



Key information about the topic

This half term will STILL focus on Component 1 which is 30% of the overall BTEC course and is a key piece of coursework. In this coursework piece you will be analysing 3 pieces of professional repertoire from a range of different styles and disciplines. You will need to practically explore these, research them, watch them and write about your personal responses to and findings from these 3 texts. You will be marked on the task below as part of this coursework.

Component 1 – Task 2

Presentation or promotional material

You must now present your findings in either a presentation to the festival audience or in promotional material such as programme notes or a blog.

You need to make sure you include the following information:

- Explanations of how the different practitioners approach creating professional work(s).
- An explanation of the rehearsal process, using examples from your experience in classes and workshops.
- An explanation of the skills needed to perform in the styles of dance/theatre/musical theatre explored.
- Explain how effective the different practitioners' processes, skills and approaches are in creating professional work.

To support your explanations, you should include extracts from live performance, practical demonstrations, recorded workshops/rehearsals, images, and anything that will help illustrate how performance material is made. Make sure your work is presented to a high standard and that you use subject specific language accurately.

Notes from the Mark Scheme

You are being marked on your ability to - Explore the interrelationships between constituent features of existing performance material.
To reach the highest grades you need to - Select and analyse considered examples of existing repertoire, demonstrating the interrelationship of processes, techniques and approaches used in performance work. Consistently demonstrate competent practical appreciation and understanding of processes, techniques and approaches, as performers and/or designers. Communicate findings effectively, demonstrating comprehensive 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 make notes, take videos, complete homeworks, write essay answers.

Key words

Analyse / compare / contrast / demonstrate / evaluate / research / effective / benefit / impact / adequate / acceptable / inferior / substandard / deficient / open / closed / naturalistic / non-naturalistic / energetic / refined / physicality / levels / tempo / mood / atmosphere / facial expressions / 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

TASK 1

Compile a bank of research materials for each of the 3 pieces of repertoire. These should be a mix of pictures, songs, poems and other materials. They should be pieces which help you understand, you could quote or help develop an understanding of style / practitioners / performance origin / etc. You should have at least 10 for each.

TASK 2

Draw and annotate the set design for ONE key moment in each of the 3 professional repertoire performances. You must ensure that the drawing is in full colour, detailed and realistic. Your annotations must explain why you have picked this moment, the set, it's position, its condition and why you think the designer / director has chosen it.

TASK 3

Create a 'Knowledge Organiser' for the 3 directors / practitioners / styles that your pieces of repertoire are using. These should aim to cover all of the key information.

TASK 4

Create a YouTube style video which summarises your findings for Task 2. Try to make it informal and engaging. How could you get people engaged?

TASK 5

Take home every single piece of work that you are about to submit for Component 1 coursework. Proof read everything to check your SPaG, add in key terms where possible, ensure that your meaning is clear at all times and that you explain and analyse your points with reference to key examples Look at feedback comments from the teacher, your peers or from self-evaluation and make sure that you action all of these.

TASK 6

The teacher will set another task here that is individual to you and your needs based on your work this half term.

EXTRA WORK

If you want extra work to push yourself further -

Expand your knowledge and understanding! – useful websites/podcasts/videos etc...

One Stop-Shop – www.essentialdrama.com – featuring interviews and links to important practitioners, companies, styles, etc.

BBC Bitesize -

<https://www.bbc.com/bitesize/subjects/zbckjxs> -

covers everything from creating to evaluating, and lots of handy videos.

Techniques, Practitioners, Video Links -

<https://www.bgspanperformingarts.com/drama.html>

Frantic Assembly –

<https://www.youtube.com/user/franticassembly>

National Theatre -

<https://www.youtube.com/user/ntdiscovertheatre>