



Pearson BTEC Level 2 Tech Award- Performing Arts

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Programme of Study:

This course allows you to study:

- Acting
- Dance
- Musical Theatre

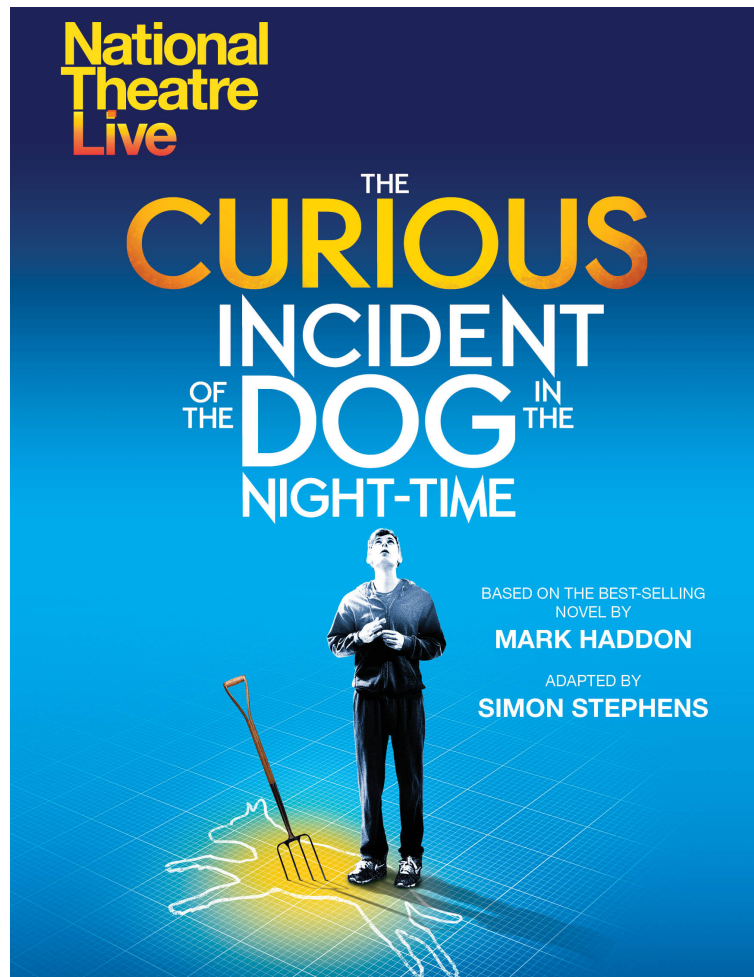
You develop knowledge and technical skills in a practical learning environment.



Component 1 Learning Outcomes

- A. Investigate how professional performance or production work is created
- B. Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance or production work





Component 1 - Set Works

Learning outcome A: Investigate how professional performance or production work is created

A1 Professional performance material, influences, creative outcomes and purpose

Learners will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.

Learners will gain a practical appreciation of professional work by exploring existing performance material in acting, dance or musical theatre. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

- Acting styles and genres, e.g. absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.
- Dance styles, e.g. European and North American styles, African styles, Asian styles, Latin American styles.
- Musical theatre styles, e.g. book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.
- Creative stylistic qualities, to include:
 - treatment of theme/issue
 - production elements
 - form/structure/narrative
 - response to stimulus
 - style/genre
 - contextual influences
 - collaboration with other professionals
 - influences by other creatives, e.g. theatre makers.
- Purpose and its influence on stylistic qualities, to include:
 - to educate
 - to inform
 - to entertain
 - to provoke
 - to challenge viewpoints
 - to raise awareness
 - to celebrate.

A2 Roles, responsibilities and skills

Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.

- Performance roles such as:
 - actor
 - dancer
 - singer.
- Non-performance roles such as:
 - choreographer
 - director
 - writer
 - designer.
- Responsibilities:
 - rehearsing
 - performing
 - contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing
 - refining performance material
 - managing self and others.
- Relevant skills such as:
 - physical, vocal and music skills used by performers
 - managing and directing skills used by a choreographer, artistic director, casting director or musical director
 - communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer
 - creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter
 - organisational skills used to put on a performance by a director or choreographer.

Component 2- Developing Skills & Techniques in the Performing Arts

This is a performance of an existing repertoire and is a choice from a:

- Play
- Musical
- Dance Piece

This is a combination of written coursework and Workshop Performance



Component 3- Responding to a Brief

This is a devised group piece comprised of for activities:

- Activity 1: Ideas (800 words, controlled assessment)
- Activity 2: Skills (800 words, controlled assessment)
- Activity 3: Workshop Performance
- Activity 4: Evaluation (800 words, controlled assessment)

You are allowed to take a page of notes into each controlled assessment to support you

***Component 3 is Performed at the
Arundel Priory Playhouse***

