



**Drama Department**  
**Level 1 / 2 BTEC Tech Award Performing Arts**

**Component 1: Exploring the Performing Arts**

**Purpose of Unit:**

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

**Key Learning/Knowledge:**

To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.

In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component will give you an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.

Assignments Pearson sets the assignments for the assessment of this component. The assignment for this component consists of two tasks.

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

The assignment will take approximately 12 supervised hours to complete. The assignments will be marked by centres and moderated by

**Key Vocabulary and meanings:**

**Acting styles and genres**

**Musical theatre styles**

**Creative stylistic qualities, to**

**include:**

- o treatment of theme/issue*
- o production elements*
- o form/structure/narrative*
- o response to stimulus*
- o style/genre*
- o contextual influences*
- o collaboration with other professionals*
- o influences by other creatives, e.g. theatre makers*

**Purpose and its influence on stylistic qualities**

**Performance roles** such as: actor; dancer; singer.

**Non-performance roles** such as: choreographer; director; writer; designer.

**Responsibilities:**

- o rehearsing*
- o performing*
- o contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing*
- o refining performance material*
- o managing self and others.*

**Relevant skills such as:**

- o physical, vocal and music skills used by performers*
- o managing and directing skills used by a choreographer, artistic director, casting director or musical director*



<p>Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.</p>	<ul style="list-style-type: none"><li>o communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer</li><li>o creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter</li><li>o organisational skills used to put on a performance by a director or choreographer</li></ul>
<p><b>Key Skills:</b> Learning Outcomes: <b>A Investigate how professional performance or production work is created</b> <b>A1</b> Professional performance material, influences, creative outcomes and purpose <b>A2</b> Roles, responsibilities and skills</p> <p><b>B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance / production work.</b> <b>B1</b> Processes used in development, rehearsal and performance <b>B2</b> Production process</p>	<p><b>Processes, techniques and approaches used to create work, to include:</b></p> <ul style="list-style-type: none"><li>o responding to stimulus to generate ideas for performance/design material</li><li>o exploring and developing ideas to develop material</li><li>o discussion with performers/designers</li><li>o setting tasks for performers/designers</li><li>o sharing ideas and intentions</li><li>o teaching material to performers (if applicable)</li><li>o developing performance material/designs and outcomes</li><li>o organising and running rehearsals/production process</li><li>o refining and adjusting material to make improvements</li><li>o providing notes and/or feedback on improvements.</li></ul> <p><b>Processes such as:</b></p> <ul style="list-style-type: none"><li>o rehearsal</li><li>o production</li><li>o technical rehearsal</li><li>o dress rehearsal</li><li>o performance</li><li>o post-performance evaluation/review</li></ul>
<p><b>Links to prior knowledge/learning:</b> This is the first Component for the BTEC and allows students the opportunity to explore and research three different styles of performance and the practitioners/companies associated with them.</p>	



<b>Drama Department</b> <b>Level 1 / 2 BTEC Tech Award Performing Arts</b>	
<b>Component 2: Developing skills and techniques in the performing arts</b>	
<b>Purpose of Unit:</b> Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.	
<b>Key Learning/Knowledge:</b> Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre. In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future.	<b>Key Vocabulary and meanings:</b> <i>Health and Safety</i> <i>Behaviour and attitudes when working with others:</i> cooperation; being supportive; listening to others; punctuality; consistency; commitment; reliability; being prepared; being respectful of others' opinions and skills.  Interpreting existing performance material such as scripts and repertoire.  Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.  Responding to peer feedback, absorbing and applying feedback and corrections.  Exploring themes, ideas, styles or genres.  Interpreting performance material and repertoire as a designer  Performer reproducing existing performance material such as scripts and repertoire  Responding to direction  Use of performance or design skills to express stylistic qualities of material.  Application of performance/design skills appropriate to performance repertoire.
<b>Key Skills:</b> Learning Outcomes: <b>A Use rehearsal or production/design processes</b> <b>A1</b> Rehearsal/design process  <b>B Apply skills and techniques in performance or realisation</b> <b>B1</b> Application of skills and techniques in/for performance.  Performance skills needed by performers, including: <i>physical skills relevant to the performance discipline, e.g. actions, body language, coordination, characterisation, communication, facial expression,</i>	



<p><i>gesture, mannerism, posture, relaxation, reaction/interaction with others, trust.</i></p> <p>vocal and musical skills relevant to the performance discipline, e.g. accent, breath control, characterisation, clarity and articulation, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause</p> <p>other performance and interpretative skills relevant to the performance discipline</p> <p>Design skills needed by designers relevant to the discipline.</p> <ul style="list-style-type: none"><li>o interpreting the director's brief</li><li>o researching</li><li>o pitching ideas</li><li>o developing and shaping ideas, e.g. mood boards, producing draft sketches, making changes</li><li>o refining ideas and creating final designs appropriate to discipline, such as: – costume, set, props, masks, makeup, lighting, sound.</li></ul> <p><b>C Review own development and application of performance or design skills.</b></p> <p><b>C1</b> Review rehearsal/design process.</p> <ul style="list-style-type: none"><li>▪ Identifying strengths and areas for development.</li><li>▪ Actions and targets for improvement.</li><li>▪ Reference to professional working practices.</li><li>▪ Use of terminology appropriate to the discipline/style of performance.</li></ul> <p><b>C2</b> Review performance/outcomes.</p> <p>Review performance/outcomes</p> <ul style="list-style-type: none"><li>▪ Applying skills such as physical, vocal, musical, design and interpretative.</li><li>▪ Responding to audience feedback.</li><li>▪ Identifying strengths and areas for future development.</li><li>▪ Actions and targets for future performances.</li><li>▪ Reference to professional working practices.</li></ul>	<p>Application of interpretative skills such as expression, character, mood and atmosphere.</p> <p>Communicating meaning of repertoire.</p> <p>Review rehearsal/design processes</p> <p>Developing skills such as physical, vocal, musical, design and interpretative.</p> <p>Responding to feedback, e.g. director, choreographer, instructors, peers.</p>
<p><b><u>Links to prior knowledge/learning:</u></b></p> <p>This is the second Component for the BTEC and allows students to participate in the creation of performance through the role of a performer or a designer.</p>	



<b>Drama Department</b> <b>Level 1 / 2 BTEC Tech Award Performing Arts</b>	
<b>Component 3: Responding to a Brief</b>	
<b>Purpose of Unit:</b> Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.	
<b>Key Learning/Knowledge:</b> Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.	<b>Key Vocabulary and meanings:</b> Target audience Performance space Planning and managing resources Running time Style of work Vocal skills Physical skills Design skills Interpretative skills: showing time and place, presenting a character, creating humour or emotion. Energy Focus Concentration Commitment. Research skills Interpretative skills Collaborative skills (with performers/other designers) Ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes.
<b>Key Skills:</b> Assessment Objectives: <b>AO1 Understand how to respond to a brief</b> <b>A1</b> Understand how to respond to a brief through discussion and practical exploration activities <b>AO2 Select and develop skills and techniques in response to a brief</b> <b>B1</b> Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief <b>AO3 Apply skills and techniques in a workshop performance in response to a brief</b> <b>C1</b> Skills and techniques <b>C2</b> Working effectively with others	



**C3** Communicating ideas through performance

**AO4 Evaluate the development process and outcome in response to a brief**

**D1** Reflect on the process

**D2** Reflect on the outcome

**Links to prior knowledge/learning:**

This is the third and final Component for the BTEC. Students will use styles of theatre taught in Component 1 and Skills developed in Component 2 to create a new piece of work in line with the exam paper provided by Pearson.