

BTEC LEVEL 1 / 2 TECH AWARD IN PERFORMING ARTS (DANCE AND DRAMA)

How does the course work?

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.

THERE ARE THREE COMPONENTS WHICH MAKE UP THIS COURSE, TWO ARE INTERNALLY ASSESSED AND MODERTED EXTERNALLY AND ONE EXTERNALLY ASSESSED COMPONENT

EXPLORE

Students explore the processes used to create a performance

COMPONENT 1: EXPLORING THE PERFORMING ARTS

AIM: get a taste of what it's like to be a professional actor OR dancer

ASSESSMENT: **internally** assessed assignments

WEIGHTING: **30%** of total course

During Component 1, students will:

- **EXPLORE** performance styles (**3**), creative intentions and purpose
- **INVESTIGATE** how practitioners create and influence what's performed
- **DISCOVER** performance roles, skills, techniques and processes.

This is theoretical but students will develop their understanding through performance workshops and sections from plays in the style they are researching.

DEVELOP

Students develop performance skills and techniques by reproducing existing Performances

COMPONENT 2: DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS

AIM: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

ASSESSMENT: internally assessed assignments

WEIGHTING: 30% of total course

During Component 2, students will:

- **TAKE PART** in workshops, classes and rehearsals
- **GAIN** physical, interpretative, vocal and rehearsal skills
- **APPLY** these skills in performance
- **REFLECT** on their progress, their performance and how they could improve.

Students will develop their skills in drama or dance, they will complete an audit of their existing skills, reflect on their development and evaluate their improvement. They will select a scene and use this scene to rehearse and submit for their final performance grade

APPLY

Students pull together all they have learned and apply their knowledge in a Performance

COMPONENT 3: PERFORMING TO A BRIEF

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

ASSESSMENT: externally assessed task, where students work in groups of between **3 and 7** members to create a performance based on a set brief which lasts between **10 – 15** minutes.

WEIGHTING: 40% of total course

To achieve this aim, 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.

There are three written evaluations for this exam, notes can be taken in for them to use as a reminder and one performance which will be to their target audience.

WHERE CAN STUDENTS PROGRESS TO?

