

KS5 Long Term Curriculum Plan: BTEC Drama Year 13 2026/7

Curriculum Aim: Students will further develop their understanding of Drama through the practical work and self and peer evaluation and analysis. They will gain practical experience of exploring a series of challenging texts, developing and devising through use of stimuli and explore a series of practitioners from C19th – C21st.

The BTEC Level 3 National Performing Arts Extended Certificate is designed to give creative and innovative opportunities for learners wanting to progress to higher education, an apprenticeship or employment. It is equivalent to one A levels.

They will become confident in using their vocal and physical skills and understanding theatre technology to develop pieces of original and text based work. They will produce detailed portfolios of evidence showing understanding and evaluation of drama. Students will actively engage in the creative process, developing a clear understanding of a range of practitioners, styles and genres. They will be critical, reflective learners, who use understanding of context and the works of other practitioners to inform their own development. They will develop ideas through sustained investigation and exploration and show clear understanding of the purpose, intention and function of drama.

Link to prior learning: Students who have studied Drama will have a solid understanding of the fundamental elements, especially the use of vocal and physical skills, devising and scriptwork and analysis and evaluation of both self and peers. They will understand the importance of taking responsibility and of rehearsal and refinement. They will have an awareness of the needs of an audience and of how meaning is conveyed through both semiotics (syntheses) and semiotics (kinesics). They will have completed three previous portfolios by Year 13. One Unit will have been moderated in Year 12, another in year 13 alongside the full exam.

Rationale of sequencing: The initial unit is the compulsory Unit for the course. It is done in year 13 as the students are fully prepared and mature. It builds on all the work completed in Year 12 through text work and the use of familiar key practitioners. The second is the examined Unit, materials are not released until January for the exam in May. This unit will utilise some of the practitioners, features, practices and purpose of improvisation and performance.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	Unit 34 Acting Styles	Knowledge of three practitioners and plays: Stanislavski, Brecht & one current.. Development of vocal and physical performance skills, interpreting and developing character. A knowledge of diverse acting styles, specific vocal and physical requirements and the demands of different styles of practitioner. The ability to apply the skills and techniques they have explored to the rehearsal and performances of a text to an invited, external audience. The ability to analyse and evaluate their own work and the work of their peers.	Evaluate the key features of the role and skills of a performer through effective exploration, comparing and contrasting well-chosen examples of working practices to support findings Demonstrate confident, disciplined and highly effective use of exploration, exercise and workshops in the development and application of physical, vocal and interpretative skills for selected performance material, disciplines and style.

Spring 1 & 2 Summer 1	Unit 3 Group Performance workshop	Working as a part of a small performance company of 3 to 7 performers, students will create an original piece of performance work to present to an invited audience. They will use a given stimulus as a basis for developing the piece. The performance piece needs to be between 20 minutes long. The piece must be an original piece created in response to the stimulus. The students will need to work creatively together to create an imaginative and innovative piece of work. Throughout the task students must complete a digital process log at four key milestone stages, under supervised conditions. The digital process log will capture contributions to the development and rehearsal process. Students must demonstrate personal contributions to the artistic decisions made within the group context.	There are two activities for the set task and two outcomes for submission. Activity 1: Digital process log; this consists of four 'milestones': • Milestone 1: Interpretation of the stimulus and planning • Milestone 2: Development of creative ideas: early stage review • Milestone 3: Development of creative ideas: mid-stage review • Milestone 4: Review and reflection Activity 2: Group performance workshop • A single recording must be submitted for each group performance workshop. • The recording of learners must be carried out by the supervising teacher/tutor. • The recording must not be edited, amended or manipulated. • Learners may not be assisted with the performance during the recording.
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