

Remember to test yourself by doing an exam question!

Acting Component 1		R	A	G
Learning outcome A: Investigate how professional performance or production work is created	Knowledge of Drama practitioners and styles			
	Creative stylistic qualities, to include treatment of theme/issue, production elements, form/structure/narrative, response to stimulus, style/genre, contextual influences, collaboration with other professionals, influences by other creatives, e.g., theatre makers.			
	Purpose and its influence on stylistic qualities, to include: to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate.			
	<b>Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge, and understanding of how they contribute to performance.</b>			
	Understanding of performance roles			
	Understanding of non-performance roles			
	Understanding of the responsibilities: rehearsing, performing, contributing to the creation and development of performance material, e.g., devising, designing and directing.			
	Refining performance material and managing self and others			
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production	Respond to stimulus to generate ideas for performance			
	Explore and develop ideas to develop material			
	Discuss with performers/designers			
	Set tasks for performers/designers			
	Share ideas and intentions			
BTEC Performing Arts – Acting C2		R	A	G
Learning outcome A: Rehearsal process Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles, and repertoire. They will complete all the content	Behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared. being respectful of others' opinions and skills.			
	Interpreting existing performance material			
	Reviewing and recording development of skills, techniques and progress on OneDrive			
	Responding to teacher and peer feedback			
	Exploring themes, ideas, styles, or genres.			
	Experimenting with Drama techniques.			
	Developing vocal techniques, including tone, pace and pitch			
	Developing Physical skills, including gesture, facial expressions and body language			
Learning Outcome B: Learners will apply interpretative skills and techniques appropriate to dance in a	Performance skills needed by performers, including Physical skills relevant to the performance discipline, e.g. gestures, body language, characterisation, communication, facial expression, gesture and posture.			
	Performance and interpretative skills relevant to the performance discipline			
Learning outcome C: Review own development and application of performance	Applying skills such as physical, and interpretative.			
	Responding to audience feedback.			
	Identifying strengths and areas for future development.			
	Actions and targets for future performances.			

BTEC Performing Arts – Acting C3		R	A	G
AO1 Understand how to respond to a brief	Discussion of key requirements and parameters for the workshop performance:			
	<ul style="list-style-type: none"> <li>Target audience</li> </ul>			
	<ul style="list-style-type: none"> <li>Performance space</li> </ul>			
	<ul style="list-style-type: none"> <li>Planning and managing resources</li> </ul>			
	<ul style="list-style-type: none"> <li>Running time</li> </ul>			
	<ul style="list-style-type: none"> <li>Style of work</li> </ul>			
	Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:			
	<ul style="list-style-type: none"> <li>A theme: concept such as distance or key word such as discovery</li> </ul>			
	<ul style="list-style-type: none"> <li>An issue: social, health or safety issues</li> </ul>			
	<ul style="list-style-type: none"> <li>A prop: an umbrella, an apple, a dustbin</li> </ul>			
	<ul style="list-style-type: none"> <li>Time and place: e.g., a beach in winter, night-time in a hospital, early morning in the park</li> </ul>			
	<ul style="list-style-type: none"> <li>Existing repertoire: a choreography, that can be investigated and explored to inform the response.</li> </ul>			
	The development of ideas for the work will be informed by:			
	<ul style="list-style-type: none"> <li>Structure of the work</li> </ul>			
	<ul style="list-style-type: none"> <li>Style and genre of the work</li> </ul>			
	<ul style="list-style-type: none"> <li>Skills required</li> </ul>			
AO2 Select and develop skills and techniques in response to a brief	Creative intentions			
	Working effectively as a member of the group:			
	<ul style="list-style-type: none"> <li>Making an individual contribution</li> </ul>			
	<ul style="list-style-type: none"> <li>Responding to the contributions of others</li> </ul>			
	Be able to select skills and techniques.			
	Be able to select skills and techniques as performers in a group.			
	Understand the implications of selected performance skills and techniques in relation to research, shaping and refining ideas			
	Be able to select the style and/or genre of the work being created.			
	Be able to use the influence of selected practitioners			
	Be able to select appropriate skills for the target audience			
	Take part in skills development classes or workshops effectively.			
	Take part in the rehearsal process, including individual preparation and group rehearsals.			