

National curriculum or specification coverage

The BTEC Level 2 Tech Award in Performing Arts is a practical, vocational qualification designed to develop students' knowledge, understanding and skills within the Performing Arts industry. The qualification consists of three components: Component 1, Exploring the Performing Arts, which focuses on investigating professional practitioners, companies, performance styles and repertoire; Component 2, Developing Skills and Techniques in the Performing Arts, which enables students to develop and refine their own practical performance skills through rehearsal, feedback and performance; and Component 3, Responding to a Brief, which requires students to apply the knowledge and skills developed throughout the course to create and perform in response to an externally set brief. The qualification provides opportunities for students to develop acting, musical theatre, dance and multidisciplinary performance skills, alongside transferable skills such as communication, collaboration, creativity, confidence and problem-solving. It is assessed through a combination of internally assessed Pearson Set Assignments and an externally assessed component, with Component 3 carrying the greatest weighting at 40%. Overall, the qualification provides a balance between practical performance, understanding professional practice, creative development and reflection, preparing students for further study in Performing Arts and potential progression into further education, training or employment within the creative industries.

Date	Exams/Assess		Learning Intentions	Core Task
31/08/26			Component 1: Exploring the Performing Arts Students will explore, research and demonstrate the skills of drama practitioners through a series of workshops. Students will develop their voice and movement skills throughout this component as well as drawing on inspiration from theatre practitioners. Scheme Learning: - To DISCOVER what a drama practitioner is and the influence they have had on theatre. - To EXPLORE drama skills through workshops and practical activities. - To RESEARCH the creative process behind a piece of professional theatre and EXPLAIN roles within the theatre. - To DEMONSTRATE knowledge of performance texts through rehearsal to develop a performance piece.	Baseline practical assessment
07/09/26				
14/09/26				
21/09/26				
28/09/26				
05/10/26				
12/10/26	Y11			
19/10/26	Y11	Y13		

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26/10/26	HALF TERM			
02/11/26				Component 1: Exploring the Performing Arts Students will explore, research and demonstrate the skills of drama practitioners through a series of workshops. Students will develop their voice and movement skills throughout this component as well as drawing on inspiration from theatre practitioners. Scheme Learning: - To DISCOVER what a drama practitioner is and the influence they have had on theatre. - To EXPLORE drama skills through workshops and practical activities. - To RESEARCH the creative process behind a piece of professional theatre and EXPLAIN roles within the theatre. To DEMONSTRATE knowledge of performance texts through rehearsal to develop a performance piece.
09/11/26				
16/11/26	Y7	Y10	Y12	
23/11/26	Y7	Y10	Y12	
30/11/26				
07/12/26				
14/12/26				
21/12/26	CHRISTMAS HOLIDAY			
28/12/26				
04/01/27				Component 1: Exploring the Performing Arts Students will explore, research and demonstrate the skills of drama practitioners through a series of workshops. Students will develop their voice and movement skills throughout this component as well as drawing on inspiration from theatre practitioners. Students will continue to develop their coursework to support this learning. Scheme Learning: - To DISCOVER what a drama practitioner is and the influence they have had on theatre. - To EXPLORE drama skills through workshops and practical activities. - To RESEARCH the creative process behind a piece of professional theatre and EXPLAIN roles within the theatre. To DEMONSTRATE knowledge of performance texts through rehearsal to develop a performance piece.
11/01/27	Y8	Y9		
18/01/27	Y8	Y9		
25/01/27				
01/02/27	Y11			
08/02/27	Y11	Y13		
15/02/27	HALF TERM			
22/02/27				Component 1: Exploring the Performing Arts Students will explore, research and demonstrate the skills of drama practitioners through a series of workshops. Students will develop their voice and movement
01/03/27				
08/03/27				

Play Choice Reflection

Play Choice Theme Reflection

Role of a Director

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15/03/27		skills throughout this component as well as drawing on inspiration from theatre practitioners.	
22/03/27		Scheme Learning: - To DISCOVER what a drama practitioner is and the influence they have had on theatre. - To EXPLORE drama skills through workshops and practical activities. - To RESEARCH the creative process behind a piece of professional theatre and EXPLAIN roles within the theatre. To DEMONSTRATE knowledge of performance texts through rehearsal to develop a performance piece.	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27	Y10	Y12	Performance Evaluation
19/04/27	Y10		
26/04/27			
03/05/27			
10/05/27			
17/05/27	Y7		
24/05/27	Y7	Component 2- Developing Skills and Techniques in the Performing Arts Students will draw on their learning from Component 1 of the styles they have explored and research them. Learners will then begin to explore the practitioners in more depth through teacher led workshops and activities. Students will then research into an appropriate piece of professional repertoire that they will focus on. Scheme Learning: - To REVISE what a drama practitioner is and their role in performance. - To EXPLORE contextual factors and understand their role in inspiring professional repertoire. - To PARTICIPATE in teacher led workshops and reflect on their involvement and learning during these lessons. To ANALYSE a piece of professional repertoire and evaluate which will be more effective to use.	
31/05/27	HALF TERM		
07/06/27	Y8	Y9	Devising Log
14/06/27	Y8	Y9	
21/06/27			
28/06/27			
05/07/27			
12/07/27			

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| | | <ul style="list-style-type: none">• To REVISE what a drama practitioner is and their role in performance.• To EXPLORE contextual factors and understand their role in inspiring professional repertoire.• To PARTICIPATE in teacher led workshops and reflect on their involvement and learning during these lessons. | |
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To ANALYSE a piece of professional repertoire and evaluate which will be more effective to use.