

BTEC Tech Award in Performing Arts — Curriculum Map

Component 1, 2 & 3 overview — skills, assessment, British Values, SMSC and career links

Component	Skills Developed	Assessment	British Values Links	SMSC Links	Career Links
Component 1 Exploring the Performing Arts <i>Internal 36 GLH</i>	- Research & analysis of professional performance/production work - Observation and appraisal of live/recorded repertoire - Understanding of performance & non-performance roles and responsibilities - Practical exploration of processes, techniques & approaches (acting, dance, musical theatre) - Communication and reflective skills	- Internal, externally moderated by Pearson - Pearson-set assignment: 2 tasks (~12 supervised hours) - Task 1: investigate professional work (style, purpose, roles, influences) - Task 2: practical exploration of techniques/processes used	- Mutual respect & tolerance — studying performance styles from diverse cultures (African, Asian, Latin American, European) - Individual liberty — exploring varied purposes of performance (to educate, entertain, challenge, raise awareness) - Democracy — collaborative discussion of professional creative choices	- Cultural: exposure to a wide range of performance traditions and global styles - Social: discussing and appraising peers' and professionals' work respectfully - Moral: engaging with themes tackled by professional work (social issues, challenge, awareness) - Spiritual: reflecting on meaning, intention and impact within creative work	- Performer (actor / dancer / singer) - Director / choreographer / writer - Designer (set, costume, lighting, sound, makeup) - Arts critic, researcher or reviewer - Arts administration
Component 2 Developing Skills & Techniques <i>Internal 36 GLH</i>	- Physical, vocal and musical performance skills - Design skills (costume, set, props, lighting, sound, makeup) - Rehearsal discipline and responding to direction/feedback - Interpreting and reproducing existing repertoire - Self-review, target-setting and reflective practice	- Internal, externally moderated by Pearson - Pearson-set assignment: 3 tasks (~5–6 supervised hours) - Task 1: prepare a performance/design pitch of existing repertoire - Task 2: showcase performance or design to an audience - Task 3: review development & application of skills	- Rule of law — health & safety and professional conduct/etiquette in rehearsal and performance - Individual liberty — learners choose to specialise as performer or designer - Mutual respect — cooperation, supportiveness, listening and valuing others' opinions and skills	- Social: teamwork, cooperation, punctuality, reliability and collaborative rehearsal practice - Moral: honest self-review; accepting and acting on constructive feedback - Personal development: resilience, perseverance and growing confidence through performance - Cultural: applying stylistic conventions particular to a genre or tradition	- Actor / dancer / musical theatre performer - Costume, set, lighting or sound designer - Stage management & technical theatre - Vocal / dance coach or instructor - Progression to Level 3 performing/production arts
Component 3 Responding to a Brief <i>External Synoptic 48 GLH</i>	- Responding creatively to a brief and stimulus - Group devising, planning and collaborative decision-making - Applying performance/design skills within a workshop performance - Adapting content and delivery to a chosen target audience - Evaluating own contribution to process and outcome	- External, set and marked by Pearson (May/June only) 3-hour supervised assessment — 60 marks - Groups of 3–7 performers, plus up to 4 designers - AO1 Understand brief · AO2 Select/develop skills - AO3 Apply skills in performance · AO4 Evaluate process & outcome	- Democracy — shared group decision-making; every member's contribution valued - Rule of law — working within brief parameters, industry standards and stage etiquette - Mutual respect & tolerance — designing a performance for a specific, sometimes diverse, target audience (e.g. young children, elderly, community groups)	- Social: working effectively as part of a group toward a shared performance outcome - Cultural: responding to audience context and the influence of named practitioners (e.g. Brecht,, Stanislavski) - Moral/Spiritual: exploring social, health or safety issues through the brief; reflecting on the impact of the finished work	- Community / outreach performer - Theatre-in-education practitioner - Workshop leader / facilitator - Freelance performer or designer - Arts producer / project coordinator