

Course information for Parents

Key Stage: 4 Subject: BTEC Performing Arts (Drama)			
Subject Lead contact information Miss R Tyrell	Phone: 01908555620	Email: rtyrell@thehazeleyacademy.com	
Examination Board	Pearson Edexcel	Specification Code	BTEC Tech Award in PERFORMING ARTS Level 1/Level 2
<p>Subject Content</p> <p><u>Year 9:</u></p> <p>Careers – During the start of the KS4 course in Drama students begin to explore theatrical practice from the perspective of a performer, director and designer. This allows them to understand and recognise how the skills they will learn throughout the course can be applied into a future career in drama.</p> <p>Development of Skill – students will develop their physical performance skillset through studying Mask Theatre. They will explore how to clarify the style on stage to achieve a clear impact on an audience.</p> <p>Theatrical Genre – students will discover and explore how to create a clear genre on stage, considering how a genre can be achieved through the combination of theatrical skills. They will also consider why genres are used to communicate a message to the audience. Some of the genres studied include: horror, comedy, period drama and epic theatre.</p> <p>Theatrical Styles – students will investigate the work of leading practitioners in theatre and how they achieve their theatre on stage. They will also consider the context of the practitioners within research tasks.</p> <p>Performing from Text – students will apply their performance skills into monologue, duologue and group performances which presents their ability to perform a set text and character.</p> <p><u>Year 10:</u></p> <p>Throughout year 10 students will develop core skills which directly link to the BTEC Tech specification. They will explore the following topics:</p> <p>Devising Theatre – students will explore how to devise a piece of theatre with consideration for: plot, structure, genre, style and characters. They will consider how a range of stimuli can be investigated effectively. They will apply the skills that they have developed; creating strong characters which engage an audience effectively on stage.</p> <p>Stylisation – throughout this scheme of work students will learn how a theatrical performance can be stylised in order to engage an audience. They will consider how to use different staging types, multirole and choral techniques in order to communicate a message in a visually engaging way.</p> <p>Students will complete one component from the BTEC TECH course during Year 10:</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts (30% of the overall qualification) During this unit students will learn how to develop a performance within the style of Pantomime. They will explore and implement skills including: characterisation, vocal delivery, staging and audience interaction. They will finalise this unit with a performance of a scripted Pantomime. This Pantomime will be presented to a live audience. Throughout the unit the students must log their practical development to mark their progress. Following this, the students will create an analytical evaluation which assesses their contribution to the final performance piece.</p> <p><u>Year 11:</u></p> <p>Throughout Year 11 students will complete the final 2 components of the course; Component 1 (Exploring the Performing Arts) and Component 3 (Performing to a Brief).</p> <p>Research topic – Component 1: Exploring Performing Arts (30% of the overall qualification) Students will recap key Practitioners of theatre, including Frantic Assembly, Bertolt Brecht and Konstantin Stanislavski. They will develop their understanding of the style, methodology and context of each practitioner through practical workshops. Extended written tasks will be completed to support the exploration of the</p>			

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practitioners.

They will then research into 3 performance styles that are closely related to one of the theatrical practitioners. Using this information, students will create a presentation which includes information such as; the intentions, repertoire and stylistic qualities of the practitioner. This will be presented to a live audience and supported by extended writing.

Developing Performance and Devising Skill – In preparation for the final component, students will recap and develop advanced devising techniques. They will explore how a combination of theatrical techniques can be applied to communicate an engaging performance which is inspired by a stimulus. Throughout this unit they will be encouraged to improve their devising, vocal and physical skills when producing their responses.

Component 3: Performing to a Brief (40% of the overall qualification)

This unit is examined externally.

Students will receive a brief from the exam board. They will then create a performance; utilising the devising skills that they have developed throughout their experience in Drama. Students will produce a performance aimed toward a target audience with a clear intention.

Additional Equipment Needed

Trainers (grip socks are a fantastic alternative)

P.E. kit at intervals. (The students will be informed when they need to bring their kit in.)

Assessment Details:

To be successful students will need to be able to:

Component 1

- Complete practical workshops exploring the repertoire of key theatre practitioners.
- Complete extended written tasks which communicate how they have used key theatrical techniques, methodologies and styles of a practitioner.
- Create and present a presentation.
- Use a combination of creative methods and theory to analyse theatre practitioners.

Component 2

- Research into theatrical practitioners.
- Create a presentation which explains the style, repertoire and purpose of the practitioners explored.
- Create an extended writing piece which expands upon the information within the presentation.

Component 3

- Create a devised performance in response to a brief.
- Develop their performance with commitment, focus and energy.
- Develop a clear sense of style, genre, and character.
- Apply theatrical skills in a purposeful manner in order to communicate to a target audience.

What can I do to support my child at home?

Component 1 and 3:

- You could support your child by encouraging them to attend rehearsals afterschool consistently.
- You could help them to learn their lines.
- You could ask to see how they are going to present a character and provide feedback on whether or not you think it is clear or consistent.

Component 2:

- You could support your child through asking to see their presentation
- You could provide feedback on their presentation through asking questions, e.g. 'what is the purpose of that

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technique?'

Recommended resources for the course:

Websites:

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

Books:

When required, students will be provided with specific scripts from the Drama Department.

Teaching Staff Contact Details

Name	Role	Email	Tel
Miss R Tyrell	Subject Leader (Drama)	rtyrell@thehazeleyacademy.com	01908555620
Mr R Spencer	Drama Teacher	rspencer@thehazeleyacademy.com	01908555620

Additional Information:

For components 1 and 3 of this course, students will be expected to stay afterschool to rehearse with their groups.