

Preparing for Level 3 Nationals
Extended Certificate
in Performing Arts



Content

Introduction:

Course details: BTEC Level 3 Nationals Extended Certificate in Performing Arts

External Units (Exam)

Unit 1: Investigating Practitioners

Unit 3: Group Performance

Internal Units

Unit 2: Developing skills and techniques for a live performance

Unit 21: Improvisation

Tasks:

Introduction:

We would very much like to welcome you onto the Level 3 Performing Arts programme of study in September. You have chosen to study a course that will not only build upon your skills developed at Level 2, but also will encourage you to think critically, creatively and prepare for whatever your next steps may be. The course content of Level 3 is a development from the units studied at Level 2. The units are designed to enable you as a performer to explore a variety of styles, practitioners and develop your skills and techniques. You also can develop your own style of performing whilst reviewing and reflecting on your practice.

The course is split into 4 units. 2 externally assessed units (exams)- one in Yr 12 and one in Yr13 and 2 internally assessed units which are marked by the Performing Arts team.

Course details:

You can access the specification through the link below. The units which are studied are:

Unit 1: Investigating practitioners

Unit 2: Developing skills and techniques for a live performance

Unit 3: Group performance

Unit 21: Improvisation

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf

External units

Unit 1: Investigating practitioner's work

Overview:

Understanding the contextual factors that have influenced and informed the work of performing arts practitioners has an important role in developing your own professional practice and understanding of features, such as response to a theme, performance styles, genre and purpose. A personal evaluation of the work is important; judgements need to be based on effective research and secure critical analysis.

In this unit, you will develop skills that allow you to investigate the work of influential performing arts practitioners. You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.

To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme. This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.

How this unit is assessed:

This mandatory unit will be assessed through a task and completed under supervised conditions. The task is formed of two parts, Part A and Part B. Part A will be issued to learners four weeks indicating a specific stimulus you must explore through the plays you have studied, there will then be a timetabled session for Part B. Part B is taken under supervised conditions in a single session of 3 hours timetabled by Pearsons. There will be 3 questions which relate to the contextual factors and the understanding of the skills used within the performance.

Unit 3: Group Performance

Overview:

In this unit, you will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, you will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills. You will share responsibility for creative decisions regarding the nature and direction of the intended performance, and your individual contribution will reflect your own skills through the group's interests and ideas. The workshop performance will be an opportunity to try out the work before an audience to invite discussion and evaluation of its potential. The work may be in a single discipline or combine elements of dance, acting, musical theatre and variety. You will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating your own contribution to the process and the product. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme.

How this unit is assessed:

This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions. The supervised assessment period will be completed in five hours and should be arranged by the centre over a number of sessions in the week timetabled by Pearson. Before the assessment period, you will have the opportunity to prepare for the development and completion of the group performance and their digital process log. For assessment, learners will be given a stimulus to create performance material. In groups that consist of a minimum of three and a maximum of seven members, you will respond to the stimulus and develop the performance workshop for an invited audience. You will submit a digital process log completed at four milestone stages during the development process, responding to prompts provided by Pearson, and a video recording of the group workshop performance, between 10 and 20 minutes in duration.

Internal units

Unit 2: Developing skills and techniques for a live audience

Overview:

This unit serves as an induction into the performing arts where you will develop the appropriate skills and techniques in performing a scripted play. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience. You will consider the nature, skills and attributes of the performer's role in your chosen discipline. You will work with existing performance works (scripts), analysing and interpreting the material in order to understand and apply the relevant skills and techniques appropriate to the style. In practical classes you will demonstrate the discipline, focus and commitment the role of the performer requires. Ongoing review and evaluation will allow you to monitor your progress and set targets for the development of your performance skills.

How this unit is assessed:

| Learning aim | Key content areas | Recommended assessment approach |
|--|---|--|
| A Understand the role and skills of a performer | A1 Explore the roles and skills of a performer | A report or presentation demonstrating knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing. |
| B Develop performance skills and techniques for live performance | B1 Explore and develop physical skills, performance disciplines and styles B2 Explore and develop vocal skills, performance disciplines and styles B3 Develop interpretative skills, performance disciplines and styles B4 Personal management and discipline skills for performance | A recorded performance (demonstration) of the performance where you will be assessed on your application of skills and techniques developed during practical exercises and workshops. Practical exploration and development work. Self- and peer evaluation. Teacher observation records. Final performance. |
| C Apply performance skills and techniques in selected styles | C1 Application of performance skills to performance material, disciplines and styles C2 Application of interpretative skills to performance material, disciplines and styles | Self- and peer evaluation. Teacher observation records. Final performance. |
| D Review and reflect on development of skills and techniques for live performance | D1 Review and evaluate development of skills and techniques for live performance | A performance log that reviews and evaluates the development of skills and techniques for a live performance with reference to knowledge developed from learning aim A, presented using relevant techniques, for example digital, recorded. |

Unit 21: Improvisation

Overview

In this unit, you will develop improvisation skills and techniques using a range of stimulus, for example physical, aural, text and motif. You will work both as an individual and in collaboration with other performers, to use skills and techniques in classes and rehearsal to develop material, explore character, extend and interpret the creative intentions of others. Throughout your learning and development you will be taught how to reflect on your practice in order to support your development as an effective performer

How this unit is assessed:

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|---|
| A Understand the key features of improvisation for performance | A1 Exploration of improvisation practices in dance and drama performance | A report or presentation demonstrating knowledge and understanding of key features, practices and purpose of improvisation and performance. |
| B Develop skills and techniques in improvisation for performance | B1 Skills development exercises B2 Explore starting points or stimulus B3 Develop skills and techniques in response to starting points/stimulus | Recorded footage that demonstrates the development and application of skills and techniques for an improvised performance in dance or drama. Workshops and exercises. |
| C Apply skills and techniques in improvisation to a performance | C1 Apply skills and techniques through rehearsal to create original performance work C2 Apply skills and techniques to performance work | Technique classes. Ideas and development. Rehearsals. Supporting notes. Teacher observation records. Peer review. Final performance (dance or drama). |
| D Review personal development and own performance | D1 Review and evaluate development and application of improvisation skills and techniques for a performance | Performance log that reviews and evaluates the development and application of skills and techniques in improvisation for a dance or drama performance, with reference to knowledge developed from learning aim A, presented using relevant techniques, for example digital, recorded. |

Tasks

Task 1:

Watch the following performance of 'Thirsty' by Paper Birds.

<https://vimeo.com/thepaperbirds/thirsty2018josie> Password: Thirsty2018

Read through the resource pack and script.

https://cardinallangleyrchs-my.sharepoint.com/:b:/g/personal/egilmartin_lrchs_co_uk/EbfSGAU2PaRCodb0u7WJGckB1q2JyFzu_Z7Vyv_2nTcPjw?e=ucecBL

Answer the following question.

Discuss how you feel the performance and production elements in 'Thirsty' by Paper Birds communicates the theme of Power.

You must answer using two elements from the categories below. You must choose at least one element from each category.

| Performance and relationships | Production and repertoire |
|---|---|
| <ul style="list-style-type: none">• character• dynamics• gesture• movement | <ul style="list-style-type: none">• lighting• costume and/or hair and/or make-up• genre• content |

Reference to a specific scene or moment in the performance and how it connections to the theme of Power

Task 2

Performance task:

Find a monologue. It can be from a movie or a play, it is up to you. Research the context behind the monologue. Think about the genre of the play, is it a comedy? Tragedy? How will this effect your performance?

Rehearse your monologue and film 3 rehearsals answering the following questions, one for each rehearsal.

1. How have you developed your use of face, gesture, movement or voice.
2. How do you create an atmosphere? Is there tension? Laughter? Or sadness?
3. What is your monologue about? What have you found out about the character through the monologue?

Once you have learnt your monologue and feel ready to perform, record your performance and upload it to egilmartin@clrchs.co.uk and karnold@clrchs.co.uk.

Here are some examples for you to watch.

https://www.youtube.com/watch?v=Jg1qTs5pdeM&list=PLR7WxoWTV_AO6Ssjbl6Eid93RM1QpmtD3&index=16

<https://www.youtube.com/watch?v=0KFVLWX7eEY&list=PLabhRmHZxbwvoJhZAzy-4c1pzehYpeZX2&index=5>

<https://www.youtube.com/watch?v=pcJM1Z3Trfo>

<https://www.youtube.com/watch?v=FT9ciEETTDY&list=PL0WX7wODJXxM96xgR8UZOXQs6c6eOuz0I&index=4&t=0s>

Task 3:

Writing a script

Using the stimulus of 'Secrets' create a character and write a monologue which explores the idea of secrets.

Mini tasks:

1. Create a mind exploring the stimulus. What ideas emerge from exploring the stimulus? Is there any other stimuli which could aid you in developing your script?
2. Creating a character: Create a profile- who is your character? How do they link to the stimulus?
3. Begin writing the opening of your monologue. What do you want the audience to know? Could you use some verbatim to help you writing your monologue?
4. Performing your monologue. Will you need any props? Will it a full length video- think about movement. Will it be head and shoulder shot- how will you use your face to show expression?

Examples of monologues

<https://monologueblogger.com/contemporary-monologues-from-plays-and-stand-alone/>

<https://stageagent.com/monologues>