| **BTEC Performing Arts** | | |
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| **Course Overview** | | |
| The Tech Award gives learners the opportunity to develop sector-specific applied  knowledge and skills through realistic vocational contexts. Learners will have the  opportunity to develop knowledge and technical skills in the following areas:  ● Development of key skills that prove their aptitude in performing arts,  such as reproducing repertoire and responding to stimuli  ● Processes that underpin effective ways of working in the performing arts,  such as development of ideas, rehearsal and performance  ● Attitudes that are considered most important in the performing arts,  including personal management and communication  ● Knowledge that underpins effective use of skills, processes and attitudes in  the sector, such as roles, responsibilities, performance disciplines and styles. | | |
| **Assessment-** The qualification is made up of three components. Two of them (60% of the overall grade) are internally assessed by classroom teachers and moderated by the exam board while one unit (40% of the overall grade) is examined externally by the exam board. | | |
| **Component 1:**  *Exploring the Performing Arts*  (30% of qualification)  Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.  Investigate how professional performance or production work is created  Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. | **Component 2:**  *Developing Skills and Techniques in the*  *Performing Arts*  (30% of qualification)  Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.  Use rehearsal or production/design processes  Apply skills and techniques in performance or realisation  Review own development and application of performance or design skills. | **Component 3:**  *Responding to a Brief*  (40% of qualification)  Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief or stimulus.  Understand how to respond to a brief  Select and develop skills and techniques in response to a brief  Apply skills and techniques in a workshop performance in response to a brief  Evaluate the development process and outcome in response to a brief |
| **Awarding Body** | | |
| Pearson | | |
| **Independent Learning Expectations** | | |
| In Drama it is an expectation that students be involved in the school production, Drama clubs and perform to live audiences. Students are required to attend theatre to see live performances. It is an expectation that students will rehearse for Drama assessments in their own time and after school. | | |
| **Possible Careers in the Subject** | | |
| **Performer-** Actor/Actress, Comedian, Dramatic artist, Extra, Live theatre, Motion picture performer, Musicals, Commercials, Radio, Voice-over artist  **Behind the scenes**- Broadcast technician, Costume designer, Lighting designer, Scenic artist, Set designer, Sound designer, Special effects artist, Stage director, Stage manager, Technical director, Wardrobe supervisor  **Education-** College/university professor of theatre, Drama coach, Public school drama teacher  **Other sectors-** Advertising, Agent, Box office manager, Business manager, Casting director, Company manager, Executive director, Fine arts manager, General manager, House manager, Managing director, Marketing, Personal manager, Press agent, Producer, Production assistant, Public relations, Publicist, Talent manager, Touring manager, Broadcaster, Choreographer, Disc jockey, Drama therapist, Drama/theatre critic, Playwright, Puppeteer, Radio/television announcer, Screenwriter, Stunt performer | | |
| **Subject Leader** | | |
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