

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.

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'.

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 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 / 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

TASK 1

Create a mind map that looks at a minimum of 10 different ideas, themes, images, people, which link to your set brief and stimulus. You should annotate these with what makes each idea good and possible issues with each idea.

TASK 2

Create a list of key performance and creation skills that you *could* use in your performance and rehearsal process. These should cover drama, dance, singing, physical theatre, vocal skills, LORIC skills, etc. These should be clear and you should have a minimum of 30 different skills to discuss. Make sure each one has a definition beside it.

TASK 3

To get high marks, in rehearsals you should show energy, focus, concentration and commitment in every lesson. You need to show vocal skills, physical skills and interpretative skills in performance. Communicate well with others during the rehearsal and performance process. Take part in all discussions and activities. Write a 500 word evaluation on your ability to meet these criteria so far in lessons. Set yourself targets for the future lessons and be clear on your SWI.

TASK 4

Write up in neat, each of the notes pages you will be taking in for your C3 'exam' using the peer and teacher feedback notes. Remember that you cannot use full sentences, you should include key terms, points you wish to discuss, anything you need to do to meet your target grade and be precise.

TASK 5

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 -

Look back at mock work, coursework, homework and past lesson feedback. Write a list of your common strengths and areas for improvement. You can use these to support your notes and to find areas that you need to focus on in this, your FINAL piece of performing arts work!