

<b>SUBJECT</b> BTEC Level 2 First Award in Performing Arts	<b>YEAR</b> 11
<b>HEAD OF DEPARTMENT</b> Miss M Johnson	
<b>GROUPING POLICY</b> Mixed ability in option blocks	
<b>EXAM BOARD</b> Pearson	
<b>ASSESSMENT:</b> 25% External Examination; 75% Coursework	
<b>Link to Specification:</b> <a href="http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Performing-Arts/2012/Specification-and-sample-assessments/9781446936344_BTECFIRST_L12_AWD_PA_Iss3.pdf">http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Performing-Arts/2012/Specification-and-sample-assessments/9781446936344_BTECFIRST_L12_AWD_PA_Iss3.pdf</a>	
<b>COURSE CONTENT</b> <u><b>What will my child learn?</b></u> <p>The qualification allows students to look into different areas of the Performing Arts, leading into a whole range of professions and sectors and allowing them to explore their creativity in many different ways.</p> <p>In Year 10 students focus on developing their acting skills, focussing on voice and movement. Students will complete Unit 3 :</p> <ul style="list-style-type: none"> <li>● Learning aim A: Perform a scripted piece from “Teechers”, “Bouncers” and “Shakers”.</li> <li>● Learning aim B: study the play “Blood Brothers” by Willy Russell.</li> </ul> <p>In Year 11, students will complete <b>Unit 2: Preparation, Performance and Production</b>.</p> <p>When working with this unit, learners should take on one or more specific performance or production role(s). The selected work to be performed may be a script, choreographic instruction or musical score, a piece of repertoire from an existing performance company, or work created from a stimulus, such as a poem, object or photograph.</p> <p><b>The Murder of Charles Walton</b> – A devised piece.</p> <ul style="list-style-type: none"> <li>● Learning aim A: Take part in the preparations for a live performance.</li> <li>● Learning aim B: Demonstrate performance or production skills and techniques in a performance.</li> </ul> <p>Students will also complete <b>Unit 1: Individual Showcase</b>. The unit will be externally set in the form of a paper. The paper will provide a selection of progression opportunities and relevant instructions for application, audition and interview. Learners will need to complete relevant application documentation and prepare a performance/presentation for a specific progression opportunity.</p> <ul style="list-style-type: none"> <li>● Learning aim A: will be in the form of a letter of application</li> <li>● Learning aim B: will be a presentation/audition in response to the progression opportunity.</li> </ul>	

### **What will homework look like?**

Homework will frequently take the form of learning lines for a practical assessment and research tasks that help support the work that students do in school e.g. researching the background to their performance pieces and write ups of practical workshops undertaken in class.

### **What enrichment opportunities are available?**

- Students will be encouraged to perform to the public as they will form their own theatre company
- Students will also have the opportunity to work with “The Everyman Theatre” practitioners
- Competitions can be entered
- Audition work can be supported by the Department.

## **ASSESSMENT**

### **How will my child’s work be assessed?**

All of the units will be completed as written and practical 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 assignments will take the form of written and practical work.

Students work is assessed through a summative assessment that is the final mark for the student. They will not have the opportunity to make improvements to their work unless there are exceptional circumstances which are agreed with the BTEC QN and a new deadline will be set.

There is a written exam in year 11 which is part of the externally assessed component of the course – Unit 1.

## **ADDITIONAL INFORMATION**

### **How can I support my child in this subject?**

A student opting for this course should have a 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.

Taking your son / daughter to the theatre could also develop their performance skills.

**How can I support my child with exams?**

There is an exam in year 11 – Unit 1.

- Help with practice papers and learning lines for their audition pieces.
- Visits to the theatre help students to appreciate theatre.