



YEAR: 12 and 13

SUBJECT: BTEC Level 3 in Performing Arts

HEAD OF DEPARTMENT: Mrs Curtis

GROUPING POLICY: Mixed Ability Groups

EXAM BOARD: Pearson

SPECIFICATION:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

CURRICULUM INTENT:

Learners investigate the work of performing arts practitioners to develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. We have Digital Theatre Plus and National Theatre Online as fantastic resources for the department that allows our students to watch, analyse, discuss and evaluate live theatre for Unit 1 and also support delivery of the other Units.

IMPLEMENTATION OF CONTENT:

Year 12: BTEC Level 3 National Certificate in Performing Arts

Unit 1: Investigating Practitioners' Work (Mandatory – External Exam)

Learners investigate the work of performing arts practitioners and styles, including Frantic Assembly and Verbatim theatre, and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

Unit 2: Developing Skills and Techniques for Live Performance (Mandatory – Internal Exam)

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. These include Physical Theatre and documentary style theatre.

Year 13: BTEC Level 3 National Extended Certificate in Performing Arts

Unit 3: Group Performance Workshop (Mandatory – External Exam)

Students work in small groups to create an original performance piece in response to a stimulus provided in the external assignment brief.

Unit 19: Acting Styles (Optional – Internal Exam)

The focus of this unit is to develop learners' acting skills. It gives them the opportunity to take part in workshops, exploring the acting techniques and practices of at least three theatre practitioners and / or theatre companies. These include; Shakespeare, Brechtian/Epic theatre and Verbatim theatre. They also research and analyse the key features of each acting style. They can then use some of the skills they have acquired in the rehearsal and performance of their own practical work.

What will homework look like?

Homework tasks will frequently take the form of learning lines, gathering props and designing sound and lighting for a practical assessment as well as research tasks that help support the work that students do in class for their set texts, theatre practitioners, writing up class workshops, evaluating their work and extended written assignments.

What enrichment opportunities are available?

- Students will perform to their family and the public;
- Gold Arts Award;
- LAMDA – London Academy of Music and Dramatic Art acting examinations;
- Students will have the opportunity to work with ‘The Everyman Theatre’ practitioners and outside Theatre Companies and performers as well as The University of Gloucester;
- Competitions;
- Support will be given for Post 16 auditions / auditions for local theatre Companies;
- Trips to the theatre.

ASSESSMENT:

How will my child’s work be assessed?

The assessment criteria for each unit is carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.

- Units 1 and 3 are externally assessed and Units 2 and 4 are internally assessed;
- All assessments for the BTEC is criterion referenced, based on the achievement of specified learning outcomes;
- A summative unit grade can be awarded at pass, merit or distinction;
- To achieve a ‘pass’, a learner must have satisfied all the pass assessment criteria;
- To achieve a ‘merit’, a learner must additionally have satisfied all the merit grading criteria;
- To achieve a ‘distinction’, a learner must additionally have satisfied all the distinction grading criteria;
- Learners who complete the unit but who do not meet all the pass criteria are graded ‘unclassified’.

All of the internal units will be completed as coursework and assessed by the subject teacher. Coursework will take the form of real life Performing Arts industry briefs that students will have to address. Evidence for these units will take the form of written and practical work.

ADDITIONAL INFORMATION

How can I support my child in this subject?

A student opting for this course should have a very good level of ability, aptitude, motivation and attendance, as well as a passion for performing to an audience. Encourage your son/daughter to learn their lines and prepare their props and costumes for their performances. Get them to consider their characters and their use of voice and movement. Encourage them to perform to you.

Understanding and appreciating theatre is an important aspect of the course. Having a discussion with your son/daughter after watching a performance could help them think about how that production was created. Discussing aspects such as directing, acting, sound, lighting, costume or special effects can really help engage students.

How can I support my child with exams?

The practical examination requires students to learn numerous lines for the group pieces. Rehearsing their pieces at home can really enforce what they are doing in class and give them confidence with their characters.

There is significant support for students on the student drive, SatchelOne and in the LRC. Encouraging them to use these resources can make a huge difference. Trips to the theatre will also support their learning.