

# YEAR 12 | BTEC PERFORMING ARTS

## 'Becoming a performer'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the performing arts industry and develop students into well rounded performers with a broad understanding of industry practitioners:**

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The Pearson BTEC Level 3 National Certificate in Performing Arts gives an engaging and stimulating introduction to study of the sector. It is intended as an Applied General qualification for post-16 learners with

an interest in performing arts who wish to continue their education through applied learning. It aims to equip learners with transferable knowledge and skills for progression to higher education. The qualification is equivalent in size to 1 A Level and forms part of a study programme alongside other vocational and/or academic qualifications. In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the Investigating Practitioners' Work unit.

## HALF TERM 1 UNIT 1 INVESTIGATE PRACTITIONERS WORK

### All students will know:

In this unit, students will develop skills that allow them to investigate the work of influential performing arts practitioners. They will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.

Investigation of contextual factors for the work of these practitioners, as with all practitioners, should include actual productions of their work and not just focus on the practitioners' theory and techniques in isolation. For the purposes of this unit, a practitioner is defined as an individual or a company with international recognition and an established reputation and presence.

### All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

### Key vocabulary:

Practitioner, contextual factors, performer, dancer, actor, libretto, score, dialogue.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links are made with the English department when exploring and analysing texts. There are also links with humanities as students are required to explore the cultural and historical context of plays and practitioners.

## ENRICHMENT OPPORTUNITIES

Trips to local universities offering related HE courses.  
Trips to theatres to watch live performances and visits from professional actors/dancers.

### HALF TERM 2 INVESTIGATE PRACTITIONERS WORK

#### All students will know:

- » How contextual factors influence the creative intentions and themes of performing arts practitioners.
- » Learners should consider all of the contextual factors and focus on to what extent and how they may have influenced, impacted on or been portrayed within the work.
- » Students will know how performance styles and methods that characterise practitioner work are used to create and communicate meaning and style.

#### All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

#### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

#### Key vocabulary:

Pace, dynamics, timing, musicality, voice, movement, gesture, character, spatial awareness.

### HALF TERM 3 UNIT 1 INVESTIGATE PRACTITIONERS WORK

#### All students will know:

- » How to present conclusions and independent judgements through effective investigation.
- » Students will summarise key information to support independent judgements and consider validity of material collected, analyse selected material, consider alternative viewpoints, refer to contextual influences in the material selected, make connections and links between theme(s), creative intentions, influences in the materials selected and consider genre and style.

#### All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

#### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

#### Key vocabulary:

Choreography, score/music content, genre, style, set, staging and special effects costume, hair and makeup mask.

### HALF TERM 4 UNIT 19 ACTING STYLES

#### All students will know:

Key features of three different acting styles and the work of relevant practitioners associated with each style.

The investigation should include primary exploration in workshops and practical classes as well as secondary research activities.

Students will keep a record of the activities undertaken and sources used in a research noteBook.

Having completed the investigation, students should then create a detailed account that.

- » Evaluates examples of vocal and physical work related to the three chosen acting styles comparing and contrasting the key features of each style.
- » Makes detailed reference to a specific practitioner's work from each of the three selected styles, including working methods and reference to specific productions.
- » Evaluates the demands and requirements that each acting style places on the modern actor.

#### All students will be assessed:

- » Research noteBook. This should note the activities undertaken and sources used.
- » Report on the key features of three chosen acting styles referencing contrasting examples of practitioners and practice.

#### Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

#### Key vocabulary:

Voice, Warm-up, Verbatim, Naturalism, Realism, Classic, Epic theatre.

Trips to local universities offering related HE courses.  
Trips to theatres to watch live performances and visits from professional actors/dancers.

## HALF TERM 5 UNIT 19 ACTING STYLES

### All students will know:

#### Developmental Classes and Workshops:

Students will take part in a series of teacher-led classes and workshops in which they will explore and develop vocal, physical and interpretive acting skills related to a chosen acting style and practitioner.

#### Rehearsals:

Once techniques have been developed Students will apply them to a selected piece of repertoire that is indicative of the style of the practitioner explored in developmental classes and workshops.

#### Students will need to show evidence of the following:

- » work with a high level of professionalism and commitment.
- » demonstrate self discipline and effective personal management skills.
- » respond appropriately and effectively to feedback and direction from the director and your peers in order to self-manage your own development.
- » select, develop and apply appropriate acting techniques to interpret and realise a character for performance.
- » work effectively as a member of a company, showing sensitivity to others and adhering to safe working practices.
- » undertake research and exploration to inform and develop your role and the acting style employed in the performance. **ll students will be assessed:**
- » Videos of milestone workshops and rehearsals.
- » Teacher observation records of milestone workshops and rehearsals.
- » Unit log/blog including reflective notes taken in relation to workshops, rehearsals and individual research.
- » Video of the final performance.

#### Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

#### Key vocabulary:

Rehearse, technical ability, project, interpretation, spacial awareness, score, dialogue, duologue, ensemble, time management.

## HALF TERM 6 UNIT 19 ACTING STYLES

### All students will know:

Students will track their progress during the assignment through an ongoing review of the rehearsal and character development process, by annotating their log/blog and collating recordings of your participation in workshops and rehearsals.

They should also review the success of their final performance.

#### The log/blog will include:

- » an evaluation of their strengths and areas of improvement including targets to support their own progress and professional development.
- » examples of specific activities undertaken in classes and workshops used to develop their acting skills and understanding of acting styles and the practice of the selected practitioner(s).
- » an evaluation of the selection and application of appropriate acting skills and techniques used during rehearsals and performance.
- » an evaluation of the final performance including reference to audience reaction.

#### All students will be assessed:

- » Unit log/blog including annotations and links to recordings of practical work.

#### Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

#### Key vocabulary:

Rehearse, Feedback, Critical analysis, Respond.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch live theatre and attend concerts, theatre and performances within a



# YEAR 13 | BTEC PERFORMING ARTS

## 'Becoming a performer'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the performing arts industry and develop students into well rounded performers with a broad understanding of industry practitioners:**

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The Pearson BTEC Level 3 National Certificate in Performing Arts gives an engaging and stimulating introduction to study of the sector. It is intended as an Applied General qualification for post-16 learners with

an interest in performing arts who wish to continue their education through applied learning. It aims to equip learners with transferable knowledge and skills for progression to higher education. The qualification is equivalent in size to 1 A Level and forms part of a study programme alongside other vocational and/or academic qualifications. In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the Investigating Practitioners' Work unit.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links are made with the English department when exploring and analysing texts.

There are also links with humanities as students are required to explore the cultural and historical context of plays and practitioners.

## HALF TERM 1 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

### All students will know:

Students will carry out research and investigation into the key features of the role and work of the performer, through a range of methods including theatre visits, websites and prospectus for training establishments, as well as considering your own experiences in practical training and activities.

Students will conduct a case-study of a performer you admire, with biographical research and interviews to examine career trends, working and lifestyle factors.

Students will carry out research and investigation into the key features of the role and work of the performer, through a range of methods including theatre visits, websites and prospectus for training establishments, as well as considering their own experiences in practical training and activities.

### All students will be assessed:

- » Research notes citing all sources used.
- » Presentation using a range of methods, for example, slides, videos, audio files.
- » Written submission in the form of web-based materials or a Blog or hard-copy materials.

### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

### Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

## ENRICHMENT OPPORTUNITIES

Trips to local universities offering related HE courses. Trips to theatres to watch live performances and visits from professional actors/dancers.

### HALF TERM 2 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

#### All students will know:

Students will participate in regular practical training activities, workshops and rehearsals under the direction of your tutors and occasional masterclasses held by guest practitioners.

#### When developing and rehearsing performance material, students will:

- » analyse the performance material (style and genre, social and historical background, theme and artistic intention of the playwright/choreographer).
- » take part in practical exercises to develop your understanding and interpretation of your role.
- » respond to direction/choreography.
- » learn and consolidate your performance skills (e.g. through rehearsal, line learning, learning moves/choreography and stage directions, etc.).

#### All students will be assessed:

Ongoing Process Journal will include reflective detail in which students regularly review and evaluate their development of skills and techniques.

#### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

#### Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

### HALF TERM 3 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

#### All students will know:

Students will apply the relevant performance skills and present their interpretation of a role in a performance of a selected work to an invited audience.

As a result of thorough exploration and rehearsal, the performance should clearly communicate the style and meaning of the performance with confidence and effective application of the relevant performance skills. Students should aim to perform with focus, expression and imagination.

#### All students will be assessed:

- » Video recordings of:
  - milestone practical sessions.
  - milestone rehearsals.
  - rehearsed performance to invited audiences.
- » Process Journal: Research and preparation/rehearsal notes/logs (this may be a blog and/or video diary).
- » Tutor observation records.

#### Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

#### Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

### HALF TERM 4 UNIT 3 GROUP PERFORMANCE WORKSHOP

#### All students will know:

Students will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, students will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills. Students will share responsibility for creative decisions regarding the nature and direction of the intended performance, and their individual contribution will reflect their own skills through the group's interests and ideas. Students will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating their own contribution to the process and the product. To complete the assessment tasks within this unit, students will need to draw on your learning from across your programme.

#### All students will be assessed:

- » Digital process log.
- » Digital video recording of the group performance workshop to an audience.

#### Reading skills needed for this unit:

- » Reading and understanding research from different sources.

#### Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements.

## HALF TERM 5 UNIT 3 GROUP PERFORMANCE WORKSHOP

### All students will know:

Students' performance pieces need to be between 10 to 20 minutes long depending on the performance discipline and/or the number of performers in the group.

**Students must demonstrate their personal contributions to the artistic decisions made within the group context in response to:**

- » interpretation of the stimulus and planning.
- » development and realisation of creative ideas.
- » review and reflection of the performance workshop.

### All students will be assessed:

- » External assessment - marked by Pearson.
- » Digital process log.
- » Digital video recording of the group performance workshop to an audience. [Reading skills needed for this unit:](#)

Reading and understanding research from different sources.

### Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Encourage students to watch a variety of different performances in different contexts.
- » Students should be encouraged to access performances via the local library along with attending live performances where possible.
- » Students can also access blogs and vlogs that are closely linked to theatre and performance.

## HALF TERM 6 UNIT 3 GROUP PERFORMANCE WORKSHOP

### All students will know:

Students must participate in practical activities to shape and develop the material, experimenting with form and style and applying performance skills to communicate your group's creative intention.

**During this process you will need to consider the:**

- » duration of the piece (10 to 20 minutes).
- » performance skills of the group.
- » performance form and structure.

**Students will be assessed on your:**

- » use of exploratory techniques to develop performance material.
- » ideas for the form and content of the performance material selection and development of performance skills.
- » application of personal management and collaborative skills. Reflect their own skills through the group's interests and ideas. Students will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating their own contribution to the process and the product. To complete the assessment tasks within this unit, students will need to draw on your learning from across your programme.

### All students will be assessed:

- » External assessment - marked by Pearson.
- » Digital process log.
- » Digital video recording of the group performance workshop to an audience. [Reading skills needed for this unit:](#)

Reading and understanding research from different sources.

### Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements