

# Curriculum Map Year 12 Production Arts BTEC Subsidiary Diploma

Topic Name	Term	Skills developed with link to BTEC subsidiary diploma specification	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p><b><u>Unit 2: Production Arts Workshop</u></b></p>	<p><i>Autumn HT1 and HT2</i></p>	<p>This unit emphasises the importance of the interrelation of design, administrative and technical elements within a performing arts project. It does this by encouraging learners to work across production, design and technical disciplines such as lighting, sound, costume, setting, stage management, makeup and props.</p> <p><u>Skills and knowledge development:</u></p> <ul style="list-style-type: none"> <li>● Know the role of the production team</li> <li>● Be able to develop ideas creatively</li> <li>● Be able to present production ideas in a workshop setting</li> <li>● Understand the potential of the production process.</li> <li>● Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts</li> <li>● Independent enquirers</li> <li>● Team workers</li> <li>● Self-managers</li> <li>● Creative thinkers</li> <li>● Use ICT to find, select and use a variety of sources of information independently for a complex task</li> <li>● Writing – write documents, communicating information, ideas and opinions, effectively and persuasively</li> <li>● Analytical and evaluative skills</li> <li>● Career link - creative industries</li> </ul>	<p>Students will have gained experience of being part of a production team at KS3 and KS4. For example TIE and devising drama schemes.</p>	<p>This prepares students so they can successfully work as an effective production team member. This unit develops key skills such as communication, collaboration and self management. These skills are further built upon in year 12, through Unit 93 Makeup Application skills and unit 86 Mask Making.</p>
<p><b><u>Unit 93: Make-up Application Skills and Creative Uses in Performance</u></b></p>	<p><i>Spring HT1 and HT2</i></p>	<p>The aim of this unit is to enable learners to develop a wide range of make-up skills, and to identify possible uses of these skills and explore creative development.</p> <p><u>Skills and knowledge development:</u></p> <ul style="list-style-type: none"> <li>● Be able to recognise the factors that affect the application of make-up on a performer</li> <li>● Be able to identify the make-up requirements of a performance</li> <li>● Be able to create design ideas for make-up</li> <li>● Be able to create make-up designs on performers.</li> <li>● Independent enquirers</li> <li>● Team workers</li> <li>● Self-managers</li> <li>● Creative thinkers</li> <li>● Effective participators</li> <li>● Use ICT to find, select and use a variety of sources of information independently for a complex task</li> <li>● Writing – write documents, communicating information, ideas and opinions, effectively and persuasively</li> </ul>	<p>Students will have experience in developing makeup skills at KS3 (Makeup design scheme) and KS4 (Costume and makeup design). Some students will have taken on the makeup artist production role in school shows.</p>	<p>Studying this unit assists the learner to form the foundations on which all other units in the qualification can be built and is crucial to the understanding and development of the specialist units. It is also fundamental in allowing the learner to explore the range of occupational areas that may be filled by a make-up artist in industry. Students' design and makeup application skills are further developed in unit 95 Special effects and unit 92 Makeup for performers.</p>

		<ul style="list-style-type: none"> <li>Analytical and evaluative skills</li> <li>Create a portfolio and evidence work</li> <li>Career link - creative industries</li> </ul>		
<b><u>Unit 95: Special Effects Make-up</u></b>	<i>Spring HT4</i>	<p>This unit is about creating special effects make-up for the world of stage and screen; learners will be able to produce designs for and realise special effects make-up on performers.</p> <ul style="list-style-type: none"> <li>Be able to identify the special effects make-up requirements of a production</li> <li>Be able to experiment with different special effects</li> <li>Be able to produce designs and plans for special effects make-up</li> <li>Be able to realise special effects make-up on performers.</li> <li>Independent enquirers</li> <li>Team workers</li> <li>Self-managers</li> <li>Creative thinkers</li> <li>Effective participators</li> <li>Use ICT to find, select and use a variety of sources of information independently for a complex task</li> <li>Writing – write documents, communicating information, ideas and opinions, effectively and persuasively</li> <li>Analytical and evaluative skills</li> <li>Create a portfolio and evidence work</li> <li>Career link - creative industries</li> </ul>	<p>Students will have experience in developing makeup skills at KS3 (Makeup design scheme) and KS4 (Costume and makeup design). Some students will have taken on a makeup artist production role in school shows. Some students will have experimented with a range of makeup materials such as latex and wax in KS4 drama.</p>	<p>This unit helps students develop more sophisticated makeup designs, here they experiment with 3D effects and use a range of makeup materials. Students' makeup application skills are further developed in unit 92 Makeup for Performers and unit 97 Period Makeup for Performing Arts. The skills developed in unit 95 are also transferable to industries outside the traditional performing arts area. Many organisations involved in first aid, emergency planning and safety training require realistic scenarios for their training activities – as an example, the emergency services frequently stage disaster simulations to enable their teams to train realistically.</p>