

<b>Name of Course</b>	<b>BTEC Tech Award in Performing Arts (Performing Arts) - Drama</b>
<b>Examination Board</b>	<b>Pearson</b>
<p><b>What is BTEC Tech Award in Performing Arts (Performing Arts)</b></p> <p>The BTEC Tech Award is an introduction to vocational learning. The qualification gives learners the opportunity to build skills that show an aptitude for further learning. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.</p> <p>The components focus on:</p> <ul style="list-style-type: none"> <li>● the development of core knowledge and understanding of a range of performing arts styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques.</li> <li>● the development and application of skills such as: practical and interpretative, rehearsal and performance(s) in performing arts through workshops and classes.</li> <li>● reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.</li> </ul> <p>This course focuses specifically on <b>Musical Theatre and Drama</b> of the Performing Arts.</p> <p>Marks are awarded Pass, merit or Distinction as seen below:</p>	
<p><b>What skills will I learn?</b></p> <p>The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> <li>● development of key skills that prove learners' aptitude in musical theatre and drama, such as reproducing repertoire or responding to stimulus</li> <li>● process that underpins effective ways of working in the musical theatre and drama, such as development of ideas, rehearsal and performance</li> <li>● attitudes that are considered most important in musical theatre and drama, including personal management and communication</li> <li>● knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.</li> </ul>	
<p><b>What will I do in [subject]?</b></p> <p><b>Component 1 Exploring the Performing Arts</b></p> <p>Aim: get a taste of what it's like to be a professional musical theatre performer.</p> <p>During Component 1, your students will:</p> <ul style="list-style-type: none"> <li>● explore performance styles, creative intentions and purpose</li> <li>● investigate how practitioners create and influence what's performed</li> <li>● discover performance roles, skills, techniques and processes.</li> </ul> <p>Assessment: internally assessed assignments</p> <p>Weighting: 30% of total course</p> <p><b>Component 2 Developing Skills and Techniques in the Performing Arts</b></p> <p>Aim: develop skills and techniques in musical theatre and drama.</p> <p>During Component 2, your students will:</p> <ul style="list-style-type: none"> <li>● take part in workshops, classes and rehearsals</li> <li>● gain physical, interpretative and rehearsal skills</li> </ul>	

- apply these skills in performance
- reflect on their progress, their performance and how they could improve.

Assessment: internally assessed assignments

Weighting: 30% of total course

### **Component 3 Performing to a Brief**

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course.

### **How will I be assessed?**

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure; explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

### **Particular issues for this subject**

This course is a combination of practical and theoretical work. You will be expected to participate fully in all practical lessons and apply yourself to all coursework assignments that you are given.

Dance will form part of the musical theatre workshops so PE/ dance kit may be required at times.

You must be organised and committed to meet all deadlines set. You do not need to be the best dancer/ singer/ performer, but you must be prepared to try all three skills and give your best at all times. This is a primarily Musical Theatre course and although there is some 'straight drama' learners must be ready to do musical theatre.

You must be prepared to perform in front of people.

### **Useful Websites etc.**

<https://qualifications.pearson.com/en/home.html>

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

For further information, please contact Mrs Newman, Miss Bousfield or Miss Z Froud, Head of Faculty Performance