

# Big Idea:

## Story Telling ,Styles and concepts, Performance skills, creating a character & script from page to stage

### Component 2

#### Key Knowledge

Working as a performer or designer 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 through performing or designing in any performance style from acting, dance or musical theatre. Component 2 is assessed Internally with 36 guided learning hours.

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer 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 performance or design elements of the work.

Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design 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.

Component 2 will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. This will consist of you engaging in three learning aims; A. Develop skills and techniques for performance, B Apply skills and techniques in rehearsal and performance, C Review own development and contribution to the performance. Year 11 will take part in a collection of workshops in which students can develop their own skills in the chosen discipline. They will learn and rehearse an existing piece of set piece of choreography, script or musical theatre rep and must learn and memorise the piece. Lastly, year 11 must document/evident their progress of this unit (of the development of their skills and techniques) and reflect on their learning and development of skills through diaries, target settings, evaluations, skills audits etc.

#### Key Language

**Summative Assessment** – Are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, or school year.

**Formative Assessment** – Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Rehearsal** – A practice or trial performance of a play or other work for later public performance.

**Acting Workshops**- An acting workshop is a meeting of actors or others of one specific trade to learn how to hone their skills and to network with other actors, acting coaches, and casting directors. It is usually recommended that serious actors attend acting workshops to help increase their skill.

**Performing Arts Skills** – Examples are acting, singing and dancing. Other forms of the Performing Arts include opera, theatre, magic or illusion performances, mime, spoken word, recitation and public speaking.

**Application of Skills**- Skills that apply to a performance. These are your interpretative skills, vocal skills, and physical skills.

**Techniques** – A skilful or efficient way of doing or achieving something.

**Interpretative Skills** – You will also develop interpretive skills using dramatic techniques, such as hot-seating, role on the wall and thought tracking, to enable you to use your voice and body to communicate a character or role.

**Review** – A formal assessment of something with the intention of instituting change if necessary.

#### Key Skills and Techniques

- Vocal Expression
- Physical Skills
- Interpretative Skills
- Physical Warm up
- Vocal Warm up
- Acting Skills
- Spatial Awareness
- Characterisation
- Musical skills
- Clarity
- Articulation
- Projection
- Breath control,
- Remembering lines
- Use of pause
- Timing
- Space
- Energy and commitment, handling and use of
- Props
- Stage presence



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### Learning aim A: Develop Skills & Techniques for Performance/Workshops

#### Key Knowledge

Students will participate in workshops and classes, developing performance or design skills, e.g. physical, vocal, musical and interpretative skills, and techniques, focusing on one or more of the following disciplines: acting, dance and musical theatre. Students will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process. If performing phrases or extracts of repertoire may be practised and repeated to help develop movement memory and recall, using techniques such as blocking.

Students will develop teamwork skills such as cooperation and negotiation.

Example task(s)

- Select a performance strand, associated style and role e.g. performer or designer
- Discuss the requirements in terms of technical and interpretative skills. Try to focus on specific skills and techniques required.
- Develop technical and interpretative skills and techniques relating to your selected strand and style, through participation in workshops/classes.
- Apply rehearsal skills during workshops/classes, refining material and exercising teamwork skills.

**Evidence** must fully meet the requirements of the assessment criteria and could include:

- Teacher observations
- Recordings of workshops/classes
- Peer Observations.

Students will take part in taster sessions looking at a range of character building and acting techniques. Teacher-led practical sessions to develop skills and techniques that focus on the key features of the style. Resources will include a selection of stimuli, audio/visual equipment and a suitable performance (preferably black box) space. Mock assessment – assessment of skills in progress and extracts of various plays covering different genres and themes. Summative assessment – scenes from a chosen published play may be practised and repeated to help develop line learning and characterisation. Scenes throughout rehearsal stages and performance should be filmed for assessment. Students should observe professional practice during the assessment.

#### Key Language

**Performance**-An act of presenting a play, concert, or other form of entertainment.

**Design** – Offers a unique area of study where practically any element of art and design can be merged to create work for a specific audience, time and place.

**Dance**-Move rhythmically to music, typically following a set sequence of steps.

**Physical theatre**-A form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression.

**Physical –Skills** –Means an individual's physical coordination, agility, or nimbleness, or lack thereof.

**Breath control** -Breath control is about using your diaphragm to fill your lungs with air and then gradually release it.

**Gesture**-A movement of part of the body, especially a hand or the head, to express an idea or meaning.

**Control** – The power to influence or direct people's behaviour or the course of events.

**Lighting** –The arrangement or effect of lights.

**Costume** –Dress (someone) in a particular set of clothes.

**Blocking** – Blocking is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play.

**Themes**- The subject of a talk, piece of writing, exhibition, etc.; a topic.

**Warm up** – Prepare for physical exertion or a performance by exercising or practising gently beforehand.

**Articulation** - The formation of clear and distinct sounds in speech.

#### Key Skills and Techniques

- Facial Expressions
- Vocal skills
- Interpretive Skills
- Alignment
- Mannerism
- Projection
- Timing
- Shaping Ideas
- Pitching ideas
- Making Changes
- Recall
- Movement
- Memory
- Flexibility
- Focus

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### Learning aim B:Apply skills and techniques in rehearsal and performance

#### Key Knowledge

Students will apply performance or design skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre), demonstrating their knowledge and understanding of performance, process and practices. Performances will be reproductions of repertoire rather than learner-devised work.

Example task(s) With reference to examples of repertoire:

- If performing, learn and memorise a chosen piece of repertoire
- If designing, interpret and design an element from a chosen piece of repertoire
- Apply technical, stylistic and interpretative skills to the workshop performance.

Evidence must fully meet the requirements of the assessment criteria and could include:

- Teacher observations
- Recording –rehearsal, workshop performance.

Students will learn scenes from two different existing works. These could be two different group pieces or one group and one individual piece, i.e. a monologue. There will be teacher-led practical sessions to apply skills and techniques to develop and block the pieces. Workshops should focus on the key features of the plays to include themes, storyline, plot, sub-plot and character development within the extracts. Resources will include the use of staging, props, costume, audio-visual equipment, handouts and a suitable space for performance. Mock assessments – assessment of skills in progress through the rehearsal of extracts from plays. Summative assessment – scenes from chosen published plays may be practised and repeated to help develop line learning and characterisation. Scenes throughout rehearsal stages and the final performance should be filmed for assessment. Students should observe professional practice during the assessment.

#### Key Language

**Performance**-An act of presenting a play, concert, or other form of entertainment.

**Physical**- Relating to the body as opposed to the mind.

**Vocal**-Relating to the human voice.

**Musicality**- The quality of having a pleasant sound; melodiousness.

**Interpretative**- Relating to or providing an interpretation.

**Stylistic**-Of or concerning style, especially literary style.

**Interaction with the group**-Group interaction refers to the dynamics of the team and the way individuals in the group interact with one another.

**Interaction in performance**-"between," and ago meaning "to do" or "to act" — any "action between" is considered an interaction, like the interaction between a teacher and a student.

**Refining ideas**- Refinement is the improvement of the idea. It does not involve radical changes, but is about making small changes which improve the idea in some way.

**Communicating**- share or exchange information, news, or ideas.

**Design ideas**-A concept is simply an idea and the same things you would do to generate any type of idea work for coming up with design concepts

**Pitch**- The quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone.

**Presentation**- A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.

**Rehearsal** - A practice or trial performance of a play or other work for later public performance.

#### Key Skills and Techniques

- Design skills
- Realise skills
- Interpretative skills
- Expression
- Character
- Mood
- Atmosphere
- Stylistic characteristics
- Creative intentions
- Movement

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### Learning aim C: Review own development of skills and techniques in/for performance

#### Key Knowledge

Students will reflect on their development and application of skills, techniques and working practices. They will provide a review that documents their progress from workshops through to rehearsals and performances.

Students must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content.

The review can consist of:

- Recordings (workshops, rehearsal, performance)
- Annotations and/or written content.

Example task(s)

- Provide entries in your logbook, reviewing the progress you have made, focusing on strengths, areas for improvement and targets relating to technical, stylistic and interpretative skills.

Evidence must fully meet the requirements of the assessment criteria and could include:

- A logbook, to include:
  - video recordings
  - Rehearsal/development/performance notes
  - Strengths and improvements
  - Target setting.

Students are required to keep a Logbooks, notes and other resources can be used to review progress, improvements and targets in rehearsal and performance skills. Review and evaluation should take place at regular intervals throughout the component. Summative assessment, with students providing a review of the development and application of their rehearsal and performance skills, should be made once learning aims A and B have been completed.

The lessons are divided into introductory activities of between 5 and 10 minutes, main session activities of between 40 and 50 minutes and plenary activities of between 5 and 10 minutes (or set as homework).

#### Key Language

**Identifying strengths** –Strengths are tasks or actions you can do well. These include knowledge, proficiencies, skills, and talents.

**Areas for development** –Creating a culture that values self-improvement and allows for personal and professional growth in key areas.

**Responding to feedback**-Response to a stimuli (such as criticism or praise) is considered a feedback only if it brings about a change in the recipient's behaviour.

**Discipline** -The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience.

**Style of performance** –Theatrical styles are influenced by their time and place, artistic and other social structures, as well as the individual style of the particular artist or artists.

**Physical** - Means an individual's physical coordination, agility, or nimbleness, or lack thereof.

**Vocal** - Relating to the human voice.

**Musical** -The quality of having a pleasant sound; melodiousness.

**Design** -Offers a unique area of study where practically any element of art and design can be merged to created work for a specific audience, time and place.

**Interpretative** -Relating to or providing an interpretation.

**Responding to audience feedback** –Audience response is a type of interaction associated with the use of audience response systems, to create interactivity between a presenter and its audience.

**Future development** –Future Development means the construction of any portion or portions of the Project.

**Actions and targets** - Performance Targets means the specific objective goal or goals (which may be cumulative and/or alternative)

#### Key Skills and Techniques

- Design skills
- Realise skills
- Interpretative skills
- Expression
- Character
- Mood
- Atmosphere
- Stylistic characteristics
- Creative intentions
- Movement
- Practical skills