



# ***BTEC Level 3 Performing Arts***



## ***Transition Pack***

### **Welcome!**

Dear All BTEC Level 3 Performing Artists,

Hope you are all well, we are really looking forward to seeing you all again! Please find our Performing Arts Transition Pack to help you prepare for lessons and projects starting when you join in Year 12. If you have any questions about the tasks within the Transition Pack, then please do not hesitate to contact Mr Thorpe or Mr Hate via [@bushfield.co.uk](mailto:@bushfield.co.uk) email addresses.

BTEC Performing Arts is a great course that provides a range of different topics to work through. You will study three mandatory units over the two years, and one optional unit. Unit 1: Investigating Practitioners, Unit 2 Developing Skills and Techniques for Performance and Unit 3: Group Performance Workshop are the mandatory units. Unit 28: Variety Performance is our optional unit.

The Induction Pack will guide you through the tasks that we undertake in Units 1 and 2 - please ensure you commit enough time to complete these - they will form part of your assessment evidence and will help you with the Unit 1 exam piece. It will also allow us, as your teachers, to ensure that you are suitable and have the skills needed for the course.

We look forward to working with you all in September,

Mr Hate and Mr Thorpe



## Key Information

Specification is the Level 3 Extended Certificate (equal to one A Level): [BTEC Nationals | Performing Arts \(2016\) | Pearson qualifications](#)

## Assessment

As mentioned above there are four units:

### Year 12

Unit 1: Investigating Practitioners Work (Externally Marked) = written exam (90 GLH)

Unit 2: Developing Skills and Techniques for Live Performance = performance and process log (90 GLH)

### Year 13

Unit 1: Investigating Practitioners Work (Externally Marked) = re-sit if required

Unit 28: Variety Performance = performance and process log (60 GLH)

Unit 3: Group Performance Workshop = process logs and performance (120 GLH)

(GLH = Guided Learning Hours)

## Organisational Requirements

You must ensure you are prepared and ready for the course, and for study at a higher level. Therefore, there is an expectation you will bring the following to lessons every week:

- ★ Notebook for rehearsal blocking/director feedback and targets
- ★ Stationary (pens, pencil, ruler, highlighters etc)
- ★ If you have a laptop, you can bring this to lessons.
- ★ Practical kit - please note there are additional uniform pieces for A-Level students.
- ★ Lessons are a mixture of practical and theory - bring water!



## Performing Arts Transition Work

### Unit 1 Task - Research & Presentation

Next year Unit 1 is a written exam (boo hoo...I hear you say but do not worry). The paper is pre-released and details a chosen general theme. In your answer you must refer to two professional practitioners one from the list below and another of your choice or can be from the list below again. There are two parts to the examination.

- A. 4 weeks to prepare, research and create a bibliography after the theme is released. You can take limited notes in the exam with you.
- B. The paper is released – has three written activities (using the notes prepared in part A) under controlled conditions. (3 hrs)

#### Professional practitioners to research:

**Alvin Ailey • Matthew Bourne • Lin-Manuel Miranda**

In preparation for September can you please prepare a presentation on a practitioner from the list above. The presentation must include:

1. A general introduction to the practitioner, their works and background.
  2. An analysis of a minimum of three key scenes or moments from a performance(s) of the practitioner.
  3. How the chosen performance communicates its theme. (You should consider key scenes or moments that are fundamental to the development of plot, narrative, character or realisation of the creative intention of your practitioner that are relevant to the theme.)
  4. The contextual factors that have influenced the relevant work of your chosen practitioners (these could be political, social, historical factors etc.)
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## Unit 2 Task – Life of a performer

Unit 2 is focused on developing the skills and techniques required for live performance - this includes, not only, your performance and expressive skills, but also your organisational skills and professionalism. This unit is designed to give you a clear insight into the world of professional training and work as a performer - thus expanding your knowledge and practical skills. The unit is split into 4 learning areas:

**Learning Aim A:** Understand the role and skills of a performer = research and presentation

**Learning Aim B:** Develop performance skills and techniques for live performance.

**Learning Aim C:** Apply performance skills and techniques in selected styles.

**Learning Aim D:** Review and reflect on development of skills and techniques for live performance. = portfolio logbook and evaluation.

### Unit 2 Task: Skills Audit

Alongside researching the professional performance industry, Unit 2 will see you working on developing the skills and techniques required to be a performer as part of the Academy Musical. However, for performers to be truly successful, they need to understand their own skill level and be constantly evaluating their abilities.

Using a SWOT template (on Teams), you need to evaluate your skills and techniques in all three disciplines (acting, singing, and dancing). An example is set out below, the templates are found in the main folder for you to work on.

#### Dancing SWOT

Strengths - what am I good at	Weaknesses - what less so
Physical skills: Flexibility - from my dance background and training. Strength - good with lifting/contact and more complex movements Etc. Expressive skills: Musicality and ability to express dynamics Spatial awareness when working in groups Etc.	Choreography skills: Balancing use of choreographic devices against the clarity of the theme. Sometimes get stuck using similar movements. Physical skills: Stamina Balance Etc.
Opportunities - how can I improve	Threats - what could stop me
Attend dance classes locally Take part in the school musical Attend dance club Start doing Yoga	Lack of money to afford new classes. Injury could stop me in lessons. Lack of effort in lessons. etc.



Once you have completed your SWOT for each of the three disciplines, you need to produce your performance CV (on Teams) which covers any pieces you have performed in. These could be musicals in school, or pieces outside of school. Following this, **write an evaluation of your current skill levels as a performer**. These should reference key strengths, and how you developed these (such as performance opportunities, classes and training), why you set out your weaknesses and how you think these could limit your performance potential. Finally, you should summarise how you believe the opportunities you listed will help develop your overall skills, and how you intend to achieve these when you start the course.

Throughout the course you will need to reflect on your skills and technique development, and you will be required to complete two SWOTs throughout Unit 2. So, completing this task now will save you time in September!

If you have any questions about the Unit 2 task, please either use the Teams message page or email Mr Hate.

If you need any further ideas, or want to look for additional research, the following websites will help you complete the above tasks.

### Websites

[www.dance.about.com](http://www.dance.about.com)

[www.digitaltheatreplus.com](http://www.digitaltheatreplus.com)

[www.nationaltheatre.org.uk/discover-more](http://www.nationaltheatre.org.uk/discover-more) (*Royal National Theatre*)

[www.rsc.org.uk](http://www.rsc.org.uk) (*The Royal Shakespeare Company*)

[www.thestage.co.uk](http://www.thestage.co.uk) (*The Stage*)

[www.ukperformingarts.co.uk](http://www.ukperformingarts.co.uk) (*The Prince Partnership*)

[How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#) (BBC Bitesize – developing a character)

[The importance of your voice - Using your voice - GCSE Drama Revision - WJEC - BBC Bitesize](#) (BBC Bitesize – vocal skills)

As a reminder, if you need any help or guidance completing these tasks, please email Mr Thorpe or Mr Hate. We look forward to seeing you all again soon and starting to work on the BTEC Level 3 Performing Arts course.

Take care everyone and see you again soon.

Mr Hate & Mr Thorpe

