their devised performance, using review and feedback to strengthen structure, characterisation, communication and stylistic consistency. They prepare for and complete the assessed performance, ensuring that the final work clearly responds to the requirements of the brief.	This is the point at which students independently synthesise the whole course: practitioner knowledge, acting technique, devising, collaboration, rehearsal discipline and responsiveness to a defined creative purpose.	English - structure, character and communication PE - movement and spatial awareness Life - teamwork, resilience and responsibility
	Summer Two	Students complete the final evaluation and any permitted contingency work before the qualification concludes. They review how successfully their creative and performance decisions met the brief and draw together the reflective habits, terminology and practical independence developed across Key Stage 4.	The final stage confirms students' ability to plan, create, perform and evaluate with independence. These transferable skills support progression into post-16 Performing Arts, further creative study and wider contexts requiring communication, collaboration and self-management.	English - evaluation and justification Careers - post-16 Performing Arts pathways Life - reflection and progression