

**BTEC Level 2**  
**Tech Award in**  
**Performing Arts**  
STUDENT HANDBOOK



# **This course will allow you to...**

- **Explore and develop a wide variety of skills for successful performance.**
- **Devise your own work.**
- **Explore and perform script.**
- **Acquire and develop the skills an actor and director need.**
- **Gain an understanding of Theatre and Genre.**
- **Work co-operatively with a variety of people.**

**The BTEC Tech Award in Performing Arts, allows you to not only get the chance to perform, but also develop valuable skills and techniques in different disciplines, and explore potential careers in the industry.**

**\*Following information sourced from: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts - Specification - Issue 1 - June 2017 © Pearson Education Limited 2016**

**Component One:**  
**Exploring the Performing**  
**Arts**

# Component 1: Exploring the Performing Arts

Levels: 1/2 Assessment type: Internal

Guided learning hours: 36

## Component in brief:

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance.

## Introduction

To develop as a performer you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and techniques of singing, dancing and/or acting. This component will help you to understand the requirements of being an actor, dancer or musical theatre performer across a range of performances and performance styles. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

## Learning aims

A Examine professional practitioners' performance work

B Explore the interrelationships between constituent features of existing performance material.

**Component 2:**  
**Developing Skills and**  
**Techniques in the**  
**Performing Arts**

# Component 2: Developing Skills and Techniques in the Performing Arts

Levels: 1/2 Assessment type: Internal

Guided learning hours: 36

## Component in brief

You will develop your performing arts skills and techniques through the reproduction of acting repertoire.

## Introduction

Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a variety of disciplines such as acting, dancing and musical theatre. In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.

## Learning aims

A Develop skills and techniques for performance

B Apply skills and techniques in rehearsal and performance

C Review own development and performance.

**Component 3:**  
**Performing to a Brief**  
**\*External Assessment**

## **Component 3: Performing to a Brief**

Levels: 1/2 Assessment type: External

Guided learning hours: 48

### **Component in brief**

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

### **Introduction**

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message. In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. The performance skills you will use will vary depending on features such as your performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, adapting them to suit the performance. This component will help you with progression to Level 2 or 3 vocational or academic qualifications. This component will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress onto further study.

### **Summary of assessment**

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. You will apply your skills and techniques creatively to a workshop performance for a selected audience. You will capture your ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report. A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours. The assessment availability is May/June only. For assessment, you will be given a brief and stimulus to create performance material. In groups consisting of a minimum of three and a maximum of seven

members, you will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience.

**Assessment objectives**

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

AO4 Evaluate the development process and outcome in response to a brief

## **Calculation of the qualification grade**

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification.

The Calculation of qualification grade table set out later in this section shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*. The table shows the minimum thresholds for calculating these grades. Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

## **Points available for internal components**

The table below shows the number of points available for internal components, depending on the grade awarded.

<b>U</b>	0
<b>Level 1 Pass</b>	9
<b>Level 1 Merit</b>	15
<b>Level 2 Pass</b>	22
<b>Level 2 Merit</b>	29
<b>Level 2 Distinction</b>	36

## **Points available for external components**

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set. The points available at each grade in the external component is as follows:

<b>U</b>	0
<b>Level 1 Pass</b>	12–17
<b>Level 1 Merit</b>	18–23
<b>Level 1 Distinction</b>	24–29
<b>Level 2 Pass</b>	30–35
<b>Level 2 Merit</b>	36–41
<b>Level 2 Distinction</b>	42–48

## Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	43
Level 1 Distinction	56
Level 2 Pass	69
Level 2 Merit	82
Level 2 Distinction	95
Level 2 Distinction*	108

## Referencing

When producing written evidence for your assignments you are expected to acknowledge books, journal articles and internet sources used in the preparation and content of your work, this is done by referencing and producing a bibliography listing each one.

### The Harvard System

In the text of a document you refer to the surname of the author, year of publication and relevant page number if a direct quote.

EG:- According to recent research "The climatic change could be due to the two degree rise in temperature over the last century" (Listerman,2004,PP36-37) Could explain the recent weather patterns.

You need to include the AUTHOR, the YEAR it was published and the PAGE NUMBERS.

If the authors name occurs naturally in the sentence only the year appears in brackets. EG....as discussed by Listerman (2004) the climate etc'.

## **Bibliography**

LISTERMAN, E. 2004. Climatic Research, Third Edition. London: Penguin

Name the AUTHOR, the TOPIC, the EDITION, WHERE it was PUBLISHED and WHO published it. Record it in that order.

#### Notes

- Where a book does not have a specific author use ANON
- If there is more than one author listed use both authors names in the text and bibliography, if more than two use the first author only followed by 'et al' or 'and others'
- The title of the publication should either be underlined or in Italic but not both, use one or the other.
- The bibliography is in alphabetical order by author's surname.

#### Internet Sources

According to recent research "The climatic change could be due to the two degree rise in temperature over the last century" (Listerman,online.11/01/05) could explain the recent weather patterns.

Include the AUTHOR, WHERE you found the quote- ONLINE and the DATE you found the quote.

Where the author is not named (not uncommon on the internet) use the main organisational group in the web address.

#### Bibliography

Listerman, E. Climatic Research. Available from:  
<http://www.oxforduniversity/sociology.ac.uk> (accessed 11/01/05)

Web address.

- If Listerman was not given as the author it would be attributed to Oxford University

# In order to enjoy and succeed on the course, you will need to...

- Love Drama
- Love working closely with others.
- Be co-operative in group situations.
- Have the confidence to perform on your own, in groups and in front of others.
- Be able evaluate your work and the work of others constructively in written and verbal form.
- Work with lots of energy, enthusiasm and commitment to the subject.

**Since starting the  
BTEC Acting Course in 2008, Meadowhead Drama  
Department is very proud of achieving**

**100% PASS RATE.**