

		Year 10	Year 11
Autumn 1	Content (Why)	Develop knowledge and practical understanding of Pearson BTEC Component 1: Exploring the Performing Arts through the study of a chosen professional work. Pupils will explore professional productions, performance styles, roles, creative choices and how practitioners communicate meaning to an audience.	Developing skills for Component 3: Responding to a Brief , worth 40% of the qualification. Pupils will apply the knowledge and skills developed through Components 1 and 2 to interpret an exam-board brief and create a performance response. They will draw on their understanding of performance skills, production and rehearsal processes to develop and present their work. This is an opportunity for students to work in different creative ways, looking at different styles, practitioners and choreographic techniques as well as developing performance skills.
	Content (What)	This unit develops pupils' ability to analyse professional performance work and understand how different creative decisions shape a production. Studying contrasting texts and theatrical styles provides pupils with a broad foundation of knowledge that can be applied to their own performance practice and written coursework.	This component brings together pupils' learning from across the course and requires them to work creatively and independently in response to a professional-style brief. It develops pupils' ability to interpret requirements, make artistic decisions, work collaboratively and refine a performance through an effective rehearsal and production process.
	Acquire (Knowledge)	- Professional productions use performance and production elements to communicate meaning, with pupils exploring how dance, staging, lighting, sound, set, costume and props contribute to the overall audience experience. - Different theatrical works use distinctive performance styles and conventions, with pupils looking at how creative intentions are brought to life through different styles and approaches. . - Performers and production teams make deliberate creative choices, with pupils understanding the roles and responsibilities involved in developing and presenting professional performance work and how these choices are influenced by the intended audience and creative vision.	- A successful response to a brief requires accurate interpretation of the requirements, with pupils identifying the purpose, audience, theme and performance expectations. - Effective performance and production require developed technical, expressive and organisational skills, alongside an understanding of rehearsal processes, roles and responsibilities. - Creative performance develops through experimentation, collaboration and refinement, with pupils responding to feedback and making purposeful decisions to improve the final outcome.
	Apply (Skills)	Analyse professional performance work, identifying how performers and production teams use theatrical elements to communicate meaning. Apply knowledge of performance styles, creative roles and production choices when discussing and evaluating professional works, using specific examples from the selected professional work to support written and practical BTEC Component 1 work.	Interpret an exam-board brief and independently develop a creative performance response, applying technical and expressive performance skills alongside effective rehearsal and production processes. Collaborate professionally, respond to feedback and refine performance choices to produce an effective final response that meets the requirements of the brief. Develop working in a team to collaborate and share ideas.
Autumn	Content (Why)	Develop knowledge and practical understanding of Pearson BTEC Component 1: Exploring the Performing Arts through the study of a chosen professional work. Pupils	Mock exam - Component 3: Responding to a Brief , worth 40% of the qualification. Pupils will apply the knowledge and skills developed through Components 1 and 2

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2		will explore professional productions, performance styles, roles, creative choices and how practitioners communicate meaning to an audience.	to interpret an exam-board brief and create a performance response. They will draw on their understanding of performance skills, production and rehearsal processes to develop and present their work. This is an opportunity for students to work in different creative ways, looking at different styles, practitioners and choreographic techniques as well as developing performance skills.
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	Apply (Skills)	Analyse professional performance work, identifying how performers and production teams use theatrical elements to communicate meaning. Apply knowledge of performance styles, creative roles and production choices when discussing and evaluating professional works, using specific examples from the selected professional work to support written and practical BTEC Component 1 work.	Interpret an exam-board brief and independently develop a creative performance response, applying technical and expressive performance skills alongside effective rehearsal and production processes. Collaborate professionally, respond to feedback and refine performance choices to produce an effective final response that meets the requirements of the brief. Develop working in a team to collaborate and share ideas.
Spring 1	Content (Why)	Develop performance skills and techniques through Component 2: Developing Skills and Techniques in the Performing Arts , worth 30% of the qualification. Pupils will respond to an exam-board theme, learn professional repertoire in a chosen dance style and develop the technical, expressive and performance skills required to perform it successfully.	Complete Component 3: Responding to a Brief , worth 40% of the qualification. Pupils will apply the knowledge and skills developed through Components 1 and 2 to interpret an exam-board brief and create a performance response. They will draw on their understanding of performance skills, production and rehearsal processes to develop and present their work.
	Content (What)	This unit develops pupils' ability to work as professional performers, building on their understanding of performer roles, responsibilities and rehearsal methods. Pupils	This component brings together pupils' learning from across the course and requires them to work creatively and independently in response to a

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		develop discipline, resilience and independence through an extended rehearsal process, while learning to reflect critically on their progress and performance.	professional-style brief. It develops pupils' ability to interpret requirements, make artistic decisions, work collaboratively and refine a performance through an effective rehearsal and production process.
	Acquire (Knowledge)	• Successful performance requires developed technical and expressive skills, with pupils understanding how movement quality, musicality, performance skills and style contribute to an effective performance. • Effective rehearsal requires professional discipline and collaboration, including commitment, preparation, responsiveness to feedback, goal setting and the ability to develop skills over time. • Reflective practice supports performance development, with pupils learning to document progress, identify milestones and evaluate both the rehearsal process and final performance.	• A successful response to a brief requires accurate interpretation of the requirements, with pupils identifying the purpose, audience, theme and performance expectations. • Effective performance and production require developed technical, expressive and organisational skills, alongside an understanding of rehearsal processes, roles and responsibilities. • Creative performance develops through experimentation, collaboration and refinement, with pupils responding to feedback and making purposeful decisions to improve the final outcome.
	Apply (Skills)	Learn and rehearse professional repertoire in response to an exam-board theme, applying technical, expressive and performance skills with increasing confidence and accuracy. Maintain a development diary and use feedback and reflection to refine performance, culminating in a final performance and critical evaluation of both the rehearsal process and outcome.	Interpret an exam-board brief and independently develop a creative performance response, applying technical and expressive performance skills alongside effective rehearsal and production processes. Collaborate professionally, respond to feedback and refine performance choices to produce an effective final response that meets the requirements of the brief.
Spring 2	Content (Why)	Continue Component 2: Developing Skills and Techniques in the Performing Arts , worth 30% of the qualification. Pupils will respond to an exam-board theme, learn professional repertoire in a chosen dance style and continue developing the technical, expressive and performance skills needed to perform the repertoire successfully.	Continue Component 3: Responding to a Brief , worth 40% of the qualification. Pupils will build on the knowledge and skills developed in Components 1 and 2 to develop, rehearse and refine a performance response to an exam-board brief. They will further develop their understanding of performance production, rehearsal processes and the responsibilities of a performer.
	Content (What)	This unit allows pupils to deepen and refine the performance skills developed previously, while developing greater independence and professionalism within the rehearsal process. Pupils will learn to respond to feedback, monitor their own progress and understand how sustained rehearsal contributes to a successful performance.	This component provides pupils with the opportunity to bring together their technical, creative and performance skills in response to a professional-style brief. It develops independence, collaboration, creativity and resilience while requiring pupils to make purposeful decisions and refine their work through rehearsal and feedback.
	Acquire (Knowledge)	• Professional performance requires secure technical and expressive skills, including movement accuracy, musicality, performance quality and understanding of the chosen dance style. • Effective rehearsal requires commitment, discipline and collaboration, with pupils responding to direction and feedback while taking responsibility for their own skill development.	• A successful performance response requires pupils to interpret and respond creatively to a brief, understanding its theme, purpose, audience and requirements. • Effective performance and production require professional skills and processes, including technical performance, rehearsal discipline, collaboration and an understanding of performer roles and

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		Reflection and evaluation support progression, with pupils recording milestones, identifying strengths and areas for development, and evaluating the effectiveness of their rehearsal and performance.	responsibilities. Refinement is essential to producing a successful final performance, with pupils using rehearsal, feedback and reflection to develop and improve their performance choices.
	Apply (Skills)	Learn, rehearse and refine professional repertoire in response to an exam-board theme, applying technical and expressive skills with increasing control and confidence. Maintain a development diary, use feedback to refine performance and demonstrate sustained progress through a final performance and evaluations of both the rehearsal process and final outcome.	Interpret the exam-board brief and develop a creative performance response, applying and refining technical, expressive and performance skills through a structured rehearsal and production process. Work collaboratively and professionally, respond to feedback and make purposeful creative decisions to produce a final performance that meets the requirements of the brief.
Summer 1	Content (Why)	Continue Component 2: Developing Skills and Techniques in the Performing Arts , worth 30% of the qualification. Pupils will learn and rehearse professional repertoire in a chosen dance style in response to an exam-board theme, further developing the technical, expressive and performance skills required for a successful final performance.	Continue Component 3: Responding to a Brief , worth 40% of the qualification. Pupils will develop, rehearse and refine their response to an exam-board brief, building on the performance, production and rehearsal skills developed across Components 1 and 2.
	Content (What)	This continuation allows pupils to deepen their performance skills through sustained rehearsal and increasingly independent practice. Pupils will develop professional behaviours, respond to feedback and use reflection to understand how their skills and performance develop over time.	This unit brings together pupils' learning and enables them to work with increasing independence in a professional-style performance context. Pupils will develop their ability to interpret a brief, make creative decisions, collaborate effectively and refine their work through rehearsal and feedback.
	Acquire (Knowledge)	Strong dance performance requires technical accuracy and expressive intent, with pupils refining movement quality, musicality, control, style and performance skills. Professional rehearsal requires commitment, collaboration and responsiveness, with pupils taking increasing responsibility for their preparation, development and response to feedback. Reflection enables purposeful improvement, with pupils recording progress, evaluating milestones and identifying specific strengths and areas for development.	Interpreting a brief requires pupils to understand its purpose, theme, audience and requirements, using these to inform creative and performance decisions. Effective performance requires technical, expressive and production skills, alongside professional rehearsal behaviours, collaboration and an understanding of roles and responsibilities. Successful outcomes depend on refinement and evaluation, with pupils using feedback, rehearsal and reflection to identify weaknesses and make purposeful improvements.
	Apply (Skills)	Rehearse and refine professional repertoire with increasing technical control, expressive quality and stylistic accuracy. Use feedback, rehearsal experience and milestone reflections to make purposeful improvements before presenting the final performance and evaluating both the rehearsal process and performance outcome.	Interpret and respond creatively to the exam-board brief, applying and refining technical, expressive and performance skills through a structured rehearsal and production process. Work independently and collaboratively, respond to feedback and make purposeful creative decisions to produce a polished performance that meets the requirements of the brief.

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Summer 2	Content (Why)	Develop choreography and performance skills in preparation for the Year 11 mock examination. Pupils will learn and perform short dance pieces while developing their ability to create, structure and refine choreography, building on the knowledge and skills developed through Components 1 and 2 in Year 10.	End of course
	Content (What)	This unit strengthens pupils' technical, expressive and creative skills while preparing them for the demands of the Year 11 assessment. Pupils will develop greater independence as performers and choreographers, learning to make purposeful movement choices and refine work through rehearsal and feedback.	End of course
	Acquire (Knowledge)	• Effective choreography requires purposeful movement choices, using actions, space, dynamics, relationships and structure to communicate an idea or intention. • Successful performance requires technical control and expressive quality, with pupils developing accuracy, musicality, confidence and performance presence. • Rehearsal and reflection support refinement, enabling pupils to respond to feedback, identify areas for improvement and make increasingly independent creative and performance decisions.	End of course
	Apply (Skills)	Create, learn and perform short dance pieces, applying choreographic principles and performance skills with increasing control and creativity. Use rehearsal, feedback and reflection to refine movement material and performance quality, preparing confidently for the Year 11 mock examination.	End of course