

## Performing Arts at Samuel Whitbread Academy

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Intent</b></p>	<p>At Samuel Whitbread, we aim to bring the study of the performing arts to life in lessons through practical and theoretical tasks. We also aim to enable students to identify how the skills that they use can lead to a successful further study, or career, in this industry. The study of Performing Arts BTEC does not exclusively teach students to be performers, it encompasses all areas of the performing arts industry, including how the industry works, the life of a performer and audition technique. This is taught alongside the study of influential practitioners from each discipline plus workshop-based lessons to practise and enhance knowledge of practical skills. We aim to analyse practitioner theory through the historical, social and political contexts applicable to the subject matter so that students have a robust knowledge of the performing arts world in order to understand how what they are studying fits into this and how the separate disciplines complement each other. We intend to prepare all students taking the course for a career within the performing arts and examine the various routes into this through study, research and the use of industry professionals.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Implementation</b></p>	<p>Level 3 BTEC in Performing Arts is taught through four units; Unit 1: Investigating Practitioners' Work, Unit 2: Developing Skills &amp; Techniques for Performance, Unit 3: Group Performance Workshop and Unit 27: Musical Theatre Techniques. This provides students with the opportunity to explore each discipline through practical and theory-based lessons and therefore our lessons are structured in a way that allows for both to complement each other. Students must be well prepared for practical tasks to be set in each lesson as their theoretical learning is further exemplified with practical assignments to aid in the understanding of key concepts and skills. Students are given the opportunity to work with people already working within the industry to aid them in their case studies, they also have prep time activities with allocated rooms within the department in order to complete tasks within a creative environment. We use Google Classroom for the setting of work and returning of marks. As part of the homework curriculum, we actively engage students on the watching of live theatre via a digital platform. This "reading" of live theatre helps to widen their knowledge and understanding of the creative choices that theatre practitioners make.</p>

<b>Implementation</b>	<b>Key Stage 5: Year 12</b>	<p>The first year of the course will explore a selection of influential theatre practitioners throughout history, up to the modern day, for our study of Unit 1, which leads to an externally assessed written exam. This includes an in-depth study of professional works that are analysed by students in regards to performance and design skills. Students also begin their preparation of a mock exam for Unit 2, which is completed in the performance of a school production within the first half of the school year. We complete a visit to see a piece of live theatre so that students are able to see the end product to the process of putting on a production and through their studies they will look at the different roles people have with a production team. Students have workshops in the three disciplines of acting, singing and dance and set themselves SMART targets in order to help to identify areas of strength and weakness and set targets for improvement. Towards the end of Year 12, students will take their Unit 2 exam, which is a practical exam that also requires supporting project evidence of their practical skills journey.</p>
	<b>Key Stage 5: Year 13</b>	<p>During the second year of the course, students will be introduced to Unit 3, in the Autumn term, which is a devised unit that students create from a stimulus and also provide various log books for, to record their devising process. Students will also study Unit 27 in which students study the performance style of Musical Theatre and then apply this knowledge and understanding to their own performance of a musical production. The final exam piece in Year 13 is the Unit 3 performance that students have worked on for much of the year, this is externally examined and carries the largest weighting of the course. More detail will follow on this once we have taken a Y13 class through the course.</p>

**Impact**

Our Intent and Implementation aim to ensure that all graphic communication students improve their intellectual, imaginative, creative and intuitive capabilities through investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement. The students develop a confidence and independence of mind through refining and communicating their own ideas, their own intentions and their own personal outcomes while gaining an awareness of different roles, functions, audiences and consumers and gain knowledge and understanding of how the design world works within the creative industries.

Each student becomes confident and self-reliant not only in their chosen specialism but are able to analyse and make critical judgement in the wider environment and are motivated to succeed.

One of the key ways we measure our success within the Art Department is our student's ability to voice opinions. Whether or not students take the subject at a higher level, either at university, through apprenticeships, setting up their own practice or choosing another path we aim to equip students with transferable life skills.