



Key information about the topic

This half term you will be working on 'Audition pieces' from a range of different styles from EITHER the dance, musical theatre OR drama discipline, depending on which one you choose. You will be developing both solo and group work and will need to find key skills that need to be developed and work on these in class, in workshop activities and in your own time at home according to skill trackers and planners. The aim of this work is to develop 2 or 3 specific chosen performance skills in your discipline.

DANCE

You will look at dance pieces, in a set performance style. You will be taught choreography from well-known pieces of repertoire and will need to be able to reproduce these to the best of your ability. You will identify key dance skills and techniques that you struggle with and create a plan to develop these areas. You will take part in workshops and lessons led by dance specialists to focus on these areas as well as to develop overall choreographic understanding.

DRAMA

You will look at drama performance pieces from the same style. You will be looking at well-known pieces of repertoire and will need to be able to interpret these to the best of your ability. You will identify key drama skills and techniques that you struggle with and create a plan to develop these areas. You will take part in workshops and lessons led by drama specialists to focus on these areas as well as to develop overall theatre understanding.

Thinking Questions

- Do I know what the teacher wants me to do?
- Do I know how to get the best marks possible?
- How do I find more information?
- Have I communicated everything I wanted to?
- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

Evidence required

You will need to create a lesson, make notes, take pictures, complete homework, maintain working logs..

Key words

Pitch / Pace /
Pause / Accent /
inflection / volume
/ emphasis /
articulation /
projection / Facial
expressions / body
language / gait /
posture / gestures
/ Repetition /
Climax / Contrast /
Unison / Canon /
Motif / research /
improvisation /
structure / patterns
/ levels / directions
/ spatial design /
strength / flexibility
/ Lead and follow /
mirroring / action
and reaction /
contact / formation
/ complement and
contrast /
counterpoint

Notes from the Mark Scheme

You are being marked on your ability to - Select and develop skills and techniques / Apply skills and techniques in a workshops
To reach the highest grades you need to - Demonstrate disciplined and organised development of skills and techniques for performance during workshops and rehearsal / Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.

COMPONENT 2 BTEC TECH PERFORMING ARTS (ACTING)

Learning Aim A - To develop skills and techniques for performance

Skills workshops that will teach techniques needed to explore and create short extracts of a play.

Learning Aim B - To apply skills and techniques in rehearsal and performance

Learn 5-15 minutes of script from Too much punch for Judy and perform to an audience.

Learning Aim C – To review own development and performance

Provide a logbook which evidences your progress from first workshops through to performance of script. This will include strengths, targets and reviews.

Evidence needed: teacher observations, recordings of workshops, peer observations, target setting, logbooks.

Mark Wheeler

Mark Wheeler is a writer and part time Executive Director of Arts at the Oasis Academy Lord's Hill and director of the Oasis Youth Theatre. Although his name is not well-known outside of schools and colleges, he is one of the most-performed playwrights in Britain. He is a champion of young people's work and theatre in education more broadly

Influences:

- working class society
- Theatre in education
- Understanding plays

Too much punch for Judy:

The play is written in a Verbatim style and focusses on the Poulton sisters, Jo and Judy. After a night of heavy drinking, the girls argue over who will drive home, with fatal consequences. The play was constructed through interviews with the real life characters, meaning that some of the lines are the real words of those involved in the tragedy.

Skills workshops to include:

Vocal skills, Physical skills, Improvisational skills, Freeze frames, Thought tracking, Hot seating, Multi-role playing, Rhythm-Pace-Tempo, Stylised car crashes, Movement and Gesture, emotion memory, line learning, physical theatre

Key vocabulary

Naturalism – a style of performance where actors and designers try to create the illusion that what is happening on stage is 'reality'

Verbatim – a form of documented theatre in which plays are constructed from the precise words spoken by people interviewed about a particular event or topic

Levels - the height you perform a movement – low, medium or high.

Proxemics - distance between characters to show a relationship

Characterisation - creating a character through your movement and dynamic choices

Stereotype-

Use of voice – adapting your voice to suit a character requirement. Volume, tone, pitch pace, intonation

Freeze Frame - a silent and motionless depiction of a scene created by actors (plural)

Hot seating – an in-depth questioning of a character

Thought tracking – internal thoughts of a character spoken aloud

Physical Theatre– Physical theatre shows that you don't have to use words to express ideas. It uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues

Multi-role playing – an actor plays multiple characters

Rehearsal – a practice of the play

Blocking – deciding where an actor should stand during a scene

BTEC DANCE – Knowledge Organiser

Component 2 – Developing Skills and Techniques in the Performing Arts



Key Technical/Physical Skills

These need to be improved and mastered in performance.

Posture	To hold the correct stance when sitting or standing: Shoulders back, chin level, stomachs pulled in engaging core.
Alignment	Correct placement of joints: Skeleton lined up from head to toe e.g. Knees bent over toes, allow back to have natural curve, not forced.
Extension	To straighten a part of your body.
Co-ordination	The ability to move two or more body parts under control, smoothly and efficiently.
Spatial Awareness	Knowing where the body parts are in space in relation to the rest of the body. Being aware of others in performance.
Balance	Being stable whilst being still and during movement. Using core to manage weight placement.
Strength	Muscular Power.
Flexibility	The range of movement around a joint.
Control	The ability to start and stop movement, change direction and hold a shape efficiently.
Movement Memory	To remember a sequence of movements accurately as they are taught.

Checklist of tasks to be completed by December:

- ☐ Stretched at home and improved flexibility.
- ☐ 5 Exercises learnt and rehearsed.
- ☐ Routine learnt.
- ☐ Log book completed.

Key Expressive/Interpretive Skills

These need to be improved and mastered in performance.

Facial Expression	Used during a performance to portray the emotions in a dance; e.g. smile, frown, shocked, sad, happy etc
Use of Focus	Using the eyes to enhance the performance, the eyeline of a dancer.
Emphasis	Involves knowing what aspect of energy, space and time to accent different movements.
Musicality	A sense of rhythm and musical structure in a dancer's movements.
Projection	Involves energy in the bodies movements to give a quality of life to the movement.
Dynamics	How you perform a movement: fast slow, heavy, light.
Sense of Style	Incorporating your own style into a performance.

Interventions you can put in place to improve your Performance quality:

- Stretching to improve flexibility.
- Scaffolding when learning movement material – break it down step by step and recap before moving on.
- Rehearsal – check accuracy using videos.
- Use of mirrors.
- Using video recording to self-assess.
- Using another person to provide peer feedback.
- Use your targets to give your rehearsal a clear focus.

Checklist of tasks to be completed in Autumn Term:

- ☐ Film 5 exercises in small groups.
- ☐ Refine and perform Set work.
- ☐ Complete Component 2 log book.
- ☐ Complete evaluative essay.

Links to piece and music:



Key information about the topic

This half term you will be carrying on with work on 'Audition pieces' from a range of different styles from EITHER the dance OR drama discipline, depending on which one you choose. However, now you will be focused on analysing progress and written evaluation of your skills. You will need to develop comprehensive action plans, create milestone evaluations and maintain a 'logbook' which reviews your progress in your chosen discipline on a fortnightly basis.

DANCE

You will still look at different dance styles. Alongside this learning you will need to maintain a logbook which looks at your progress and analyses how effectively you are developing your key skills. You will need to incorporate a range of key terminology and ensure good SPaG and presentation throughout as this is being submitted as your coursework and is worth 30% of your level 2 BTEC qualification.

DRAMA

You will still look at different dance styles. Alongside this learning you will need to maintain a logbook which looks at your progress and analyses how effectively you are developing your key skills. You will need to incorporate a range of key terminology and ensure good SPaG and presentation throughout as this is being submitted as your coursework and is worth 30% of your level 2 BTEC qualification.

Thinking Questions

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- Do I know how to get the best marks possible?
- How do I find more information?
- Have I communicated everything I wanted to?
- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

Evidence required

You will need to create a lesson, make notes, take pictures, complete homework, maintain working logs..

Key words

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/ spatial design /
strength / flexibility
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Notes from the Mark Scheme

You are being marked on your ability to - Review own development and performance
To reach the highest grades you need to - Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.



Key information about the topic

This half term will be looking at how we devise work to meet the needs of a brief. Your 'EXAM' this year is based on creating performance work that meets certain set requirements such as a theme, an audience and a purpose. All the exam elements focus on your ability to create work that meets the aims and needs laid out in the brief and so you need to know how to read these, break down key elements, and then develop work that keeps these aims and needs at the forefront.

Brief examples

You have been commissioned by a national charity that supports disadvantaged children and young people. You have been asked to contribute, as performers, to a new fundraising campaign. This campaign will include performance work that will explore ways to improve the lives of disadvantaged children and young people across the country. The charity has set the stimulus for the performance as: 'Blank canvas'

You have been commissioned by your local Primary Care Trust (PCT) to contribute to a new performing arts health education project. This project aims to explore health education messages to improve the health and well-being of people living in your area. They have set the stimulus for the performance as: 'Too good to be true'

You have been asked by your local council to contribute to the opening of the new Community Centre. As this is a new centre they have set the stimulus for the performance as: 'Time changes everything.'

Notes from the Mark Scheme

You are being marked on your ability to - Understand how to respond to a brief. Select and develop skills and techniques in response to a brief. Apply skills and techniques in a workshop performance in response to a brief. Evaluate the development process and outcome in response to a brief

To reach the highest grades you need to – Demonstrates effective exploration of ideas and use of influences in response to the brief. Makes secure connections between the selected skills and techniques and the brief. Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief.

Thinking Questions

- Do I know what the teacher wants me to do?
- Do I know how to get the best marks possible?
- How do I find more information?
- Have I communicated everything I wanted to?
- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

Evidence required

You will need to make notes, take videos, complete homeworks, write essay answers.

Key words

practitioner / genre / style
/ characterisation / chorus / dynamic / exploration
/ technique
/ intensity / tempo / purpose / motif
/ unison / canon / movement memory / precision / isolation / mirroring / phrase / gesture / rhythm
/ speed / direction / travelling / theme / timing / instrumental
/ level / direction / stillness / elevation / facial expressions / body language / proxemics / staging
/ stimulus / practitioner / vocal skill / pitch / pace
/ pause / volume / projection / genre / style / atmosphere / blocking / characterisation / chorus / dynamic
/ dialogue / emphasis

Ideas Log

ACTIVITY 1: IDEAS LOG WHAT WILL I BE MARKED ON?

The focus of Activity 1, should be the interpretation of the brief and not describe the narrative of the piece.

- Learners should explain how their ideas were informed by the practitioners they have learnt about, for example in component 1.
- Learners will be assessed on their individual contribution to the interpretation of the brief, exploration and development of ideas and planning.

ACTIVITY 1: IDEAS LOG

Complete the ideas log to capture your contribution to the development of ideas in response to the brief.

You must complete the log template, providing information on the following:

- the concept and style of performance
- your selection of target audience
- the resources needed (during development and performance) for the exploration and development of ideas
- how the ideas meet the requirements of the brief
- how the work of practitioners has influenced your ideas
- ideas you have contributed
- how you explored ideas.

You will be assessed on your individual contribution to the interpretation of the brief, exploration and development of ideas and planning. 800 words

Skills Log

HAVE A GO AT WRITING YOUR OWN! SKILLS LOG

SECTION ONE:

WHAT IS MY ROLE WITHIN THE GROUP? AM I ALSO DIRECTING? LEADING? CREATING MOVEMENT SEQUENCES? MAKING COSTUMES?

SECTION TWO:

WHICH SKILLS HAVE I SELECTED TO FOCUS ON? WHICH EXERCISES HAVE I USED TO IMPROVE THOSE SKILLS?

SECTION THREE:

WHICH TECHNIQUES HAVE OUR GROUP USED? WHY DID I CHOOSE THEM?

BRECHT – GESTUS, DIRECT ADDRESS, PLACARDS, MULTI ROLING
FRANTIC ASSEMBLY- LIFTS, CHAIR DUETS

SECTION FOUR: MY CONTRIBUTION TO THE REHEARSAL AND DEVELOPMENT PROCESS

WHAT DID I ADD TO THE GROUP? HOW DID WE FURTHER DEVELOP AN IDEAS?

WHAT DID YOU ADD? WHICH IDEAS WERE YOURS?
HOW HAVE YOU FED BACK TO YOUR GROUP?
WHICH LEADERSHIP SKILLS HAVE YOU USED?

SECTION FIVE:

HOW DO YOUR IDEAS LINK TO THE BRIEF?

WHICH SKILLS LINK WITH THE ORIGINAL STIMULUS?
WHAT SKILLS DO YOU NEED TO HAVE FOR THEATRE IN EDUCATION?

ACTIVITY 2: SKILLS LOG

You should work as part of your performance group to develop skills relating to the performance/pitch.

You should prepare notes to support the completion of Activity 2.

Complete the skills log template, providing information on the following:

- Your role in the group
- The skills and techniques you selected
- How your skills meet the requirements of the brief
- How you developed your skills and techniques
- Your individual contribution to the rehearsal/development process
- How the work of practitioners has influenced your development of skills and techniques. You will be assessed on your selection and development of skills, contribution to the rehearsal/development process and use of the influence of practitioners.

ACTIVITY 2: SKILLS LOG WHAT WILL I BE MARKED ON?

Learners should explain how they developed the skills they have selected to use, for example explaining specific techniques they use to improve vocal projection, movement and characterisation.

- Learners should explain how their skills and techniques were influenced by the practitioners they have learnt about, for example in component 1 or 2.

- Learners will be assessed on their selection and development of skills, contribution to the rehearsal process and use of the influence of others.

Evaluation

SECTION 1. how the outcome met the requirements of the brief

Did your performance meet the aims and intention of your piece? Do you feel you met the requirements of the brief? Did you clearly communicate the theme or quote? Do you feel your piece communicated your aim to the target audience?

SECTION 2. the development process as an individual and as a group

you should summarise YOUR individual contribution of the overall process of devising the piece. What was your main responsibility? How did you lead the group? You should also evaluate how effectively you group worked together to develop the performance.

SECTION 3 the performance/design outcome

Evaluate the quality of the whole performance. Write about YOUR characterisation and how effectively YOU created a role or roles. Evaluate YOUR use of performance skills: voice, movement, space, communication with other performers and/or the audience. Include how well your group communicated together on stage in the final performance.

SECTION 4. the key strengths of your work

Identify what went well. How do you know it went well? Include audience feedback here.

SECTION 5. Areas for further development.

Identify what could have been improved and what could you do to achieve this? Include comments from audience feedback.



Key information about the topic

This half term will be looking at how to write LOGS and EVALUATIONS. Your exam this year is based on creating performance work that meets a brief. But 42 of the 60 marks are on the written elements of the IDEAS LOG, SKILLS LOG and EVALUATION. We will therefore be looking at how to structure these, develop ideas, make good notes for the timed write ups, include key terminology and ultimately get the best possible marks in these key areas.

What does the examiner like?

IDEAS LOG - The stronger responses had been written after some initial exploration had taken place, but early enough in the development process where ideas were fresh in learners minds. Learners could therefore articulate the ideas they had explored and justify the selection of ideas, in line with their interpretation of the given brief. In more successful responses, learners gave clear descriptions and explanations about how their work/ideas were influenced by relevant practitioners. Where responses cited professional practitioners as an influence and then were able to link the practical development to this influence, it showed a greater depth of understanding.

SKILLS LOG - Good Skills Logs highlighted techniques and skills used within the performance and how individuals and groups had developed these skills within rehearsal, discussing why they were used and how they related to their ideas and to the brief. Better responses went into more detail regarding a learner's own skills and how their own skills impacted upon their performance. Learners identified very specific vocal and/or physical skills using technical vocabulary and described how they improved them or applied them to the work to further the artistic aims of the piece and communicate issues linked to the brief. They also explained how they independently developed their own skills and monitored improvement.

EVALUATION - In better responses, learners gave more detailed insight into the strengths and weaknesses of themselves as individual performers but also to the work as a whole. Importantly, they went on to discuss what they would improve in the future and how they would change things. Reflection on the success of the response to the brief was a through-line in stronger responses.

Notes from the Mark Scheme

You are being marked on your ability to - Evaluate the development process and outcome in response to a brief.

To reach the highest grades you need to show - Assured evaluation of individual contribution to ideas, development and outcome. Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. Provides perceptive ideas relating to strengths for further development.

Thinking Questions

- Do I know what the teacher wants me to do?
- Do I know how to get the best marks possible?
- How do I find more information?
- Have I communicated everything I wanted to?
- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

Evidence required

You will need to make notes, write logs and an evaluations.

Key words

practitioner / genre / style
/ characterisation / chorus / dynamic / exploration / technique
/ intensity / tempo / purpose / motif / unison / canon / movement memory / precision / isolation / mirroring / phrase / gesture / rhythm / speed / direction / travelling / theme / timing / instrumental / level / direction / stillness / elevation / facial expressions / body language / proxemics / staging / stimulus / practitioner / vocal skill / pitch / pace / pause / volume / projection / genre / style / atmosphere / blocking / characterisation / chorus / dynamic / dialogue / emphasis



Key information about the topic

This half term is you BTEC Tech Performing Arts EXAM!

You will have 8 hours to create your performance work to meet the needs of the brief. You will then have 1 hour to write your SKILLS LOG (up to 600 words, you can take in notes), 1 hour to write your IDEAS LOG (up to 600 words, you can take in notes), PERFORM your piece / presentation and have it filmed, and finally have 1 hour to write your EVALUATION (up to 600 words, you can take in notes).

Component 3

Developing ideas in response to a brief • Discuss key requirements and parameters for the workshop performance • Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus • The development of ideas for the work • Work effectively as a member of the group

Selecting and developing skills and techniques in response to a brief • Skills and techniques of the individual performer e.g. vocal, physical. • Skills and techniques of the performers as a group. • Skills and techniques of the designer. • The style and/or genre of the work. • The influence of selected practitioners. • Appropriate skills for the target audience. • Take part in skills development classes or workshops. • Take part in the rehearsal process, including individual preparation and group rehearsals.

Contributing to a workshop performance • Performance skill use • If performing, demonstrate and sustain performance • Communicating effectively with other performers • Taking part in final group preparations • If designing, ensuring that the realised designs are appropriate for the workshop performance and performers. • Take part in/contribute towards a performance for an audience. • Communicate ideas and intentions effectively to an audience. • If designing: present ideas to an audience

Evaluating the development process and workshop performance outcome • Contribution to initial ideas and exploring activities. • Contribution to the development process. • Skills and techniques used. • Contribution to the workshop performance outcome.

Thinking Questions

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- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

Evidence required

You will need to make notes, write logs and an evaluation and rehearse and perform a piece.

Key words

practitioner / genre / style
/ characterisation / chorus / dynamic / exploration
/ technique
/ intensity / tempo / purpose / motif
/ unison / canon / movement memory / precision / isolation / mirroring / phrase / gesture / rhythm
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Notes from the Mark Scheme

You are being marked on your ability to - Understand how to respond to a brief. Select and develop skills and techniques in response to a brief. Apply skills and techniques in a workshop performance in response to a brief. Evaluate the development process and outcome in response to a brief.

To reach the highest grades you need to use the Component 3 booklet that Mrs H has given you and look at the skills and techniques needed, the mark schemes, previous examiners reports and notes on 'how to do well'.