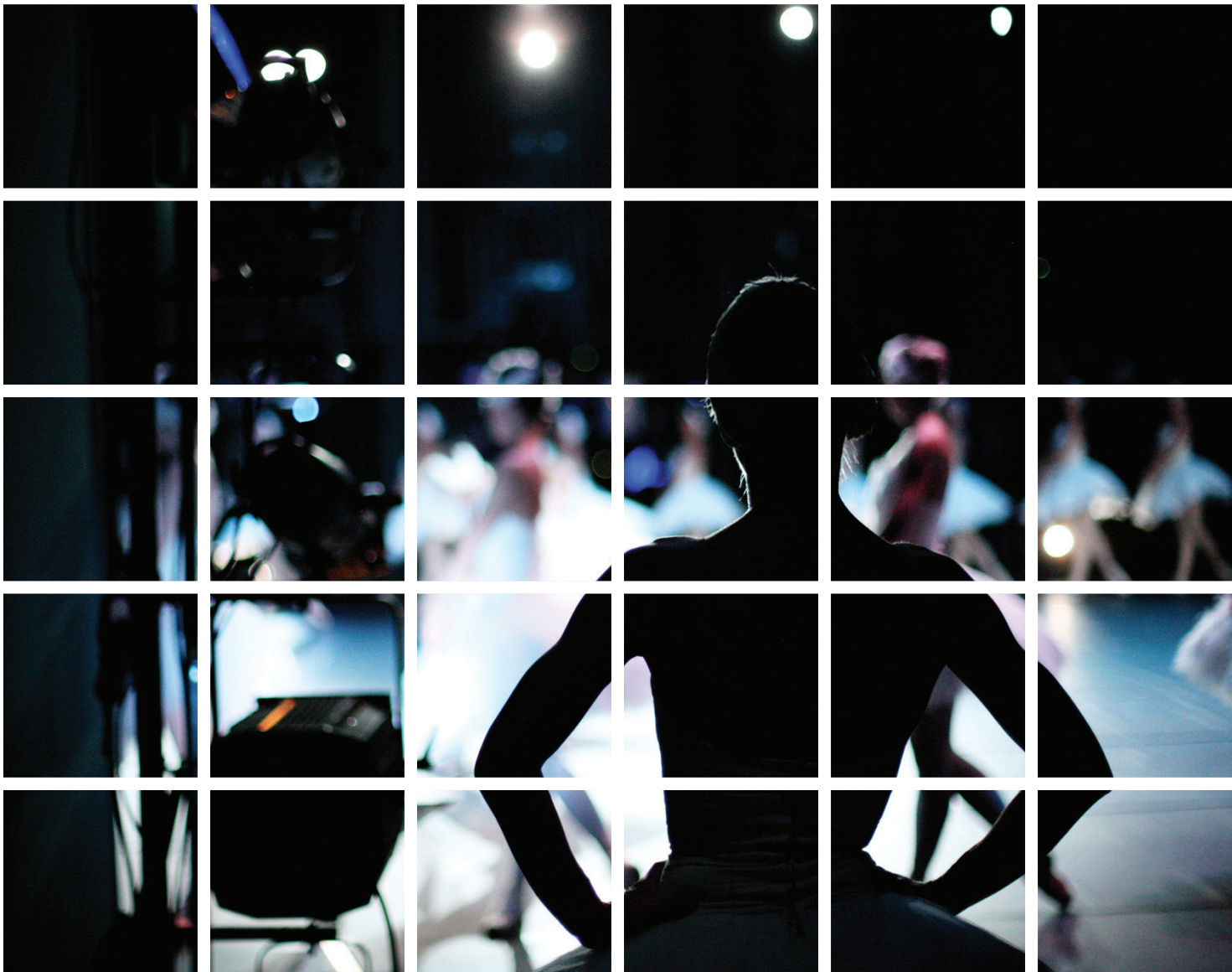


Pearson

BTEC Level 3 National

Foundation Diploma and Extended Diploma in

Performing Arts Practice



Specification

First teaching: September 2019
Issue 2

NO EXTERNAL ASSESSMENTS

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website. References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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CONTENTS

Introduction To Btec National Qualifications For The Performing Arts Sector	1
1 Qualification Purpose	5
2 Structure	11
Assessment	16
Total Qualification Time	17
Grading In These Qualifications	18
Understanding Your Learning And Teaching Modules And Assessment Units	19
Learning And Teaching Modules And Assessment Units	22
3 Planning Your Programme	143
4 Assessment Structure	147
Assessment Units	148
Making Valid Assessment Decisions	149
5 Administrative Arrangements	153
Introduction	153
Learner Registration And Entry	153
Access To Assessment	154
Administrative Arrangements For Assessment	155
Dealing With Malpractice	156
Additional Documents To Support Centre Administration	157
6 Quality Assurance	159
7 Understanding The Qualification Grade	163
8 Resources And Support	173
Support For Setting Up Your Course And Preparing To Teach	173
Support For Assessment	175
Training And Support From Pearson	176
Appendix 1: Glossary Of Terms Used For Internally-Assessed Learning And Teaching Modules	178

Summary of Pearson BTEC Level 3 National Foundation Diploma and Extended Diploma in Performing Arts Practice specification Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
Addition of progression routes to BTEC Higher Nationals	Page 8

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

INTRODUCTION TO BTEC NATIONAL QUALIFICATIONS FOR THE PERFORMING ARTS SECTOR



Welcome to your new specification for the Pearson BTEC Level 3 Nationals in Performing Arts Practice. This specification brings you the best of the BTEC tradition of developing independent, vocationally aware learners with the right balance between teaching/learning and formal assessment. It has been designed around the teaching approaches that are widely used in centres. It ensures that there is a simpler, better fit between these approaches and the structure of assessment.

The specification supports a curriculum where learners are encouraged to continually revisit their approaches to making and understanding performing arts, refining their skills, adding complexity and exploring new contexts. At the same time assessment requirements are clearly delineated, this ensures that all learners are being consistently measured to national standards, facilitating progression to university and to employment in the performing arts industry.

KEY FEATURES

These are the key features of this specification model:

- five pathways available for learners to focus on general performing arts, acting, dance, musical theatre or the circus
- all content in each pathway is mandatory
- content is defined in large blocks – called learning and teaching modules
- all assessment is of substantial size and linked to clear assessment objectives

MANDATORY CONTENT

Learners need to have access to teaching and learning approaches that challenge them to deepen and refine their skills over time.

This approach is supported by the definition of mandatory content for all learners, which addresses:

- development of performing arts skills
- management of projects
- self-analysis and reflection
- appreciation of the performing arts industry and their future role in it
- the ability to present themselves and their achievements effectively.

Within the scope of the defined content, you will be able to provide for learners' interests in relation to projects that are relevant locally.

The definition of a single set of mandatory content within each pathway allows for the simple and consistent presentation of requirements so that you will have work of a greater depth and standard to assess. It also reduces the potential for overlap between units so that similar skills are not over-assessed

LEARNING AND TEACHING MODULES

The specification is divided into a number of large learning and teaching modules. This allows content themes to be taught together and revisited, to ensure that learners are integrating their learning and developing their skills holistically and iteratively. The content for each learning and teaching module is related to a number of assessment units, which may draw broadly on the content themes in the defined evidence.

For internal assessment units, these learning and teaching modules allow you to use large-scale projects easily, as the basis for generating evidence for assessment.

ASSESSMENT UNITS

The assessment units allow you to assess learners using the established grades of Pass, Merit and Distinction, which in turn provide for overall qualification grading on the established scale for BTEC Nationals.

There are clear links from the learning and teaching modules to the assessment units, each of which is graded against defined criteria to ensure national standards.

The assessment units are equally weighted in each learning and teaching module.

Internal assessment focuses on defining a clear hierarchy of achievement against specific assessment requirements.

Each assessment unit has simple, clear evidence and assessment rules, and all terms are used consistently and defined explicitly across the assessment units.

QUALIFICATIONS IN THE SECTOR

These are the qualifications that we provide for the broader performing arts sector:

For learners seeking to develop skills related to performing arts and progression to a range of higher education courses and job roles related to a particular sector, the suitable qualifications are included in this specification and are:

- **Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (540 GLH) (603/4668/1)**
- **Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice (1080 GLH) (603/4669/3).**

The second year of the Extended Diploma contains two large projects with interrelated skills that are all required for progression.

These qualifications have been designed to flexibly meet the needs of learners and do not include external assessment. As which, they are not recognised as qualifications for performance tables.

QUALITY ASSURANCE

Quality assurance processes follow well-defined BTEC approaches designed to support you simply and effectively. We have refined our approach to supporting these unique creative qualifications to take account of the larger learning and teaching module structure and we will provide all centres with dedicated support each year.



1 QUALIFICATION PURPOSE

In this section, you will find information on the purposes of the following qualifications:

- **the Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice**
- **the Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice.**

We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice on the size of qualification that is suitable at recruitment.

These qualifications have been designed to provide post 16 learners with the skills, knowledge and understanding necessary to progress into higher education, training or employment in the industry. The large qualification sizes are designed specifically for progression and providing a substantial portfolio as an outcome of undertaking significant projects.

The structure of the qualifications is in keeping with current industry practice and university teaching and assessment methodology. The completion of an extensive portfolio showcasing learners' skills and knowledge will prepare them for progression. Minimising the number of assessment units allows for large scale projects and provides a holistic learning experience, which enables a diagnostic process balancing development of skills and personal growth and intentions.

The breadth of study in each qualification provides learners with opportunities to consider their practice in context of professional practice with work from inception of ideas to completion. The assessment enables valuable skills such as analysis, planning, organisation and critical thinking to be demonstrated in the context of developing practical outcomes.

Inclusivity is a key objective of these qualifications. Assessments do not prescribe the types of evidence required, allowing each learner to access the full range of achievement using the methods of working best suited to them. Core technical skills development covering all practices have been combined into shared mandatory units, which means that all learners will demonstrate the level of their skills through the same units regardless of individual accessibility needs, enhancing inclusivity and parity of assessment.

PEARSON BTEC LEVEL 3 NATIONAL FOUNDATION DIPLOMA IN PERFORMING ARTS PRACTICE

The Foundation Diploma, equivalent in size to 1.5 A Levels, is for learners looking to study performing arts as a one-year, full-time course and for those wishing to take it alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme. If taken as part of a programme of study that includes other BTEC Nationals or A Levels, it supports progression to higher education. It also supports progression to an Apprenticeship in the performing arts sector or to a further year of study at Level 3.

WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice should learners choose to enter employment directly in the performing arts sector.

The qualification provides the knowledge, skills and understanding that will prepare learners for further study or training.

Learners taking this qualification will study two mandatory learning and teaching modules:

- Skills Development
- The Performing Arts Industry

The mandatory content allows learners to concentrate on the development of their technical performance skills and creation techniques and relate them to the performing arts industry.

WHAT COULD THIS QUALIFICATION LEAD TO?

If learners complete this qualification in a year, they may progress to further learning at Level 3, for example a second Foundation Diploma in a complementary sector or the

Pearson BTEC National Extended Diploma in Performing Arts Practice.

This qualification offers learners the opportunity to develop their performance and technical skills through a process of self-evaluation, practice and review which supports them as they start to build their personal portfolio in preparation for entry to higher education. In addition to the performing arts sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication skills, team working, personal practice and reflection.

This qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant courses. When combined with other qualifications in a two-year study programme, such as A Levels or another BTEC National Foundation Diploma, learners can progress to higher education degree programmes, such as:

- BA (Hons) English with Theatre and Performance
- BA (Hons) Media Studies
- BA (Hons) Acting and Performance

Learners should always check the entry requirements for degree programmes at specific higher education providers.

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN PERFORMING ARTS PRACTICE

The Extended Diploma, equivalent in size to three A Levels, is a two-year, full-time course that meets entry requirements for learners who want to progress to higher education courses in art and design areas before entering employment.

WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted, in order to confirm that the content is appropriate and consistent with current practice, should learners choose to enter employment directly in the performing arts sector.

In addition to the knowledge, understanding and skills that underpin study of the performing arts sector, this qualification offers learners experience of the breadth and depth of the sector to prepare them for further study or training.

Learners taking this qualification will study four mandatory learning and teaching modules:

- Performing Arts Skills Development
- The Performing Arts Industry
- Personal Performing Arts Profile
- Collaborative Performing Arts Project.

WHAT COULD THIS QUALIFICATION LEAD TO?

In addition to the performing arts sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers. For example, learners will learn how to develop their selection, reflection and justification skills independently through the learning and teaching *Module G: Personal Performing Arts Profile*, and their personal practice and reflection skills through the choice of skills development learning and teaching *Modules A, B, C, D or E*. The learning and teaching *Module H: Collaborative Performing Arts Project* further develops skills in effective planning, team working, event organisation, repertoire selection, marketing and reflection as both an individual and a member of a group.

This qualification offers learners the opportunity to develop their technical and performance skills over their course of study through a process of self-evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports learners in building their own comprehensive personal portfolio in preparation for entry to employment in the performing arts industry or higher education.

This qualification carries UCAS points and meets the admission requirements for many relevant courses, for example:

Degrees in:

- Performance
- Theatre Studies
- Dance
- Drama
- Dance Culture and Choreography
- Acting.

Learners should always check the entry requirements for degree programmes with specific higher education providers. After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study.

As part of their higher study choices, learners may also choose to progress to a BTEC Higher National (HN) qualification. HNs are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5 and are designed to reflect the increasing need for high quality professional and technical education at Levels 4 and 5. They provide learners with a clear line of sight to employment and to a degree at Level 6 if they choose. The Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice meets the admission requirements for:

- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Acting)
- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Musical Theatre)
- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Dance)
- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Technical Arts)
- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (General).

HOW DO THESE QUALIFICATIONS PROVIDE EMPLOYABILITY SKILLS?

In the BTEC Nationals in Performing Arts Practice learning and teaching modules and assessment units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referenced in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- **interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some assessment units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

HOW DO THESE QUALIFICATIONS PROVIDE TRANSFERABLE KNOWLEDGE AND SKILLS FOR HIGHER EDUCATION?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among learning and teaching modules and assessment units, and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- teamwork
- project work
- presentation
- analytical skills
- creative development.

The BTEC Nationals attract UCAS points.

Please go to the UCAS website for full details of the points allocated.



2 STRUCTURE

STRUCTURES OF THE QUALIFICATIONS

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (A1, A2, A3 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
A Performing Arts Skills Development – 450 GLH	A1 Exploring Performance Styles	FD	ED
	A2 Creating Performance Material	FD	ED
	A3 Performing for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a Defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (Acting)

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice (Acting)

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (B4, B5, B6 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
B Acting Skills Development – 450 GLH	B4 Exploring Performance Styles	FD	ED
	B5 Creating Performance Material	FD	ED
	B6 Performing as an Actor for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a Defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (Dance)

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice (Dance)

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (C7, C8, C9 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
C Dance Skills Development – 450 GLH	C7 Exploring Performance Styles	FD	ED
	C8 Creating Performance Material	FD	ED
	C9 Performing as a Dancer as Part of an Ensemble	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a Defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (Musical Theatre)

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice (Musical Theatre)

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (D10, D11, D12 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
D Musical Theatre Skills Development – 450 GLH	D10 Exploring Performance Styles	FD	ED
	D11 Creating Performance Material	FD	ED
	D12 Performing Musical Theatre for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a Defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (Circus)

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice (Circus)

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (E13, E14, E15 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
E Circus Skills Development – 450 GLH	E13 Exploring Performance Styles	FD	ED
	E14 Creating Performance Material	FD	ED
	E15 Performing for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a Defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

ASSESSMENT

SYNOPTIC ASSESSMENT

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. The design of these qualifications is fundamentally to promote iterative integrated assessment through learning and teaching modules which provides a strong basis for synoptic assessment.

The synoptic assessment in the Foundation Diploma is related to the learning and teaching of *performing arts skills in either Module A: Performing Arts Skills Development, Module B: Acting Skills Development, Module C: Dance Skills Development, Module D: Musical Theatre Skills Development or Module E: Circus Skills Development*. In this assessment learners apply their learning synoptically in relation to an industry-style brief. The synoptic assessment is through a set of interconnected tasks related to a defined vocational theme, where learners use a broad range of planning, collaborative skills, practical exploration, creative thinking, industry knowledge and technical skills to develop performance material to achieve the requirements of the brief.

In completing the synoptic assessment units, learners will select and apply learning from the other learning and teaching *Module F: The Performing Arts Industry*. This requires learners to develop their knowledge and understanding of the performing arts industry, including roles, organisations, future developments and capitalising on job opportunities.

In the Extended Diploma, learners build on the three linked synoptic assessments in A1, A2 and A3; B4, B5 and B6; C7, C8 and C9; D10, D11 and D12; E13, E14 and E15 with the assessment on H22 where learners are required to collaborate on a performing arts project using the skills they have gained in Module A/B/C/D/E. Learners are required to use aspects of their technical, creative and collaborative performing arts skills to produce a technically adept collaborative performing arts project. To do this, learners will draw on their creative and performance skills and select and apply learning from other learning and teaching modules to realise the outcome, including knowledge of the industry, organisational and collaborative skills, creative thinking, technical performance skills and professional behaviours. These skills are highly regarded by higher education and employers, and will greatly benefit learners who want to progress to these areas.

LANGUAGE OF ASSESSMENT

Assessment of the units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 7*.

TOTAL QUALIFICATION TIME

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete assessment under supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected.

Each teaching and learning module in the qualifications has a GLH value of 90, 270 or 450. There is then a total GLH value for each qualification.

The qualifications in this specification have the following TQT values:

- **Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice – 720 TQT**
- **Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice – 1410 TQT.**

GRADING IN THESE QUALIFICATIONS

Teaching content has been divided into learning and teaching modules A, B, C, D or E with F, G and H. Each of these modules is an integrated block of learning that gives learners the opportunity to approach a topic holistically before attempting the linked assessment unit(s).

The overall qualification grading for the Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice is P to D* and for the Pearson BTEC Level 3 National Extended Diploma in Performing Arts Practice is PPP to D*D*D*. This is in line with the rest of the BTEC National suite.

UNDERSTANDING YOUR LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

This section sets out the required teaching and learning content themes and how they should be delivered. Content is compulsory except when shown as 'e.g.'

Each learning and teaching module has a number of content themes, which:

- set out the content to be covered
- set out how it can be approached for effective teaching and learning.

Learners should take assessments only once the learning and teaching module content themes have been covered.

Each learning and teaching module in the specification is set out in a similar way.

A brief explanation is given below of how the learning and teaching modules are set out. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and take note of this section.

Learning and teaching module title: for these qualifications, certificates will include the title of the learning and teaching module and assessment unit, for example *Performing Arts Skills Development*, and the grade achieved for each one.

Assessment summary: This section defines the scope, style and depth of learning. You can see where learners should be focusing on basic requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in the assessment objectives in *Appendix 1*.

Essential information for assessment

Assessment unit XI - XXJ

Recommended evidence

X1.1/1.2/1.3 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

- XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Summary of evidence in relation to assessment objectives, including recommended formats.

The assessment objectives are statements indicating the scope of learning for the assessment unit and relate to the evidence and assessment criteria.

Assessment criteria and amplification for decisions

X1.1 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

A1.P1 Pass

XXXXXX

X1.M1 Merit

XXXXXX

X1.D1 Distinction

XXXXXX

At **Pass**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

At **Merit**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

At **Distinction**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Standard for criteria at Pass, Merit and Distinction level for corresponding assessment objective. See Appendix 1 for definition of these terms.

Essential information on how the assessment criteria should be used to assess performance for each assessment objective.



LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

Module A: Performing Arts Skills Development	23
Module B: Acting Skills Development	39
Module C: Dance Skills Development	55
Module D: Musical Theatre Skills Development	71
Module E: Circus Skills Development	87
Module F: The Performing Arts Industry	103
Module G: Personal Performing Arts Profile	113
Module H: Collaborative Performing Arts Project	127

MODULE A:

PERFORMING ARTS SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

INTRODUCTION

Modern performing arts practitioners need to meet broad and varied requirements, including the ability to adapt to performance styles, production and creation contexts, and to understand how stylistic knowledge fits into them.

Performance skills are interrelated in terms of using and adapting to different elements, contexts and requirements. This module develops the ability to apply knowledge and skills related to the key areas of the industry. As a general pathway, it allows learners to study styles from across the specialism or to focus when they find an area of interest. The module requires significant learning and teaching time to explore and develop performance techniques in different context. It presents a series of short learning projects that establish and refine skills, so that learners are able to adapt them independently to a range of vocational situations. The projects will help learners develop contextual understanding in practical scenarios and break down the traits used in genres and styles. The technological, structural and creative skills associated with performance creation are refined over a period of time, allowing a holistic learning journey associated with the skills of a modern performer. The projects help learners develop key complementary skills, such as professional skills and critical reflection.

This module is assessed through three assessment units, which draw from the range of content in the module to allow learners to demonstrate a breadth of skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Performing Arts Industry* in the response to a vocational brief related to industry roles and freelance work. The module also provides a depth and breadth of skills related to undertaking the large-scale vocational projects in *Module G: Personal Performing Arts Profile* and *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the performance skills and critical thinking needed to succeed on higher education courses related to the sector and in entry-level positions in the industry.

ASSESSMENT SUMMARY

Learners receive a separate, equally weighted grade for each assessment unit.

Assessment unit	Assessment objectives
A1: Exploring performance styles	<ol style="list-style-type: none">1. Apply stylistic conventions to performance material in response to a brief.2. Apply performance skills and techniques to performance material in response to a brief.3. Review the stylistic conventions of performance material.
A2: Creating performance material	<ol style="list-style-type: none">1. Demonstrate an understanding of performance skills and techniques when creating and developing performance material in response to a brief.2. Apply creative processes when developing performance material in response to a brief.3. Apply technical skills when creating performance material.
A3: Performing for an audience	<ol style="list-style-type: none">1. Develop and realise a performance through rehearsal.2. Review creative decisions made in rehearsal.3. Apply performance skills and techniques to a performance for an audience.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Performance styles	Exploring the development of performance styles in history. Exploring characteristics of performance styles. Interpreting performance styles.
Contextual factors of performance work	Exploring social and cultural factors of work. Using production and performance elements in context. Exploring practitioners' work.
Developing performance techniques	Identifying performance techniques. Exploring performance techniques. Refining performance techniques.
Developing a performance	Identifying and analysing material. Developing material. Performing material.
Developing performance creation skills	Exploring performance creation techniques. Developing material. Presenting a created performance.
Developing professional skills	Planning and organising a project. Identifying, setting up and using necessary equipment/props/space. Adhering to professional practice in rehearsal.
Performing arts in the community	Exploring performing arts in the community. Developing material for a community purpose. Performing a community-based piece.
Critical reflection	Critically analysing processes and performance. Presenting critical analysis.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must cover the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

PERFORMANCE STYLES

Learners will take part in practical sessions, workshops and short projects that explore performance styles. Sessions will look at the development of performance styles throughout history. Learners will explore these styles practically by taking part in short projects, where they will look at and develop skills and underpinning knowledge related to working with different styles, including:

- how genres and styles relate
- how styles use performance elements
- technical conventions of genres
- practical preparations for performing in different styles
- the interpretation of the performance of different styles.

In these short projects, learners should produce a performance, in either a live or a filmed context, for at least three performance styles, such as:

- classical dance (could include ballet/period dance)
- modern/contemporary dance (could include commercial/lyrical)
- music performance
- opera
- physical theatre
- classical theatre (could include Greek/Shakespeare)
- scripted performance
- performance for screen
- musical theatre
- magic
- mime
- spoken word
- puppetry
- circus arts
- performance arts.

(Styles can come from sub-sections of suggestions, such as different modern dance styles etc., and can be embedded with other learning throughout the year.)

CONTEXTUAL FACTORS OF PERFORMANCE WORK

Learners will take part in theoretical sessions and practical workshops, exploring the contextual factors that influence a practitioner's work. Workshops will explore the work of prominent practitioners and analyse meaning and context. Learners must explore the following areas in relation to the pieces of work:

- cultural, social and historical influences
- economic and political factors
- geographical and physical factors
- influence of other practitioners
- public and critical responses to their work.

In the sessions, learners should develop their underpinning knowledge of contextual understanding and how, as performers, it applies to them practically in the following ways, through:

- exploration of themes in the work and how they are communicated
- use of creative ideas and intentions
- exploration of target audiences and intended effect
- use of performance and production elements.

DEVELOPING PERFORMANCE TECHNIQUES

Learners will develop their performance skills and techniques through workshops and practical sessions. They will take part in projects to improve their performance skills. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- exploring physical techniques and skills
- exploring interrelated skills (such as vocal skills)
- sourcing and using resources for developing, such as
 - online resources
 - tutorials
 - peer-to-peer learning

- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement.

In these short workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- controlling of performance elements
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing material to an audience.

DEVELOPING A PERFORMANCE

Learners should develop and apply performance skills related to working towards a performance, such as:

- developing and interpreting materials as a group
- refining material through group rehearsal
- presenting a performance to an audience.

Learners will explore and develop the skills and techniques related to working on a performance. They must take part in extended projects to develop, analyse and improve group performance skills, including:

- communicating as a group
- agreeing on structure and version of material/artistic vision
- contributing to the development of material
- preparing for a rehearsal
- leading a rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

DEVELOPING PERFORMANCE CREATION SKILLS

Learners will take part in workshops, sessions and short projects to develop their performance creation skills and techniques. They will explore different types of performance creation in a practical way by running short projects that create performance for at least two different mediums and contexts, such as:

- original devised performance
- reinterpretation of existing material
- theatre in education
- theatre for children
- performance for media, such as
 - radio play
 - public information film/performance
 - advert.

In these workshops and projects, learners should develop their performance creation skills and techniques, including the following:

- responding to purposes or constraints
- using stimuli to generate ideas
 - themes
 - visual
 - aural
 - media
- practically exploring and shaping of creative ideas
- developing and refining created performances
 - selecting and rejecting ideas and material
 - responding to feedback
 - shaping and refining material to resolve problems
- presenting created performance.

DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the performing arts industry through workshops and sessions. This area should be introduced and developed alongside other learning and teaching areas. It will include the following.

- Organisational skills:
 - scheduling and planning processes
 - managing time and setting deadlines
 - allocating and sourcing resources such as music or props
 - identifying issues and potential solutions.
- Technical skills:
 - setting up equipment and spaces such as rehearsal rooms
 - using equipment/props
 - maintaining equipment.
- Professional practice and conduct:
 - communication skills
 - working with others
 - preparing for sessions
 - considering resilience and mental wellbeing.

PERFORMING ARTS IN THE COMMUNITY

Learners will take part in theoretical sessions and practical workshops, exploring how performing arts can be used in the community. They will take part in workshops where they will explore contexts and roles in community projects. They must explore the following areas:

- purpose of the work
- funding avenues
- style and type of work
- clients
- audience
- physical and legal constraints
 - copyright
 - performance space
 - resources.

In the sessions, learners should develop their understanding of different skills and roles related to producing community-focused work:

- liaising
- facilitating
- organising
- performing
- making contacts
- creating public awareness
- working with outside agencies
- coordinating groups
- leading workshops
- rehearsing mixed groups
- contributing to client care.

CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to performance work through practical sessions and group discussions.

They will apply and develop these skills when performing in some of their other learning and teaching areas, as appropriate, critically reflecting on at least two of their works. They should develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT A1 – EXPLORING PERFORMANCE STYLES

Recommended evidence

A1.1/1.2 Two pieces based on two different performance styles.

- This might be a video of original performances or a performance of pieces reworked into other styles.

A1.3 Breakdown of stylistic features and elements used within their work.

- This might be demonstration to camera using extracts of performance or screen recording with audio commentary.
-

Assessment criteria and amplification for decisions

A1.1 Apply stylistic conventions to performance material in response to a brief

A1.P1 Pass
Adequate

A1.M1 Merit
Effective

A1.D1 Distinction
Accomplished

At **Pass**, learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

At **Merit**, learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles.

At **Distinction**, learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles.

A1.2 Apply performance skills and techniques to performance material in response to a brief

A1.P2 Pass
Adequate

A1.M2 Merit
Effective

A1.D2 Distinction
Accomplished

At **Pass**, learners deploy and manipulate performance elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres/styles.

At **Merit**, learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres/styles.

At **Distinction**, learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres/styles.

A1.3 Review the stylistic conventions of performance material

A1.P3 Pass
Describe

A1.M3 Merit
Analyse

A1.D3 Distinction
Critically comment

At **Pass**, learners provide an account of how stylistic conventions and performance elements have been deployed, with some reference to examples.

At **Merit**, learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.

ASSESSMENT UNIT A2

– CREATING PERFORMANCE MATERIAL

Recommended evidence

A2.1 Process log accounting for the development of their final project, which details both the creative and technical processes.

- This might be a video recording with audio commentary, video presentation or annotated pictures.

A2.2/2.3 Final performance piece for a given brief.

- This may be an original devised piece, a reimaging or reinterpretation.
-

Assessment criteria and amplification for decisions

A2.1 Demonstrate an understanding of performance skills and techniques when creating and developing performance material in response to a brief

A2.P1 Pass
Describe

A2.M1 Merit
Analyse

A2.D1 Distinction
Critically evaluate

At **Pass**, learners give an account of their creative processes and the use of exploratory skills and techniques in the development of performance material, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to pertinent examples.

A2.2 Apply creative processes when developing performance material in response to a brief

A2.P2 Pass
Adequate

A2.M2 Merit
Consistent

A2.D2 Distinction
Accomplished

At **Pass**, learners demonstrate some ability to apply creative skills and techniques that develop and enhance performance material.

At **Merit**, learners demonstrate a proficient ability to apply creative skills and techniques that develop and enhance performance material.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply creative skills and techniques that develop and enhance performance material.

A2.3 Apply technical skills when creating performance material

A2.P3 Pass
Adequate

A2.M3 Merit
Consistent

A2.D3 Distinction
Accomplished

At **Pass**, learners demonstrate a capable application of technical skills to create a performance relevant for the given brief.

At **Merit**, learners demonstrate a secure application of technical skills to create a performance relevant for the given brief.

At **Distinction**, learners demonstrate a fluent application of technical skills to create a performance relevant for the given brief.

ASSESSMENT UNIT A3

– PERFORMING FOR AN AUDIENCE

Recommended evidence

A3.1/3.2 Materials demonstrating engagement within rehearsal sessions and debrief of sessions.

- This might include videos or audio recordings of rehearsals, group or individual debriefs, written commentary.

A3.3 A video recording of a final completed performance.

Assessment criteria and amplification for decisions

A3.1 Develop and realise a performance through rehearsal

A3.P1 Pass
Adequate

A3.M1 Merit
Effective

A3.D1 Distinction
Accomplished

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

A3.2 Review creative decisions made in rehearsal

A3.P2 Pass
Describe

A3.M2 Merit
Analyse

A3.D2 Distinction
Critically evaluate

At **Pass**, learners express how individual actions and decisions led to performance developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to performance developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to performance developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

A3.3 Apply performance skills and techniques to a performance for an audience

A3.P3 Pass
Adequate

A3.M3 Merit
Effective

A3.D3 Distinction
Accomplished

At **Pass**, learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.

At **Merit**, learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.

At **Distinction**, learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.



MODULE B:

ACTING SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

INTRODUCTION

Modern actors are expected to meet a broad and varied range of requirements, including the ability to adapt to styles, context of performance and audience type, and to understand how stylistic knowledge fits into them.

Acting skills are interrelated in terms of using and adapting to different elements, production requirements and contexts. This module develops learners' ability to apply knowledge and skills related to the key areas of the industry. It requires significant learning and teaching time to explore and develop acting techniques in different contexts. The module involves a series of short learning projects to refine skills, so that learners are able to adapt them independently to vocationally varied situations. The projects allow the development of contextual and stylistic understanding in practical scenarios and help learners to break down the traits used in styles. The projects will also cover individual performance skills, which need to be developed over a period of time, to allow learners to refine their technical proficiency. The technological, structural and creative skills associated with performance creation are also refined over a period of time, allowing a holistic learning journey associated with the skills of a modern performer. The projects will allow learners to develop key complementary skills, such as professional skills and critical reflection.

This module is assessed through three assessment units, which draw from the range of content in the module to allow the demonstration of a breadth of skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from Module F: The Performing Arts Industry in the response to a vocational brief related to industry roles and freelance work. The module also provides a depth and breadth of skills related to undertaking the large-scale vocational projects in *Module G: Personal Performing Arts Profile* and *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the performance skills and critical thinking needed to succeed on higher education courses related to the sector and in entry-level positions in the industry.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
B4: Exploring performance styles	<ol style="list-style-type: none">1. Apply stylistic conventions to performance material in response to a brief.2. Apply acting skills and techniques to performance material in response to a brief.3. Review the stylistic conventions of performance material.
B5: Creating performance material	<ol style="list-style-type: none">1. Demonstrate an understanding of acting skills and techniques when creating and developing performance material in response to a brief.2. Apply acting skills and techniques to the creative process in response to a brief.3. Apply technical skills when creating performance material.
B6: Performing as an actor for an audience	<ol style="list-style-type: none">1. Develop and realise a performance through rehearsal.2. Review creative decisions made in rehearsal.3. Apply acting skills and techniques to a performance for an audience.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Acting styles	Exploring the development of performance styles in history. Exploring characteristics of performance styles. Interpreting performance styles.
Contextual factors of performance work	Exploring social and cultural factors of performance work. Using production and performance elements in context. Exploring practitioners' work.
Developing acting skills and techniques	Identifying performance skills and techniques. Exploring performance skills and techniques. Refining performance skills and techniques.
Developing a scripted performance	Identifying and analysing material. Rehearsing material. Performing material.
Developing a devised performance	Exploring devising techniques. Developing material. Presenting a devised performance.
Developing professional skills	Planning and organising a performance project. Identifying, setting up and using necessary equipment/props/space. Adhering to professional practice in rehearsal.
Performing arts in the community	Exploring performing arts in the community. Developing material for a community purpose. Performing to a community audience.
Critical reflection	Critically analysing processes and performance work. Presenting critical analysis.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must cover the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

ACTING STYLES

Learners will take part in practical sessions, workshops and short projects that explore acting styles. The sessions will look at the development of performance styles throughout history and learners will explore these practically by taking part in short projects, where they will look at and develop skills and underpinning knowledge related to working with different styles, including:

- how genres and styles relate
- how styles use acting skills and techniques
- technical conventions of genres
- practical preparations for performing in different styles
- the interpretation of the performance of different styles.

In these short projects, learners should produce a performance, in either a live or a filmed context, for at least three contrasting styles, such as:

- absurdism
- comedy of manners
- *commedia dell'arte*
- epic
- expressionism
- farce
- Greek
- improvisation
- melodrama
- naturalism
- physical
- realism
- symbolism
- theatre of cruelty
- verbatim.

(Styles can come from sub-sections of suggestions and can be embedded with other learning throughout the year.)

CONTEXTUAL FACTORS OF PERFORMANCE WORK

Learners will take part in theoretical sessions and practical workshops, exploring the contextual factors that influence a practitioner's work. They will undertake workshops where they explore the work of prominent practitioners and analyse meaning and context. They must explore the following areas in relation to the pieces of work:

- cultural, social and historical influences
- economic and political factors
- geographical and physical factors
- influence of other practitioners
- public and critical responses to their work.

In the sessions, learners should develop their underpinning knowledge of contextual understanding and how, as performers, it applies to them practically in the following ways, through:

- exploration of themes in the work and how they are communicated
- use of creative ideas and intentions
- target audiences and intended effect
- use of performance and production elements.

DEVELOPING ACTING SKILLS AND TECHNIQUES

Learners will develop their acting skills and techniques through workshops and practical sessions. They will take part in projects to improve their acting skills and techniques. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- exploring physical techniques and skills
- exploring vocal techniques and skills
- sourcing and using resources for developing, such as
 - online resources
 - tutorials
 - peer-to-peer learning

- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement.

In these workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- using vocal skills for actors
- using space and levels
- using characterisation
- using movement and physical skills
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing to an audience.

DEVELOPING A SCRIPTED PERFORMANCE

Learners should develop and apply performance skills related to working towards a scripted performance, such as:

- developing and interpreting a script as a group
- analysing context and creative intentions of material
- auditioning for parts/roles
- exploring dramatic potential of material
- refining material through rehearsal
- performing a scripted performance to an audience.

Learners will explore and develop the skills and techniques related to working on a

performance. They must take part in projects to develop, analyse and improve scripted performance skills, including:

- communicating as a group
- agreeing on creative intentions of material/ artistic vision
- preparing for a rehearsal
- leading a rehearsal
- taking and responding to directions and notes
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

DEVELOPING A DEVISED PERFORMANCE

Learners will take part in workshops, sessions and short projects to develop their skills and techniques in creating a devised performance. They will explore different types of devised performance in a practical way by running short projects that create performance for at least two different stimuli, such as the following.

- Themes:
 - social
 - cultural
 - historical
 - ethical.
- Visual:
 - photograph
 - painting
 - sculpture
 - graphic
 - object.
- Text:
 - poem
 - short story
 - quotation
 - lyric.
- Aural:
 - music/sound
 - soundscape.
- Media:
 - newspaper
 - magazine
 - documentary
 - video.

In these workshops and projects, learners should develop their skills and techniques to include the following:

- responding to purposes or constraints
- using stimulus to generate ideas
- practically exploring and shaping of creative ideas
- developing and refining created performances
 - selecting and rejecting ideas and material
 - responding to feedback
 - shaping and refining material to resolve problems
- performing devised material.

DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the performing arts industry through workshops and sessions. This area should be introduced and developed alongside other learning and teaching areas. It will include the following.

- Organisational skills:
 - scheduling and planning processes
 - managing time and setting deadlines
 - allocating and sourcing resources such as costume or props
 - identifying issues and potential solutions.
- Technical skills:
 - setting up equipment and spaces such as rehearsal space
 - using equipment/props
 - maintaining equipment.
- Professional practice and conduct:
 - using communication skills
 - working with others
 - preparing for sessions
 - considering resilience and mental wellbeing.

PERFORMING ARTS IN THE COMMUNITY

Learners will take part in theoretical sessions and practical workshops, exploring how performing arts can be used in the community. They will undertake workshops where they explore contexts and roles in community projects. They must explore the following areas:

- purpose of the work
 - funding options
 - style and type of work
 - beneficiaries, participants and/or community stakeholders
 - audience
 - physical and legal constraints
 - copyright, safeguarding, licences
 - performance space
 - resources.
- In the sessions, learners should develop their understanding of different skills and roles related to producing community-focused work:
- liaising
 - facilitating
 - organising
 - performing
 - networking
 - raising public awareness
 - working with community stakeholders
 - coordinating groups
 - leading workshops
 - rehearsing diverse groups
 - safeguarding.

CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to performance work through practical sessions and group discussions. They will apply and develop these skills when performing in some of their other learning and teaching areas, as appropriate, critically reflecting on at least two of their works. They should develop skills in:

- analysing the creative process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- considering alternatives
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT B4 – EXPLORING PERFORMANCE STYLES

Recommended evidence

B4.1/4.2 Two pieces based on two different performance styles.

- This might be a video of original performances or a performance of pieces reworked into other styles.

B4.3 Breakdown of stylistic features and elements used within their work.

- This might be demonstration to camera using extracts of performance or screen recording with audio commentary.
-

Assessment criteria and amplification for decisions

B4.1 Apply stylistic conventions to performance material in response to a brief

B4.P1 Pass
Adequate

B4.M1 Merit
Effective

B4.D1 Distinction
Accomplished

At **Pass**, learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

At **Merit**, learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles.

At **Distinction**, learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles.

B4.2 Apply acting skills and techniques to performance material in response to a brief

B4.P2 Pass
Adequate

B4.M2 Merit
Effective

B4.D2 Distinction
Accomplished

At **Pass**, learners deploy and manipulate performance elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres/styles.

At **Merit**, learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres/styles.

At **Distinction**, learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres/styles.

B4.3 Review the stylistic conventions of performance material

B4.P3 Pass
Describe

B4.M3 Merit
Analyse

B4.D3 Distinction
Critically comment

At **Pass**, learners provide an account of how stylistic conventions and performance elements have been deployed, with some reference to examples.

At **Merit**, learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.

ASSESSMENT UNIT B5

– CREATING PERFORMANCE MATERIAL

Recommended evidence

B5.1 Process log accounting for the development of final project, which details both the creative and technical processes.

- This might be a video recording with audio commentary, video presentation or annotated pictures.

B5.2/5.3 Final performance piece for a given brief.

- This may be an original devised piece, a reimagining or reinterpretation.
-

Assessment criteria and amplification for decisions

B5.1 Demonstrate an understanding of acting skills and techniques when creating and developing performance material in response to a brief

5.P1 Pass
Describe

B5.M1 Merit
Analyse

B5.D1 Distinction
Critically evaluate

At **Pass**, learners give an account of their creative processes and the use of exploratory skills and techniques in the development of performance material, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to pertinent examples.

B5.2 Apply acting skills and techniques to the creative process in response to a brief

B5.P2 Pass
Adequate

B5.M2 Merit
Consistent

B5.D2 Distinction
Accomplished

At **Pass**, learners demonstrate some ability to apply creative skills and techniques that develop and enhance performance material.

At **Merit**, learners demonstrate a proficient ability to apply creative skills and techniques that develop and enhance performance material.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply creative skills and techniques that develop and enhance performance material.

B5.3 Apply technical skills used when creating performance material

B5.P3 Pass
Adequate

B5.M3 Merit
Consistent

B5.D3 Distinction
Accomplished

At **Pass**, learners demonstrate a capable application of technical skills to create a performance relevant for the given brief.

At **Merit**, learners demonstrate a secure application of technical skills to create a performance relevant for the given brief.

At **Distinction**, learners demonstrate a fluent application of technical skills to create a performance relevant for the given brief.

ASSESSMENT UNIT B6 – PERFORMING AS AN ACTOR FOR AN AUDIENCE

Recommended evidence

B6.1/6.2 Materials demonstrating engagement within rehearsal sessions and debrief of sessions.

- This might include videos or audio recordings of rehearsals, group or individual debriefs, written commentary.

B6.3 A video recording of a final completed performance.

Assessment criteria and amplification for decisions

B6.1 Develop and realise a performance through rehearsal

B6.P1 Pass
Adequate

B6.M1 Merit
Effective

B6.D1 Distinction
Accomplished

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

B6.2 Review creative decisions made in rehearsal

B6.P2 Pass
Describe

B6.M2 Merit
Analyse

B6.D2 Distinction
Critically evaluate

At **Pass**, learners express how individual actions and decisions led to performance developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to performance developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to performance developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

B6.3 Apply acting skills and techniques to a performance for an audience

A3.P3 Pass
Adequate

A3.M3 Merit
Effective

A3.D3 Distinction
Accomplished

At **Pass**, learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.

At **Merit**, learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.

At **Distinction**, learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.



MODULE C:

DANCE SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

INTRODUCTION

Modern dancers need to meet a broad and varied range of requirements, including the ability to adapt to styles, context of performance and performance space, and to understand how stylistic knowledge fits into them.

Dance skills are interrelated in terms of using and adapting to different elements, production requirements and contexts. This module develops learners' ability to apply knowledge and skills related to the key areas of the industry. It requires significant learning and teaching time to explore and develop dance techniques in different contexts. The module involves a series of short learning projects to refine skills, so that learners are able to adapt them independently to vocationally varied situations. The projects will allow the development of contextual and stylistic understanding in practical scenarios and give learners the ability to break down the traits used in styles. The projects cover individual technical dance skills, which need to be developed over a period of time to allow learners to refine their proficiency. The technological, structural and creative skills associated with performance creation are also refined over a period of time, allowing a holistic learning journey associated with the skills of a modern dancer. The projects will allow learners to develop key complementary skills, such as professional skills and critical reflection.

This module is assessed through three units, which draw from the range of content in the module to allow the demonstration of a breadth of skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from Module F: The Performing Arts Industry in response to a vocational brief related to industry roles and freelance work. This module also provides a depth and breadth of skills related to undertaking the large-scale vocational projects in *Module G: Personal Performing Arts Profile* and *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the performance skills and critical thinking needed to succeed in higher education courses related to the sector and in entry-level positions in the industry.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
C7: Exploring performance styles	<ol style="list-style-type: none">1. Apply stylistic conventions to performance material in response to a brief.2. Apply dance skills and techniques to performance material in response to a brief.3. Review the stylistic conventions of performance material.
C8: Creating performance material	<ol style="list-style-type: none">1. Demonstrate an understanding of exploratory skills and techniques when creating and developing performance material in response to a brief.2. Apply performance skills and techniques when developing performance material.3. Apply technical skills when creating performance material.
C9: Performing as a dancer as part of an ensemble	<ol style="list-style-type: none">1. Contribute to the development of performance material through rehearsal.2. Demonstrate an understanding of dance skills and techniques when rehearsing performance material.3. Apply dance skills and techniques to a performance as part of an ensemble.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Dance styles	Exploring the development of classical performance styles in history. Exploring characteristics of performance styles. Interpreting performance styles.
Contextual factors of performance work	Exploring Social and cultural factors of work. Use of production and performance elements in context. Exploring practitioners' work.
Developing dance skills and techniques	Identifying performance skills and techniques. Exploring performance skills and techniques. Refining performance skills and techniques.
Developing improvisation skills	Identifying and analysing stimulus material. Developing material. Performing material.
Developing choreography skills	Exploring choreographic devices and compositional structures. Developing material. Applying choreography techniques to a performance.
Developing professional skills	Planning and organising a project. Identifying, setting up and using necessary equipment/props/space. Adhering to professional practice in rehearsal.
Performing arts in the community	Exploring performing arts in the community. Developing material for a community purpose. Performing to a community audience.
Critical reflection	Critically analysing processes and performance work. Presenting critical analysis.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must cover the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

DANCE STYLES

Learners will take part in practical sessions, workshops and short projects that explore performance styles. Sessions will look at the development of performance styles throughout history. Learners will explore them practically by taking part in short projects, where they will look at and develop skills and underpinning knowledge related to working with different styles, including:

- how genres and styles relate
- how styles use dance skills and techniques
- technical conventions of genres
- practical preparations for performing in different styles
- the interpretation of performance of different styles.

In these short projects, learners should produce a performance, in either a live or a filmed context, for at least three contrasting styles, such as:

- ballet
- tap
- jazz
- modern
- street
- contemporary
- commercials
- lyrical
- ballroom
- Latin
- swing
- ceremonial
- disco/electronic.

(Styles can come from sub-sections of suggestions, such as different modern dance styles etc., and can be embedded with other learning throughout the year.)

CONTEXTUAL FACTORS OF PERFORMANCE WORK

Learners will take part in theoretical sessions and practical workshops, exploring the contextual factors that influence a practitioner's work. They will take part in workshops where they explore the work of prominent practitioners and analyse its meaning and context. They must explore the following areas in relation to the pieces of work:

- cultural, social and historical influences
- economic and political factors
- geographical and physical factors
- influence of other practitioners
- public and critical responses to their work.

In the sessions, learners should develop their underpinning knowledge of contextual understanding and how, as performers, it applies to them practically in the following ways, through:

- exploration of themes in the work and how they are communicated
- use of creative ideas and intentions
- target audiences and intended effect
- use of performance and production elements.

DEVELOPING DANCE SKILLS AND TECHNIQUES

Learners will develop their dance skills and techniques through workshops and practical sessions. They will take part in projects to improve their dance performance skills. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- exploring physical techniques and skills
- sourcing and using resources for developing, such as
 - online resources
 - tutorials
 - peer-to-peer learning
- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement.

In these short workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- controlling performance elements
- exploring technical dance skills related to style
- using space
- using characterisation
- using movement and physical skills
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing material to an audience.

DEVELOPING IMPROVISATION SKILLS

Learners should develop and apply performance skills related to working towards an improvised performance, such as:

- contact improvisation
- choreographic development using improvisation (motif development, selection and refinement)
- mixing choreography and improvisation
- pure improvisation
- maintaining technique.

DEVELOPING CHOREOGRAPHY SKILLS

Learners will take part in workshops, sessions and short projects to develop their skills and techniques in creating performance work. They will explore different types of choreographic devices and compositional structures in a practical way by running short projects that create at least two different performances.

- Choreographic devices:
 - motif and motif development
 - contrast
 - complementary
 - unison
 - canon (reverting: overlapping and non-overlapping, simultaneous, cumulative, loose)
 - contact
 - highlights and climax of logical sequencing
 - positioning/relationship of dancers
 - use of props and set.
- Compositional structures:
 - binary
 - ternary
 - rondo
 - episodic
 - narrative
 - chance
 - collage
 - theme and variation.

Learners will explore and develop the skills and techniques related to working on a performance. They must take part in projects to develop, analyse and improve performance skills, including:

- communicating as a group
- agreeing on version of material/ artistic vision
- using technical skills
- contributing to the development of material
- taking and responding to directions and notes
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

In these workshops and projects, learners should develop their performance creation skill and techniques, including the following:

- responding to purposes or constraints
- using choreographic devices
- developing movement material and motifs, using motif development techniques
- practically exploring and shaping of creative ideas
 - selecting and rejecting ideas and material
 - responding to feedback
 - shaping and refining material to resolve problems
- exploring relationships between movement and musical accompaniment
- positioning and relationships of dancers
- presenting created performance.

DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the performing arts industry through workshops and sessions. This area should be introduced and developed alongside other learning and teaching areas. It will include the following.

- Organisational skills:
 - scheduling and planning processes
 - managing time and setting deadlines
 - allocating and sourcing resources such as music or props
 - identifying issues and potential solutions.
- Technical skills:
 - setting up equipment and spaces such as rehearsal rooms
 - using equipment/props
 - maintaining equipment.
- Professional practice and conduct:
 - communication skills
 - working with others
 - preparing for sessions
 - considering resilience and mental wellbeing.

PERFORMING ARTS IN THE COMMUNITY

Learners will take part in theoretical sessions and practical workshops, exploring how performing arts can be used in the community. They will take part in workshops where they explore contexts and roles in community projects. They must explore the following areas:

- purpose of the work
 - funding options
 - style and type of work
 - beneficiaries, participants and/or community stakeholders
 - audience
 - physical and legal constraints
 - copyright, safeguarding, licences
 - performance space
 - resources.
- In the sessions, learners should develop their understanding of different skills and roles related to producing community-focused work:
- liaising
 - facilitating
 - organising
 - performing
 - networking
 - raising public awareness
 - working with community stakeholders
 - coordinating groups
 - leading workshops
 - rehearsing diverse groups
 - safeguarding.

CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to performance work through practical sessions and group discussions. They will apply and develop these skills when performing in some of their other learning and teaching areas, as appropriate, critically reflecting on at least two of their works. They should develop skills in:

- analysing the creative process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- considering alternatives
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT C7 – EXPLORING PERFORMANCE STYLES

Recommended evidence

C7.1/7.2 Two pieces based on two different performance styles.

- This might be a video of original performances or a performance of pieces reworked into other styles.

C7.3 Breakdown of stylistic features and elements used in their work.

- This might be demonstration to camera using extracts of performance or screen recording with audio commentary.
-

Assessment criteria and amplification for decisions

C7.1 Apply stylistic conventions to performance material in response to a brief

C7.P1 Pass
Adequate

C7.M1 Merit
Effective

C7.D1 Distinction
Accomplished

At **Pass**, learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

At **Merit**, learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles.

At **Distinction**, learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles.

C7.2 Apply dance skills and techniques to performance material in response to a brief

C7.P2 Pass
Adequate

C7.M2 Merit
Effective

C7.D2 Distinction
Accomplished

At **Pass**, learners deploy and manipulate performance elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres/styles.

At **Merit**, learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres/styles.

At **Distinction**, learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres/styles.

C7.3 Review the stylistic conventions of performance material

C7.P3 Pass
Describe

C7.M3 Merit
Analyse

C7.D3 Distinction
Critically comment

At **Pass**, learners provide an account of how stylistic conventions and performance elements have been deployed, with some reference to examples.

At **Merit**, learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.

ASSESSMENT UNIT C8

– CREATING PERFORMANCE MATERIAL

Recommended evidence

C8.1 Process log accounting for the development of their final project, which details both the creative and technical processes.

- This might be a video recording with audio commentary, video presentation or annotated pictures.

C8.2/8.3 Final performance piece for a given brief.

- This may be an original devised piece, a reimagining or reinterpretation.
-

Assessment criteria and amplification for decisions

C8.1 Demonstrate an understanding of exploratory skills and techniques when creating and developing performance material in response to a brief

C8.P1 Pass

Describe

C8.M1 Merit

Analyse

C8.D1 Distinction

Critically evaluate

At **Pass**, learners give an account of their creative processes and the use of exploratory skills and techniques in the development of performance material, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to pertinent examples.

C8.2 Apply performance skills and techniques when developing performance material

C8.P2 Pass
Adequate

C8.M2 Merit
Consistent

C8.D2 Distinction
Accomplished

At **Pass**, learners demonstrate some ability to apply creative skills and techniques that develop and enhance performance material.

At **Merit**, learners demonstrate a proficient ability to apply creative skills and techniques that develop and enhance performance material.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply creative skills and techniques that develop and enhance performance material.

C8.3 Apply technical skills when creating performance material

C8.P3 Pass
Adequate

C8.M3 Merit
Consistent

C8.D3 Distinction
Accomplished

At **Pass**, learners demonstrate a capable application of technical skills to create a performance relevant for the given brief.

At **Merit**, learners demonstrate a secure application of technical skills to create a performance relevant for the given brief.

At **Distinction**, learners demonstrate a fluent application of technical skills to create a performance relevant for the given brief.

ASSESSMENT UNIT C9 – PERFORMING AS A DANCER AS PART OF AN ENSEMBLE

Recommended evidence

C9.1/9.2 Materials demonstrating engagement within rehearsal sessions and debrief of sessions.

- This might include videos or audio recordings of rehearsals, group or individual debriefs, written commentary.

C9.3 A video recording of a final completed performance.

Assessment criteria and amplification for decisions

C9.1 Contribute to the development of performance material through rehearsal

C9.P1 Pass
Adequate

C9.M1 Merit
Effective

C9.D1 Distinction
Accomplished

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

C9.2 Demonstrate an understanding of dance skills and techniques when rehearsing performance material

C9.P2 Pass
Describe

C9.M2 Merit
Analyse

C9.D2 Distinction
Critically evaluate

At **Pass**, learners express how individual actions and decisions led to performance developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to performance developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to performance developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

C9.3 Apply dance skills and techniques to a performance as part of an ensemble

C9.P3 Pass
Adequate

C9.M3 Merit
Effective

C9.D3 Distinction
Accomplished

At **Pass**, learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.

At **Merit**, learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.

At **Distinction**, learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.



MODULE D:

MUSICAL THEATRE SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

INTRODUCTION

Modern musical theatre practitioners need to meet a broad and varied range of requirements, including the ability to adapt to styles, context of performance and performance space, and to understand how stylistic knowledge fits into them.

The skills involved in musical theatre are interrelated in terms of using and adapting to different elements, production requirements and contexts. This module develops learners' ability to apply knowledge and skills related to the key areas of the industry. It requires significant learning and teaching time to explore and develop dance, acting and vocal techniques in different contexts. It involves a series of short learning projects to refine skills, so that learners are able to adapt them independently to vocationally varied situations. The projects allow the development of contextual and stylistic understanding in practical scenarios, and give learners the ability to break down the traits used in styles. The projects also cover individual technical skills, which need to be developed over a period of time to allow learners to refine their proficiency. The technological, structural and creative skills associated with performance creation are also refined over a period of time, allowing a holistic learning journey associated with the skills of a modern musical theatre performer. The projects will allow learners to develop key complementary skills, such as professional skills and critical reflection.

This module is assessed through three units, which draw from the range of content in the module to allow the demonstration of a breadth of skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from Module F: The Performing Arts Industry in response to a vocational brief related to industry roles and freelance work. The module also provides a depth and breadth of skills related to undertaking the large-scale vocational projects in *Module G: Personal Performing Arts Profile* and *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the performance skills and critical thinking needed to succeed on higher education courses related to the sector and in entry-level positions in the industry.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
D10: Exploring performance styles	<ol style="list-style-type: none">1. Apply stylistic conventions to performance material in response to a brief.2. Apply skills and techniques to performance material in response to a brief.3. Review the stylistic conventions of performance material.
D11: Creating performance material	<ol style="list-style-type: none">1. Demonstrate an understanding of musical theatre skills and techniques when creating and developing performance material in response to a brief.2. Apply musical theatre skills and techniques to the creative process in response to a brief.3. Apply technical skills when creating performance material.
D12: Performing musical theatre for an audience	<ol style="list-style-type: none">1. Develop and realise a performance through rehearsal.2. Review creative decisions made in a rehearsal.3. Apply performance skills and techniques to a musical theatre performance for an audience.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Musical theatre styles	Exploring the development of styles of musical theatre through history. Exploring characteristics of musical theatre styles. Interpreting musical theatre styles.
Contextual factors of performance work	Exploring social and cultural factors of work. Using production and performance elements in context. Exploring practitioners' work.
Developing vocal skills for musical theatre	Exploring techniques. Developing skills. Refining vocal skills for musical theatre performance.
Developing dance skills for musical theatre	Exploring techniques. Developing skills. Refining dance skills for musical theatre performance.
Developing acting skills for musical theatre	Exploring techniques. Developing skills. Refining acting skills for musical theatre performance.
Developing professional skills	Planning and organising a project. Identifying, setting up and using necessary equipment/props/space. Adhering to professional practice in rehearsal.
Performing arts in the community	Exploring performing arts in the community. Developing material for a community purpose. Performing to a community audience.
Critical reflection	Critically analysing processes and performance. Presenting critical analysis.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must cover the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

MUSICAL THEATRE STYLES

Learners will take part in practical sessions, workshops and short projects that explore musical theatre styles. Sessions will look at the development of performance styles through history and learners will explore them practically by taking part in short projects, where they consider and develop skills and underpinning knowledge related to working with different styles, including:

- how genres and styles relate
- how styles use stylistic elements
- technical conventions of genres
- practical preparations for performing in different styles
- the interpretation of performance of different styles.

In these short projects, learners should produce a performance, in either a live or a

filmed context, for at least three contrasting types/styles, such as:

- book musical
- revue musical
- jukebox musical
- concept musical
- rock/pop musical
- musical for film
- naturalistic
- epic
- legit
- jazz
- street dance.

(Styles can come from sub-sections of suggestions and can be embedded with other learning throughout the year.)

CONTEXTUAL FACTORS OF PERFORMANCE WORK

Learners will take part in theoretical sessions and practical workshops, exploring the contextual factors that influences a practitioner's work. They will take part in workshops where they explore the work of prominent practitioners and analyse its meaning and context. They must explore the following areas in relation to the pieces of work:

- cultural, social and historical influences
- economic and political factors
- geographical and physical factors
- influence of other practitioners
- public and critical responses to their work.

In the sessions, learners should develop their underpinning knowledge of contextual understanding and how, as performers, it applies to them practically in the following ways, through:

- exploration of themes in the work and how they are communicated
- use of creative ideas and intentions
- target audiences and intended effect
- use of performance and production elements.

DEVELOPING VOCAL SKILLS FOR MUSICAL THEATRE

Learners will develop their vocal and singing skills and techniques through workshops and practical sessions. They will take part in projects to improve their vocal skills. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- expanding range
- character voice
- breathing techniques
- diction
- projection
- delivering dialogue
- anchoring.

In these short workshops and sessions, learners should focus on applying techniques to develop vocal skills, including:

- using control of vocal elements
- using technical vocal skills related to style
- using characterisation
- preparing voice for a performance
- performing material to an audience.

DEVELOPING DANCE SKILLS FOR MUSICAL THEATRE

Learners will develop their dance skills and techniques through workshops and practical sessions. They will take part in projects to improve their dance skills. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- exploring classical dance technique
- exploring modern dance techniques
- sourcing and using resources for developing skills, such as
 - online resources
 - tutorials
 - peer-to-peer learning
- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement
- maintaining technique.

In these short workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- control of performance elements
- technical dance skills related to style
- use of space
- characterisation
- movement and physical skills
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing material to an audience.

DEVELOPING ACTING SKILLS FOR MUSICAL THEATRE

Learners will develop their acting skills and techniques for musical theatre through workshops and practical sessions. They will take part in projects to improve their acting performance skills. They should focus on different techniques for development appropriate to their musical theatre performance style(s) of choice, including the following:

- physical techniques and skills
- vocal techniques and skills
- sourcing and using resources for developing, such as
 - online resources
 - tutorials
 - peer-to-peer learning

- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement.

In these short workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- control of performance elements
- voice skills for actors
- use of space
- characterisation
- movement and physical skills
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing material to an audience.

DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the performing arts industry through workshops and sessions. This area should be introduced and developed alongside other learning and teaching areas. It will include the following.

- Organisational skills:
 - scheduling and planning processes
 - managing time and setting deadlines
 - allocating and sourcing resources such as music or props
 - identifying issues and potential solutions.
- Technical skills:
 - setting up equipment and spaces such as rehearsal rooms
 - using equipment/props
 - maintaining equipment.
- Professional practice and conduct:
 - communication skills
 - working with others
 - preparing for sessions
 - considering resilience and mental wellbeing.

PERFORMING ARTS IN THE COMMUNITY

Learners will take part in theoretical sessions and practical workshops, exploring how performing arts can be used in the community. They will take part in workshops where they explore contexts and roles in community projects. They must explore the following areas:

- purpose of the work
 - funding avenues
 - style and type of work
 - clients
 - audience
 - physical and legal constraints
 - copyright
 - performance space
 - resources.
- In the sessions, learners should develop their understanding of different skills and roles related to producing community-focused work:
- liaising
 - facilitating
 - organising
 - performing
 - making contacts
 - creating public awareness
 - working with outside agencies
 - coordinating groups
 - leading workshops
 - rehearsing mixed groups
 - client care.

CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to performance work through practical sessions and group discussions. They will apply and develop these skills when performing in some of their other learning and teaching areas, as appropriate, critically reflecting on at least two of their works. They should develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT D10 – EXPLORING PERFORMANCE STYLES

Recommended evidence

D10.1/10.2 Two pieces based on two different musical theatre performance styles.

- This might be a video of original performances or a performance of pieces reworked into other styles.

D10.3 Breakdown of stylistic features and elements used within their work.

- This might be demonstration to camera using extracts of performance or screen recording with audio commentary.
-

Assessment criteria and amplification for decisions

D10.1 Apply stylistic conventions to performance material in response to a brief

D10.P1 Pass
Adequate

D10.M1 Merit
Effective

D10.D1 Distinction
Accomplished

At **Pass**, learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

At **Merit**, learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles.

At **Distinction**, learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles.

D10.2 Apply skills and techniques to performance material in response to a brief

D10.P2 Pass
Adequate

D10.M2 Merit
Effective

D10.D2 Distinction
Accomplished

At **Pass**, learners deploy and manipulate performance elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres/styles.

At **Merit**, learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres/styles.

At **Distinction**, learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres/styles.

D10.3 Review the stylistic conventions of performance material

D10.P3 Pass
Describe

D10.M3 Merit
Analyse

D10.D3 Distinction
Critically comment

At **Pass**, learners provide an account of how stylistic conventions and performance elements have been deployed, with some reference to examples.

At **Merit**, learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.

ASSESSMENT UNIT D11

– CREATING PERFORMANCE MATERIAL

Recommended evidence

D11.1/11.3 Process log accounting for the development of their final project, which details both the creative and technical processes.

- This might be a video recording with audio commentary, video presentation or annotated pictures.

D11.2 Final performance piece for a given brief.

- This may be an original devised piece, a reimaging or reinterpretation.
-

Assessment criteria and amplification for decisions

D11.1 Demonstrate an understanding of musical theatre skills and techniques when creating and developing performance material in response to a brief

D11.P1 Pass
Describe

D11.M1 Merit
Analyse

D11.D1 Distinction
Critically evaluate

At **Pass**, learners give an account of their creative processes and the use of exploratory skills and techniques in the development of performance material, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to pertinent examples.

D11.2 Apply musical theatre skills and techniques to the creative process in response to a brief

D11.P2 Pass
Adequate

D11.M2 Merit
Consistent

D11.D2 Distinction
Accomplished

At **Pass**, learners demonstrate some ability to apply creative skills and techniques that develop and enhance performance material.

At **Merit**, learners demonstrate a proficient ability to apply creative skills and techniques that develop and enhance performance material.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply creative skills and techniques that develop and enhance performance material.

D11.3 Apply technical skills when creating performance material

D11.P3 Pass
Adequate

D11.M3 Merit
Consistent

D11.D3 Distinction
Accomplished

At **Pass**, learners demonstrate a capable application of technical skills to create a performance relevant for the given brief.

At **Merit**, learners demonstrate a secure application of technical skills to create a performance relevant for the given brief.

At **Distinction**, learners demonstrate a fluent application of technical skills to create a performance relevant for the given brief.

ASSESSMENT UNIT D12 – PERFORMING MUSICAL THEATRE FOR AN AUDIENCE

Recommended evidence

D12.1/12.2 Materials demonstrating engagement within rehearsal sessions and debrief of sessions.

- This might include videos or audio recordings of rehearsals, group or individual debriefs, written commentary.

D12.3 A video recording of a final completed musical theatre performance.

Assessment criteria and amplification for decisions

D12.1 Develop and realise a performance through rehearsal

D12.P1 Pass
Adequate

D12.M1 Merit
Effective

D12.D1 Distinction
Accomplished

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

D12.2 Review creative decisions made in a rehearsal

D12.P2 Pass
Describe

D12.M2 Merit
Analyse

D12.D2 Distinction
Critically evaluate

At **Pass**, learners express how individual actions and decisions led to performance developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to performance developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to performance developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

D12.3 Apply performance skills and techniques to a musical theatre performance for an audience

D12.P3 Pass
Adequate

D12.M3 Merit
Effective

D12.D3 Distinction
Accomplished

At **Pass**, learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.

At **Merit**, learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.

At **Distinction**, learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.



MODULE E:

CIRCUS SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

INTRODUCTION

Modern circus performers need to meet broad and varied requirements, including the ability to adapt to styles, context of performance and performance space, and to understand how stylistic knowledge fits into them.

The skills involved in circus performance are interrelated in terms of using and adapting to different elements, production requirements and contexts. This module develops learners' ability to apply knowledge and skills related to the key areas of the industry. It requires significant learning and teaching time to explore and develop performance techniques in different contexts. The module involves a series of short learning projects to refine skills, so that learners are able to adapt them independently to vocationally varied situations. The projects allow the development of contextual and stylistic understanding in practical scenarios and develop the ability to break down the traits used in styles. The projects also cover individual technical skills, which need to be developed over a period of time to allow learners to refine their proficiency. The technological, structural and creative skills associated with performance creation are also refined over a period of time, allowing a holistic learning journey associated with the skills of a modern circus performer. The projects allow learners to develop key complementary skills, such as professional skills and critical reflection.

This module is assessed through three units, which draw from the range of content in the module to allow the demonstration of a breadth of skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Performing Arts Industry* in response to a vocational brief related to industry roles and freelance work. The module also provides a depth and breadth of skills related to undertaking the large-scale vocational projects in *Module G: Personal Performing Arts Profile* and *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the performance skills and critical thinking needed to succeed in higher education courses related to the sector and in entry-level positions in the industry.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
E13: Exploring performance styles	<ol style="list-style-type: none">1. Apply stylistic conventions to performance material in response to a brief.2. Apply circus skills and techniques to performance material in response to a brief.3. Review the stylistic conventions of performance material.
E14: Creating performance material	<ol style="list-style-type: none">1. Demonstrate an understanding of circus skills and techniques when creating and developing performance material in response to a brief.2. Apply circus skills and techniques to the creative process in response to a brief.3. Apply technical skills when creating performance material.
E15: Performing for an audience	<ol style="list-style-type: none">1. Develop and realise a performance through rehearsal.2. Review creative decisions made in rehearsal.3. Apply circus skills and techniques to a performance for an audience.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Circus styles	Development of performance styles in history. Characteristics of performance styles. Interpreting performance styles.
Contextual factors of performance work	Social and cultural factors of performance work. Use of production and performance elements in context. Exploring practitioners' work.
Developing performance skills for circus	Exploring performance skills used in circus. Refining performance skills and techniques used in circus. Applying performance skills.
Developing a performance	Identifying and analysing material. Developing material. Performing material.
Developing performance material for circus	Exploring techniques used to create work. Developing material. Performing circus acts.
Developing professional skills	Planning and organising a project. Identifying, setting up and using necessary equipment/props/space. Adhering to professional practice in rehearsal.
Performing arts in the community	Exploring performing arts in the community. Developing material for a community purpose. Performing to a community audience.
Critical reflection	Critically analysing processes and performance work. Presenting critical analysis.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must cover the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

CIRCUS STYLES

Learners will take part in practical sessions, workshops and short projects that explore performance styles and disciplines. Sessions will look at the development of performance styles and disciplines throughout history and learners will explore them practically by taking part in short projects, where they consider and develop skills and underpinning knowledge related to working with different styles and/or disciplines, including:

- discussing how genres, styles and disciplines relate
- how styles use elements from other art forms
- technical conventions of genres
- practical preparations for performing in different styles and/or disciplines
- interpretation of performance of different styles and/or disciplines.

In these short projects, learners should produce a performance, in either a live or a filmed context, for at least four contrasting performance styles, disciplines or contexts, such as:

- acrobalance
- tumbling
- aerial
- trapeze
- hoop
- corde lisse
- silks
- equilibristic
- manipulation
- clowning.

(Styles and disciplines can come from sub-sections of suggestions and can be embedded with other learning throughout the year.)

CONTEXTUAL FACTORS OF PERFORMANCE WORK

Learners will take part in theoretical sessions and practical workshops, exploring the contextual factors that influence a practitioner's work. They will take part in workshops where they explore the work of prominent practitioners and analyse its meaning and context. They must explore the following areas in relation to the pieces of work:

- cultural, social and historical influences
- economic and political factors
- geographical and physical factors
- influence of other practitioners
- public and critical responses to their work.

In the sessions, learners should develop their underpinning knowledge of contextual understanding and how, as performers, it applies to them practically in the following ways, through:

- exploration of themes in the work and how they are communicated
- use of creative ideas and intentions
- target audiences and intended effect
- use of performance and production elements.

DEVELOPING PERFORMANCE SKILLS FOR CIRCUS

Learners will develop their circus skills and techniques through workshops and practical sessions. They will take part in projects to improve their circus skills. They should focus on different techniques for development appropriate to their performance style(s) of choice, including the following:

- physical techniques and skills
- vocal techniques and skills
- sourcing and using resources for developing, such as
 - online resources
 - tutorials
 - peer-to-peer learning

- exploring contrasting practitioners in terms of
 - researching techniques
 - comparing and contrasting styles
- developing routines for improvement.

In these short workshops and sessions, learners should focus on applying techniques to develop performance skills, including:

- control of performance elements
- selecting and developing performance material
- developing interpretation skills
- preparing for a performance
- performing material to an audience.

DEVELOPING A PERFORMANCE

Learners should develop and apply performance skills related to working towards a performance, such as:

- developing and interpreting materials as a group
- refining material through group rehearsal
- presenting a performance to an audience.

Learners will explore and develop the skills and techniques related to working on a performance. They must take part in extended projects to develop, analyse and improve group performance skills, including:

- communicating as a group
- agreeing on structure and version of material/artistic vision
- contributing to the development of material
- preparing for a rehearsal
- leading a rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

DEVELOPING PERFORMANCE MATERIAL FOR CIRCUS

Learners will take part in workshops, sessions and short projects to develop their skills and techniques. They will explore different types of performance creation in a practical way by running short projects that create performance for at least two different mediums and contexts, such as:

- original devised performance
- reinterpretation of existing material
- theatre in education
- performance for media, for example
 - radio play
 - public information film/performance
 - advert.

In these workshops and projects, learners should develop their performance creation skill and techniques, including the following:

- responding to purposes or constraints
- using stimulus to generate ideas
 - themes
 - visual
 - aural
 - media
- practical exploration and shaping of creative ideas
- developing and refining created performances
 - selecting and rejecting ideas and material
 - responding to feedback
 - shaping and refining material to resolve problems
- presenting created performance.

DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the performing arts industry through workshops and sessions. This area should be introduced and developed alongside other learning and teaching areas. It will include the following.

- Organisational skills:
 - scheduling and planning processes
 - managing time and setting deadlines
 - allocating and sourcing resources, such as music or props
 - identifying issues and potential solutions.
- Technical skills:
 - setting up equipment and spaces such as rehearsal rooms
 - using equipment/props
 - maintaining equipment.
- Professional practice and conduct:
 - communication skills
 - working with others
 - preparing for sessions
 - considering resilience and mental wellbeing.

PERFORMING ARTS IN THE COMMUNITY

Learners will take part in theoretical sessions and practical workshops, exploring how performing arts can be used in the community. They will take part in workshops where they will explore contexts and roles in community projects. They must explore the following areas:

- purpose of the work
- funding avenues
- style and type of work
- clients
- audience
- physical and legal constraints
 - copyright
 - performance space
 - resources.
- liaising
- facilitating
- organising
- performing
- making contacts
- creating public awareness
- working with outside agencies
- coordinating groups
- leading workshops
- rehearsing mixed groups
- client care.

In the sessions, learners should develop their understanding of different skills and roles related to producing community-focused work:

CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to performance work through practical sessions and group discussions. They will apply and develop these skills when performing in some of their other learning and teaching areas, as appropriate, critically reflecting on at least two of their works. They should develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT E13 – EXPLORING PERFORMANCE STYLES

Recommended evidence

E13.1/13.2 Two pieces based on two different circus performance styles or disciplines.

- This might be a video of original performances of different disciplines or a performance of disciplines reworked into different styles.

E13.3 Breakdown of stylistic features and elements used within their work.

- This might be demonstration to camera using extracts of performance or screen recording with audio commentary.
-

Assessment criteria and amplification for decisions

E13.1 Apply stylistic conventions to performance material in response to a brief

E13.P1 Pass
Adequate

E13.M1 Merit
Effective

E13.D1 Distinction
Accomplished

At **Pass**, learners exhibit an appropriate application of stylistic conventions, demonstrating an understanding of the selected stylistic techniques and processes.

At **Merit**, learners exhibit a consistent application of stylistic conventions, demonstrating a secure understanding of the selected styles.

At **Distinction**, learners exhibit a sophisticated application of stylistic conventions, demonstrating an insightful understanding of the selected styles.

E13.2 Apply circus skills and techniques to performance material in response to a brief

E13.P2 Pass
Adequate

E13.M2 Merit
Effective

E13.D2 Distinction
Accomplished

At **Pass**, learners deploy and manipulate performance elements in a generally convincing fashion, demonstrating an awareness of the features of the selected genres/styles.

At **Merit**, learners deploy and manipulate performance elements in a secure and convincing fashion, demonstrating a developed awareness of the features of the selected genres/styles.

At **Distinction**, learners deploy and manipulate performance elements in a considered and fluent fashion, demonstrating a perceptive awareness of the features of the selected genres/styles.

E13.3 Review the stylistic conventions of performance material

E13.P3 Pass
Describe

E13.M3 Merit
Analyse

E13.D3 Distinction
Critically comment

At **Pass**, learners provide an account of how stylistic conventions and performance elements have been deployed, with some reference to examples.

At **Merit**, learners provide a detailed account of how stylistic conventions and performance elements have been deployed, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how stylistic conventions and performance elements have been deployed, with reference to pertinent examples and insightful intentions.

ASSESSMENT UNIT E14

– CREATING PERFORMANCE MATERIAL

Recommended evidence

E14.1 Process log accounting for the development of their final project, which details both the creative and technical processes.

- This might be a video recording with audio commentary, video presentation or annotated pictures.

E14.2/14.3 Final performance piece for a given brief.

- This may be an original devised piece, a reimaging or reinterpretation.
-

Assessment criteria and amplification for decisions

E14.1 Demonstrate an understanding of circus skills and techniques when creating and developing performance material in response to a brief

E14.P1 Pass
Describe

E14.M1 Merit
Analyse

E14.D1 Distinction
Critically evaluate

At **Pass**, learners give an account of their creative processes and the use of exploratory skills and techniques in the development of performance material, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory skills and techniques in the refinement of performance material, with reference to pertinent examples.

E14.2 Apply circus skills and techniques to the creative process in response to a brief

E14.P2 Pass
Adequate

E14.M2 Merit
Consistent

E14.D2 Distinction
Accomplished

At **Pass**, learners demonstrate some ability to capably apply creative skills and techniques that develop and enhance performance material.

At **Merit**, learners demonstrate a proficient ability to apply creative skills and techniques that develop and enhance performance material.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply creative skills and techniques that develop and enhance performance material.

E14.3 Apply technical skills when creating performance material

E14.P3 Pass
Adequate

E14.M3 Merit
Consistent

E14.D3 Distinction
Accomplished

At **Pass**, learners demonstrate a capable application of technical skills to create a performance relevant for the given brief.

At **Merit**, learners demonstrate a secure application of technical skills to create a performance relevant for the given brief.

At **Distinction**, learners demonstrate a fluent application of technical skills to create a performance relevant for the given brief.

ASSESSMENT UNIT E15 – PERFORMING FOR AN AUDIENCE

Recommended evidence

E15.1/15.2 Materials demonstrating engagement within rehearsal sessions and debrief of sessions.

- This might include videos or audio recordings of rehearsals, group or individual debriefs, written commentary.

E15.3 A video recording of a final completed performance.

Assessment criteria and amplification for decisions

E15.1 Develop and realise a performance through rehearsal

E15.P1 Pass
Adequate

E15.M1 Merit
Effective

E15.D1 Distinction
Accomplished

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

E15.2 Review creative decisions made in rehearsal

E15.P2 Pass
Describe

E15.M2 Merit
Analyse

E15.D2 Distinction
Critically evaluate

At **Pass**, learners express how individual actions and decisions led to performance developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to performance developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to performance developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

E15.3 Apply circus skills and techniques to a performance for an audience

E15.P3 Pass
Adequate

E15.M3 Merit
Effective

E15.D3 Distinction
Accomplished

At **Pass**, learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.

At **Merit**, learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.

At **Distinction**, learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.



MODULE F:

THE PERFORMING ARTS INDUSTRY

Level: **3**

Type: **Internal**

Guided learning hours: **90**

INTRODUCTION

The performing arts industry is full of opportunities for artists to earn a living, such as in the traditional areas of live performance in theatres and venues, the development and delivery of educational projects, and community and outreach schemes. With the rapid growth of recorded media in film, television and online, there are now greater opportunities for performers to develop a secure and varied career in the industry.

This module explores the main issues and opportunities in the performing arts industry and the freelance world, and how they affect the future in relation to an individual's practice. The module focuses on the future of the industry but also takes into account historical and contemporary developments. It develops the learner's ability to carry out an individual industry research project, placing an individual's own practice into context. The wide scope of the industry and the impact of society and technology require a range of learning and teaching sessions to allow for a depth of knowledge needed to understand the links between different industry areas and roles.

This module is internally assessed to allow for an individual focus on the industry research. The module provides underpinning knowledge of the industry and roles for the practical application of skills in *Module A: Performing Arts Skills Development*, *Module G: Personal Performing Arts Profile and Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression by developing the important skills in researching and presenting information needed to succeed in a higher education course. It also gives an understanding of the industry and employment within it for those who want to progress to freelance work or employment in the sector.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
F16: Planning a career in the industry	<ol style="list-style-type: none"><li data-bbox="563 465 1406 499">1. Understand the development of the performing arts industry.<li data-bbox="563 521 1406 600">2. Understand employment opportunities in the performing arts industry.<li data-bbox="563 622 1406 696">3. Identify potential opportunities for the future performing arts industry.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Foundations and development of the performing arts industry	Live performance. Recorded performance. Industry structures.
Employment opportunities in the performing arts industry	Types of employment. Roles within the industry. Relationship of roles.
Future developments and the contemporary industry	Self-promotion and securing work. Growth of mass media. The future of the industry.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before their individual project for assessment is set. The content sections can be delivered as a series of sessions or they can be combined for a more holistic learning journey.



FOUNDATIONS AND DEVELOPMENT OF THE PERFORMING ARTS INDUSTRY

Learners will take part in practical group sessions, tutorials and research sessions, in which they explore the foundations of the performing arts industry in relation to their personal interests and specialisms. They will look at the development of the industry in relation to their interests, such as the following.

- Live performance:
 - storytelling
 - ballet
 - operetta
 - vaudeville and variety
 - revues
 - West End and Broadway
 - plays
 - musicals
 - pantomimes
 - cabaret
 - carnival and parade
 - circus
 - magic
 - street performance
 - stand-up comedy
 - site-specific
 - long and short form improvisation
 - character performances – theme parks, holiday resorts.
- Recorded performance:
 - radio
 - birth and development of the movie
 - ‘Golden Age’ of Hollywood
 - film musicals
 - rise of TV – documentaries, sitcoms, drama serials, talent shows, children’s TV, soap operas, reality TV, commercials
 - consumerism – cinema, videos, DVDs, downloads and streaming, social media
 - music videos
 - voice work.
- Industry structures:
 - producers and impresarios
 - production companies
 - repertory companies
 - producing and receiving theatres
 - independent theatre and arts venues
 - casting and talent agencies
 - rise of formal qualifications within the sector
 - role of drama schools
 - the performer as a professional
 - national and global TV and film companies
 - independent TV and film companies
 - influence of institutions – Equity, The Arts Council, national government
 - the freelance and self-employed performer.

EMPLOYMENT OPPORTUNITIES IN THE PERFORMING ARTS INDUSTRY

Learners will explore the different types of employment within the performing arts industry and how they are linked. They will consider areas of employment suitable to their specialisms and interests, such as the following.

- Types of employment:
 - full-time
 - self-employed
 - contract and project based
 - short-term work, e.g. one day on a TV shoot as a supporting artist
 - working to commissions and briefs
 - freelance
 - portfolio career
 - supplementary employment when in periods of rest
 - touring
 - revenue streams and rates of pay.
- Roles within the industry:
 - actor
 - circus artist
 - comedian
 - community and outreach
 - choreographer
 - dancer
 - drama and dance therapy
 - director
 - musical theatre
 - practitioner
 - presenter
 - producer
 - supporting artist
 - teacher/coach
 - Theatre in Education (TIE)
 - vocalist
 - voice actor.
- Relationship of roles:
 - establishing and sustaining relationships
 - working with directors, choreographers, etc.
 - working with talent and casting agencies
 - working on multi-discipline projects
 - working and liaising with other sectors – technical, administration, finance, education
 - working with funding bodies
 - liaising with commissioners, venues, producers, etc.

FUTURE DEVELOPMENTS AND THE CONTEMPORARY INDUSTRY

Learners will explore the current performing arts industry landscape and potential opportunities for the future. They will explore this in relation to their own interests and specialisms, and include the following as appropriate.

- Self-promotion and securing work:
 - the decline of the audition and rise of the showreel
 - the use of digital self-promotion
 - the place of the talent agency in the contemporary industry
 - online promotional platforms – Spotlight, Mandy.
- Growth of mass media:
 - the advances of TV and the increased number of channels
 - online platforms – Netflix, Amazon Prime, iPlayer
 - movie franchises – Disney, Marvel, DC.
- The future of the industry:
 - the place of the arts in compulsory education
 - reduced government funding for the arts
 - the decline of local and regional arts venues
 - the growth of technology
 - the decline of live performance and the growth of recorded media and online content.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT F16: PLANNING A CAREER IN THE INDUSTRY

Recommended evidence

F16.1/16.2/16.3 An appropriately presented project on the performing arts industry that links developments, sector relationships and future opportunities related to learners' interests and specialisms.

- This might be in the form of a podcast documentary, a presentation to peers, an ebook or case studies.
-

Assessment criteria and amplification for decisions

F16.1 Understand the development of the performing arts industry

F16.P1 Pass
Describe

F16.M1 Merit
Explain

F16.D1 Distinction
Critically comment

At **Pass**, learners demonstrate a basic understanding of the performing arts industry's development. They cover key technological and sociological impacts related to their specialism, such as advances in technology and changes in the ways performance is consumed.

At **Merit**, learners demonstrate a consistent and clear understanding of the performing arts industry's development and how key events and advances have had an impact on it related to their specialism. They give detailed background information on why these advances and events made an impact.

At **Distinction**, learners demonstrate an in-depth understanding of the performing arts industry's development related to their specialism. They evaluate the impact of key events and advances, making links and judgements.

F16.2 Understand employment opportunities in the performing arts industry

F16.P2 Pass
Describe

F16.M2 Merit
Explain

F16.D2 Distinction
Critically comment

At **Pass**, learners cover the functions of two related roles within the performing arts industry, giving a basic overview of their relationship with each other and key employment conditions.

At **Merit**, learners examine two related roles within the performing arts industry, detailing the dependent links between them. They will cover how key roles relate to each other and the impact they can have on each other's success.

At **Distinction**, learners assess how two related roles within the performing arts industry work in relation to each other, making pertinent links to industry successes and shortcomings. They will discuss issues of contract types and interdependence.

F16.3 Identify potential opportunities for the future performing arts industry

F16.P3 Pass
Basic

F16.M3 Merit
Detailed

F16.D3 Distinction
Comprehensive

At **Pass**, learners identify potential opportunities and threats related to their chosen area of progression. They will demonstrate an awareness of current industry issues.

At **Merit**, learners identify how the performing arts industry is evolving, acknowledging and detailing potential opportunities and threats. They will demonstrate a considered awareness of current industry issues.

At **Distinction**, learners provide a considered and imaginative analysis of how the modern performing arts industry is evolving, incorporating a clear understanding of potential opportunities and threats. They will demonstrate a detailed and perceptive awareness of current industry issues.



MODULE G:

PERSONAL PERFORMING ARTS PROFILE

Level: **3**

Type: **Internal**

Guided learning hours: **270**

INTRODUCTION

The performing arts business is hugely competitive, which means that performers need to develop their identity and profile using their particular skills and specialisms. The ability to improve skills practically and to create individual project and networking opportunities is essential for all those who want to sustain a career in the industry.

The module is based on creating work and material that reflect where the individual wants to go as a performer. This includes developing technical and interpretive skills. The module also covers skills in developing an individual performance project related to personal interests and self-promotion. The module requires a breadth and depth of learning and teaching to explore short projects to develop the necessary skills and knowledge to work independently. Learners will then be able to undertake a large-scale project related to their personal interests and specialisms. The project is taken over an extended period, so that there is time to develop the skills required to produce technically adept material, while at the same time considering the wider aspects of project management.

This module draws on the depth and breadth of skills from *Module A: Performing Arts Skills Development and the knowledge of the freelance world and roles for Module F: The Performing Arts Industry*. It also develops project working and refines the musical skills related to undertaking *Module H: Collaborative Performing Arts Project*.

This module prepares learners for progression, developing an understanding of future opportunities, planning progression and working independently. These are all vital skills for higher education and employment in the sector.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
G17: Using development plans to refine skills	<ol style="list-style-type: none">1. Identify personal opportunities and areas for improvement related to progression.2. Create a plan for personal development.3. Develop performance skills in response to the plan.
G18: Producing a personal project	<ol style="list-style-type: none">1. Devise and develop a personal performing arts project.2. Demonstrate technical and interpretive skills within a project.3. Create final outcomes in response to the aims and constraints of the project.
G19: Using material for self-promotion and networking	<ol style="list-style-type: none">1. Define and plan self-promotional material in relation to networking opportunities.2. Select and create content for self-promotional material.3. Present self-promotional material for planned opportunities.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Opportunities for progression as a performer	Progression areas. Preparing for progression. Planning progression.
Progressing individual performance skills	Technical and interpretive performance skills. Linking skills to progression aims. Creating a personal plan of development.
Refining individual performance skills	Following a plan to develop skills practically. Considering practical progress. Adapting plans.
Exploring project ideas and project management	Types of projects. Exploring constraints and aims. Creating project plans.
Developing an individual performance project	Using starting points of stimulus. Developing and refining a project. Presenting a project.
Exploring self-promotion and networking opportunities	Networking opportunities. Professional expectations.
Creating and presenting promotional material	Defining an identity. Developing a strategy. Creating material.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before the individual project for assessment is set. They should explore and develop skills in practical vocational contexts. Content themes should be seen as interrelated and can be delivered through a series of short projects or through a more holistic learning journey.

OPPORTUNITIES FOR PROGRESSION AS A PERFORMER

Learners will take part in workshops that allow them to explore progression opportunities in the performing arts industry practically. They will explore the different types of opportunities available to them as performers through case studies, practical sessions and research projects. They will engage in practical sessions that look at the skills related to their potential opportunities and consider how to prepare and plan for progression in the industry. Learners should explore at least three different progression opportunities suitable for their interests and specialisms, such as:

- higher and further education
- freelance opportunities
- entry positions in the performing arts industry
- internships
- apprenticeships
- work experience
- funding opportunities.

In the sessions and projects, learners should explore and develop the skills related to progression, including:

- identifying career aspirations
- creating material such as personal statements and CVs
- collating references and contacts
- establishing short-, medium- and long-term goals
- relating individual skills to progression
- using professional skills related to progression.

PROGRESSING INDIVIDUAL PERFORMANCE SKILLS

Learners will take part in practical group sessions and tutorials where they discuss and develop techniques in progressing performance skills related to their personal interests and specialisms. They will then work practically to examine and develop individual skills as appropriate, such as:

- movement skills, i.e. balance, coordination, flexibility, spatial awareness
- vocal skills, i.e. clarity, projection, tone, articulation, pace, dynamics, modulation
- interpretive skills, i.e. musicality, facial expression, characterisation, phrasing, emphasis
- communication skills, i.e. stage presence, relationships with other performers.

In the sessions, learners will develop their ability by creating a practical plan for improvement on the above areas, as appropriate, in relation to the following considerations:

- evaluating and analysing the development of skills
- refining targets and goals in relation to development
- linking skills development plan to progression
- justifying decisions
- presentation format.

REFINING INDIVIDUAL PERFORMANCE SKILLS

Learners will explore methods of refining their skills and techniques in relation to their interests and specialisms. They will take part in practical sessions, workshops and tutorials to develop their performance skills. They should explore the techniques related to their personal skills development, such as:

- establishing a practice or development routine
- finding and using resources to improve

- practically tracking progress
- revising routine and targets as necessary
- experimenting with different styles and techniques
- practicing presenting skills and development.

In the workshops and practice sessions, learners should explore, develop and refine their performance skills in accordance with their development plan and targets.

EXPLORING PROJECT IDEAS AND PROJECT MANAGEMENT

Learners will take part in workshops and mini-projects to explore their potential individual project. They will explore different types of performance project practically, by taking part in workshops where they will develop and work on different types of project suitable to their personal interests and specialisms, such as:

- a performance showreel
- an individual performance showcase
- an original script for a play or musical
- a series of original monologues, solo songs or dances
- a reinterpretation of an existing work
- online learning resources
- plans for a series of performance workshops or classes.

In these mini-projects, learners should explore and develop project-management skills, including:

- an overview of the product
- the details of a target market
- the human and physical resources required
- unique selling point(s) (USP)
- monetisation (if appropriate)
- objectives and measures of success
- project timeline and milestones.

DEVELOPING AN INDIVIDUAL PERFORMANCE PROJECT

Learners will undertake small projects that explore the skills and techniques needed to develop a project over a period of time. They should look at the following skills as appropriate to the project type:

- using starting points and stimuli
- deciding on the aims of the project
- preparing and creating material
- experimenting with different styles and material
- identifying issues and making improvements
- tracking progress of creative work through self-reflection and analysis
- setting targets for future sessions
- analysing material on aims and constraints of the project
- exploring and experimenting with presentation methods.

EXPLORING SELF-PROMOTION AND NETWORKING OPPORTUNITIES

Learners will engage in workshops, sessions and research to explore and discuss the methods of self-promotion and making the best of networking opportunities. They should explore the following areas in relation to self-promotion in a practical context suitable for their interests and specialisms:

- career opportunities and typical pathways
- modes of employment and responsibilities
- personal style, gimmick, USP (if appropriate to chosen role or progression route)
- practitioners' research
- expectations from employers and audience
- knowledge of specific field.

In these sessions, learners should develop areas related to networking and promotion:

- identifying goals
- knowing own audience
- consideration of constraints
- personal connections and networking
- appropriate use of social media
- local and national networking opportunities.

CREATING AND PRESENTING PROMOTIONAL MATERIAL

Learners will engage in workshops where they explore how promotional material is created and shared in the performing arts industry. They will explore different platforms and content, such as:

- personal websites
- social networking profiles
- online platforms – Spotlight, Mandy
- electronic press kit (EPK)
- streaming accounts
- video blogging
- posters, flyers and business cards
- CVs and references.

They should explore presentation and content areas by considering the following:

- continued reference to goals
- appropriate branding
- quality control
- organisation and meeting deadlines
- budget constraints
- copyright
- having up-to-date contact details
- meeting audience/employer requirements.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT G17: USING DEVELOPMENT PLANS TO REFINE SKILLS

Recommended evidence

G17.1/17.2/17.3 Video and/or audio evidence of learners' performance skills being developed practically, based on a refined log and plan linked to progression opportunities and areas for improvement.

- This might be in the form of an e-portfolio of skills development, a video blog, audio files with supporting commentary or peer presentations on key development points.
-

Assessment criteria and amplification for decisions

G17.1 Identify personal opportunities and areas for improvement related to progression

G17.P1 Pass
Describe

G17.M1 Merit
Analyse

G17.D1 Distinction
Critically evaluate

At **Pass**, learners relate personal opportunities to their specialism and goals, and make some connections to the practical development of technical and interpretive performance skills.

At **Merit**, learners relate personal opportunities to their specialism and goals, with examples and clear and considered links to the practical development of their technical and interpretive skills.

At **Distinction**, learners relate opportunities to their specialism and goals, with clear reasoning and pertinent links to the practical development of their technical and interpretive skills, with well-chosen examples.

G17.2 Create a plan for personal development

G17.P2 Pass
Defined

G17.M2 Merit
Detailed

G17.D2 Distinction
Comprehensive

At **Pass**, learners create and follow a plan practically, including goals, techniques and routines suitable for their personal progression. There are outlined timelines and review points.

At **Merit**, learners create and follow a plan practically, including clear goals, techniques and routines related to improvement and their own interests. There are considered timelines and review points linked to the desired improvement of skills.

At **Distinction**, learners create and follow a plan practically, including reasoned goals, techniques and routines, and how they are related to improvement and their own interests. There are thorough timelines and review points connected to the desired improvement of skills.

G17.3 Develop performance skills in response to the plan

G17.P3 Pass
Defined improvement

G17.M3 Merit
Self-reflective improvement

G17.D3 Distinction
Accomplished improvement

At **Pass**, learners show improvement of personal performance skills related to an understanding of what is working and what is not, with appropriate responses to continue development.

At **Merit**, learners relate improvement and refinement in their technical and interpretive skills to the processes and exercises they are using. They will show the ability to analyse what is working and what is not, and generate effective responses to continue development.

At **Distinction**, learners show consistent relationship between improvement and refinement to the processes and exercises they are using. They show the ability to critically evaluate what is working and what is not, and generate creative responses to continue development.

ASSESSMENT UNIT G18: PRODUCING A PERSONAL PROJECT

Recommended evidence

G18.1 Planning and development materials for a personal performance project, including iterations from the process.

- This might include videos of rehearsal and development sessions, rough drafts/iterations, etc.

G18.2/18.3 A final completed personal performance project created in line with a defined aim, demonstrating technical and interpretive skills related to specialisms.

- This could include performance showreel, live event, original script, workshop plans, etc.
-

Assessment criteria and amplification for decisions

G18.1 Devise and develop a personal performing arts project

G18.P1 Pass
Devise and develop

G18.M1 Merit
Effective

G18.D1 Distinction
Accomplished

At **Pass**, learners use relevant planning processes and show capable application of project management skills. They will develop the product competently, in line with the aims and constraints of the project.

At **Merit**, learners use planning processes that show modification of their approach to challenges and issues, discarding ideas as they refine the work, in line with the aims and constraints of the project.

At **Distinction**, learners show innovation in the modification of their approach, making valid judgements about challenges and issues. They will apply a range of knowledge, skills and understanding, with consideration of the aims and constraints of the product.

G18.2 Demonstrate technical and interpretive skills within a project

G18.P2 Pass
Competent

G18.M2 Merit
Effective

G18.D2 Distinction
Accomplished

At **Pass**, learners showcase an appropriate level of capability in their use of technical and interpretive skills and show a clear understanding of how to apply relevant skills in a project scenario.

At **Merit**, learners showcase a secure level of capability in their use of technical and interpretive skills and show a secure understanding of how to apply relevant skills in a project scenario.

At **Distinction**, learners showcase a proficient level of capability in their use of technical and interpretive skills and show a full and logical understanding of how to apply relevant skills in a project scenario.

G18.3 Create final outcomes in response to the aims and constraints of the project

G18.P3 Pass
Competent

G18.M3 Merit
Effective

G18.D3 Distinction
Accomplished

At **Pass**, learners show appropriate consideration for the aims and constraints of the project, such as target audience, medium and/or artistic vision. They will use the medium with some understanding of professional practice.

At **Merit**, learners successfully meet the main aims and constraints of the project. They will use the medium with clear understanding of professional practice related to the final outcome.

At **Distinction**, learners fully meet the aims and constraints of the project. They will show a creative and capable use of the medium and extensive understanding of professional practice related to the final outcome.

ASSESSMENT UNIT G19: USING MATERIAL FOR SELF-PROMOTION AND NETWORKING

Recommended evidence

G19.1/19.2/19.3 Self-promotional material presented in a format appropriate for the medium or specialism.

- This might include an EPK, a personal website or social networking profiles with links to content.
-

Assessment criteria and amplification for decisions

G19.1 Define and plan self-promotional material in relation to networking opportunities

G19.P1 Pass
Competent

G19.M1 Merit
Effective

G19.D1 Distinction
Accomplished

At **Pass**, learners present material that shows an understanding of audience and networking potential, using appropriate links and language for their specialism and audience.

At **Merit**, learners present material that shows a full understanding of audience and networking potential, with clear consideration of purpose, using links and language that produce the intended result for their audience.

At **Distinction**, learners present material that shows a thorough understanding of audience and networking potential with a far-reaching consideration of purpose, using professional language and links that produce a positive impression for the audience.

G19.2 Select and create content for self-promotional material

G19.P2 Pass
Competent

G19.M2 Merit
Effective

G19.D2 Distinction
Accomplished

At **Pass**, learners present content that shows adequate technical and interpretive skills within their specialism.

At **Merit**, learners present content that shows capable technical and interpretive skills and clearly links to networking opportunities.

At **Distinction**, learners present content that demonstrates technical and interpretive skills that demonstrate a proficient level of ability and extensive consideration and links to networking opportunities.

G19.3 Present self-promotional material for planned opportunities

G19.P3 Pass
Adequate

G19.M3 Merit
Effective

G19.D3 Distinction
Accomplished

At **Pass**, learners present material that includes most of the vital content for self-promotion and networking, material is presented in an appropriate medium and style.

At **Merit**, learners present material that includes all vital content for self-promotion and networking, material is logical and coherently presented.

At **Distinction**, learners present material for self-promotion and networking that is comprehensive in content, material is presented in a creative manner and is easily navigated, to a near-professional standard.



MODULE H:

COLLABORATIVE PERFORMING ARTS PROJECT

Level: **3**

Type: **Internal**

Guided learning hours: **270**

INTRODUCTION

The performing arts industry is full of examples of collaborative working, in both the live and recorded sectors.

This module develops the skills and knowledge needed to work with others to deliver a performance product that requires collaboration in both the creative content and its presentation. This requires a breadth and depth of learning and teaching dedicated to exploring different project types and roles in a practical context. Learners will then be able to undertake a large-scale project in collaboration with peers. The project can be adapted to suit different specialisms, interests or community and local needs, and can act as a final showcase. The project will be undertaken over an extended period of time so that there can be enough practical development to produce technically adept material, while at the same time considering the wider aspects of participating in a project. These aspects include effective planning, teamworking, organisation, material selection and development, marketing and reflection on roles as individuals and members of a group. In addition to their performance role, learners will undertake a creative or administrative role.

This module is internally assessed, so it can be delivered in an appropriate context. The module draws on learning from across the qualification and provides the synoptic assessment for the Extended Diploma. In *Module H: Collaborative Performing Arts Project*, learners will produce final summative evidence that shows synoptic achievement and readiness for progression. In completing their collaborative project, learners will select and apply learning from other modules. This allows for the application of the skills developed and refined in *Module A: Performing Arts Skills Development* and *Module G: Personal Performing Arts Profile*. It uses the knowledge of industry roles and their relationship from *Module F: The Performing Arts Industry* in its collaboration and response to a vocational brief.

This module prepares learners for progression, developing the skills and knowledge involved in planning and developing project work, using collaborative skills and presenting final outcomes. These are all vital skills for higher education and employment in the sector.

ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
H20: Undertaking a defined creative or administrative role	<ol style="list-style-type: none">1. Plan and prepare for a creative or administrative role.2. Demonstrate skills within a creative or administrative role.3. Contribute to a project within a creative or administrative role.
H21: Using creative collaboration to develop a project	<ol style="list-style-type: none">1. Demonstrate personal engagement and individual responsibility when developing a collaborative project.2. Demonstrate performance skills when developing a collaborative project.3. Apply collaborative skills when developing a project.
H22: Producing a collaborative project	<ol style="list-style-type: none">1. Demonstrate technical performance skills in a final collaborative project.2. Demonstrate interpretive performance skills in a final collaborative project.3. Present a final collaborative project.

SUMMARY OF LEARNING AND TEACHING

Content theme	Learning and teaching areas
Collaborative performance skills	Types of project. Sharing ideas. Taking on different roles. Leading and contributing. Communication of feedback.
Establishing and responding to a creative context	Establishing concepts. Exploring potential styles/genres. Delivery contexts.
Developing skills and techniques through collaboration	Tracking progress. Performance skills. Peer learning.
Planning and organising a performance project	Establishing need. Proposals. Resourcing. Creating schedules.
Creative and administrative skills for a performance project	Technical skills. Administrative skills. Complementary skills. Promotional skills.
Developing a collaborative performance project	Rehearsal and production sessions. Developing iterations. Creative decision making.
Presenting a collaborative performance project	Workshops. Refining/finalising. Presenting.

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before the collaborative project for assessment is set. They should explore and develop skills in practical vocational contexts. Content themes

should be seen as interrelated and can be delivered through a series of short projects or through a more holistic learning journey.

COLLABORATIVE PERFORMANCE SKILLS

Learners take part in workshops and short projects that explore collaborative performance skills. They explore different types of collaborative project in a practical way by running short projects where they collaborate to create and present, either live or recorded, for at least three different performance projects, such as:

- a short play/selected scenes
- performance workshops
- a community project
- a cabaret event
- a short film or TV programme
- an arts event
- a performance festival
- a themed event, e.g. musical theatre, Shakespeare, contemporary dance, etc.
- a dance show.

In their short projects, learners should explore and develop collaborative performance skills, including:

- discussing and sharing creative ideas
- using stimuli, such as style, practitioners, existing material
- participating in group workshops and exploration sessions
- developing refining and presenting material.

ESTABLISHING AND RESPONDING TO A CREATIVE CONTEXT

Learners take part in practical sessions and group discussions to develop skills in establishing creative opportunities and constraints collaboratively. Learners work practically to develop performance in response to the opportunities and constraints, including at least three of the following:

- audience
- location
- presentation or delivery method
- artistic vision or inspiration
- time constraints

- artistic stimulus
- meeting a community need.

In the practical sessions, learners should create performance in response to the opportunities and constraints in different ways, experimenting with:

- performance styles
- existing material
- methods to develop material
- practitioners' techniques.

DEVELOPING SKILLS AND TECHNIQUES THROUGH COLLABORATION

Learners develop their skills and techniques through taking part in practical sessions where they will work collaboratively. Learners should focus on the context of their chosen specialism, such as:

- acting
- circus
- dance
- musical theatre
- variety
- voice performance.

In these practical sessions, learners should explore and develop skills through collaboration, including:

- vocal skills
- movement skills
- characterisation
- interaction with peers
- suggesting improvements
- developing and workshopping material
- refining and discarding ideas
- identifying errors
- making notes on performance or execution
- supporting peers.

PLANNING AND ORGANISING A PERFORMANCE PROJECT

Learners will explore what is involved in organising a collaborative performance project. They will create proposals as a group, exploring and trying at least two different roles or responsibilities that are part of organising a collaborative project, such as:

- artistic director
- budget manager
- designer
- event manager
- promoter
- social media manager
- technical manager/liaison.

To gain understanding and experience in planning a collaborative project, learners will explore the following organisational skills in their roles:

- creating and working to schedules
- budgeting
- sourcing resources and equipment
- developing a promotional strategy
- developing and designing materials and marketing ideas
- addressing legal considerations.

CREATIVE AND ADMINISTRATIVE SKILLS FOR A COLLABORATIVE PERFORMANCE PROJECT

Learners will explore a range of creative/ administrative skills used in a collaborative project, developing the skills in a practical context, for example in the form of small performances for their peers. They will explore the following skills as appropriate to the role, such as the following:

- setting up and using equipment
- working alongside a technical team
- undertaking responsibilities
- responding to feedback from the director or producer.

Learners should develop their understanding of at least one creative and one administrative role (including rehearsal roles), such as the following:

- creative roles:
 - AV (audio visual) design
 - director or assistant director
 - choreographer or dance captain
 - rehearsal director for a particular section of performance
 - costume design
 - lighting design
 - set design
 - sound design
 - makeup design
 - musical director
- administrative roles:
 - marketing coordinator
 - front of house manager
 - box office manager
 - production manager
 - stage/floor manager
 - venue manager
 - backstage manager.

DEVELOPING A COLLABORATIVE PERFORMANCE PROJECT

Learners undertake projects that explore the skills and techniques related to developing a collaborative performance project over a period of time. They should explore the following skills appropriate to the project type:

- rehearsing material
- creating drafts and iterations of scripts
- discussing artistic merits of material
- experimenting with different styles and techniques
- identifying issues and making improvements
- tracking progress of creative work through debriefs
- setting targets for future sessions
- analysing material against aims and constraints of the project.

PRESENTING A COLLABORATIVE PERFORMANCE PROJECT

Learners will explore the methods of presenting a performance project to an audience. They should consider at least two different methods of presentation:

- traditional performance, i.e. theatre
- alternative performance, i.e. site-specific, street
- recording, i.e. film, TV, online
- workshops.
- ensuring work is ready, final preparations
- warm-up performances/technical rehearsal/dress rehearsal
- gauging audience reaction
- reviewing and engaging with comments on social media.

ESSENTIAL INFORMATION FOR ASSESSMENT

ASSESSMENT UNIT H20: UNDERTAKING A DEFINED CREATIVE OR ADMINISTRATIVE ROLE

Recommended evidence

H20.1 Planning materials and related evidence of the undertaking of planning and preparation for a creative or administrative role within the final project.

- This might include annotated scripts, designs, minutes of meetings, etc.

H20.2/20.3 Video evidence and/or supporting commentary of the learner undertaking a creative or administrative role in an appropriate format.

- This might include a blog, video diary, annotated images.
-

Assessment criteria and amplification for decisions

H20.1 Plan and prepare for a creative or administrative role

H20.P1 Pass
Basic

H20.M1 Merit
Detailed

H20.D1 Distinction
Comprehensive

At **Pass**, learners give an overview of the requirements in terms of required resources, as well as an overview of what actions they need to take, with some description of necessary preparations.

At **Merit**, learners give a full breakdown of the requirements in terms of resources, what they are needed for and why they are needed. They provide considered detail of what actions they need to take, with an explanation of necessary preparations.

At **Distinction**, learners give a thorough and wide-ranging breakdown of the requirements in terms of resources, what they are needed for and why they are needed, including contingency plans. They demonstrate reasoned and proactive thought in relation to the actions they need to take, with a thorough and wide-ranging understanding of necessary preparations.

H20.2 Demonstrate skills within a creative or administrative role

H20.P2 Pass
Competent

H20.M2 Merit
Effective

H20.D2 Distinction
Accomplished

At **Pass**, learners apply a basic range of skills appropriately to achieve the purpose, with some understanding of their role.

At **Merit**, learners select and apply skills to achieve the purpose efficiently, demonstrating a secure capability and a considered understanding of how to apply relevant skills in their role to good effect.

At **Distinction**, learners showcase a technically proficient level of capability in their use of skills, with a full and logical understanding of how to apply relevant skills in a project scenario.

H20.3 Contribute to a project within a creative or administrative role

H20.P3 Pass
Some impact

H20.M3 Merit
Clear impact

H20.D3 Distinction
Crucial impact

At **Pass**, learners have some positive impact on the project. They may make some errors in judgement or mistakes, but these will have only a minor impact on the project.

At **Merit**, learners have a clear and positive impact on the project. They will make effective and considered decisions and actions in relation to the project.

At **Distinction**, learners have an essential impact on the success of the whole project. They will make thoughtful and creative decisions and actions that impact on the project.

ASSESSMENT UNIT H21: USING CREATIVE COLLABORATION TO DEVELOP A PROJECT

Recommended evidence

H21.1/21.2/21.3 A portfolio of project development and supporting commentary in an appropriate format.

- This might include relevant meeting notes, rehearsal footage or iterations of scripts, etc.
 - The commentary may be in the format of a blog, a video diary or annotated visuals.
-

Assessment criteria and amplification for decisions

H21.1 Demonstrate personal engagement and individual responsibility when developing a collaborative project

H21.P1 Pass
Appropriate

H21.M1 Merit
Effective

H21.D1 Distinction
Accomplished

At **Pass**, learners show some participation and provide relevant inputs during discussions and meetings. They contribute to the creative development of the project but may rely on some support from their peers.

At **Merit**, learners are attentive and participative during discussions and meetings, providing valuable input and ideas that progress the project. They clearly contribute to the creative development of the project.

At **Distinction**, learners are consistently attentive and participative during discussions and meetings, providing a range of pertinent and insightful inputs. They show leadership in their contribution to the creative development of the project.

H21.2 Demonstrate technical and interpretive performance skills when developing a collaborative project

H21.P2 Pass
Competent

H21.M2 Merit
Effective

H21.D2 Distinction
Accomplished

At **Pass**, learners use technical and interpretive performance skills appropriately that have some impact on the creative development of the project.

At **Merit**, learners use technical and interpretive performance skills securely in a controlled and efficient manner that clearly contributes to the creative development of the project.

At **Distinction**, learners use technical and interpretive performance skills showing some innovation and having a crucial and clear impact on the creative development and direction of the project.

H21.3 Apply collaborative skills when developing a project

H21.P3 Pass
Adequate

H21.M3 Merit
Effective

H21.D3 Distinction
Accomplished

At **Pass**, learners collaborate in the development of a creative performance project, showing the ability to suggest ideas and listen to the opinions and ideas of others.

At **Merit**, learners collaborate in the development of a performance project, showing the ability to input relevant ideas and respond to the opinions and ideas of others while moving the project forward.

At **Distinction**, learners collaborate in the development of a performance project, showing the ability to share and explain ideas and respond thoughtfully to the opinions and ideas of others.

ASSESSMENT UNIT H22: PRODUCING A COLLABORATIVE PROJECT

Recommended evidence

H22.1/22.2/22.3 A final collaborative performance project presented in an appropriate format that demonstrates performance skills, with supporting commentary.

- This might be in the form of a video of a live event, a piece of film/TV or musical workshops.
-

Assessment criteria and amplification for decisions

H22.1 Demonstrate technical performance skills in a final collaborative project

H22.P1 Pass
Competent

H22.M1 Merit
Effective

H22.D1 Distinction
Accomplished

At **Pass**, learners apply technical performance skills that have some positive impact on the final outcome. They will demonstrate some technical skills.

At **Merit**, learners apply technical performance skills that have a clear and positive impact on the final outcome. They will demonstrate secure technical skills.

At **Distinction**, learners apply technical performance skills that have a crucial and positive impact on the final outcome. They will demonstrate technically proficient skills.

H22.2 Demonstrate interpretive performance skills in a final collaborative project

H22.P2 Pass
Competent

H22.M2 Merit
Effective

H22.D2 Distinction
Accomplished

At **Pass**, learners apply some interpretive performance skills in the final outcome that demonstrates some control and artistic interpretation.

At **Merit**, learners apply secure interpretive performance skills in the final outcome that demonstrates considered control and artistic interpretation.

At **Distinction**, learners apply skilled interpretive performance skills in the final outcome that demonstrates proficient control and artistic interpretation.

H22.3 Present a final collaborative project

H22.P3 Pass
Appropriate

H22.M3 Merit
Effective

H22.D3 Distinction
Creative

At **Pass**, learners show some consideration of target audience and presentation format.

At **Merit**, learners clearly consider audience and presentation format.

At **Distinction**, learners fully account for presentation format and use the audience to inform and inspire the final outcome.



3

PLANNING YOUR PROGRAMME

HOW DO I CHOOSE THE RIGHT BTEC NATIONAL QUALIFICATION FOR MY LEARNERS?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

IS THERE A LEARNER ENTRY REQUIREMENT?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

WHAT LEVEL OF SECTOR KNOWLEDGE IS NEEDED TO TEACH THESE QUALIFICATIONS?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

WHAT RESOURCES ARE REQUIRED TO DELIVER THESE QUALIFICATIONS?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some learning and teaching modules, specific resources are required. Learners must have access to:

- rehearsal spaces
- the internet
- technical equipment related to pathways
- examples of a variety of styles of repertoire related to pathways
- performance space

HOW CAN MYBTEC HELP WITH PLANNING FOR THESE QUALIFICATIONS?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, creating assignment briefs and creating assessment plans. For further information see *Section 8*.

WHICH MODES OF DELIVERY CAN BE USED FOR THESE QUALIFICATIONS?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

WHAT ARE THE RECOMMENDATIONS FOR COMMUNITY AND EMPLOYER INVOLVEMENT?

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

WHAT SUPPORT IS AVAILABLE?

Support materials

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and examples of marked learner work.

SV support visits

You will be allocated a Standards Verifier who will visit once early on in the delivery of the qualification to support you with planning and assessment prior to their visit to verify your assessment decisions. You will be offered one visit each year for support and can opt out of this visit at any time.

Training

There will be extensive training programmes as well as support from our Subject Advisory team.

For further details, see Section 8.

HOW WILL MY LEARNERS BECOME MORE EMPLOYABLE THROUGH THESE QUALIFICATIONS?

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the assessment objectives and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.



4 ASSESSMENT STRUCTURE

Before you assess, you will need to become an approved centre, if you are not one already. The full requirements and operational information are given in the BTEC Quality Assurance Handbook, available on our website. All members of the assessment team need to refer to this document.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of each module and in line with requirements from higher education and industry. To ensure this, the content, structure and assessment of this qualification has been developed in consultation with teachers, employers, professional bodies and academics to ensure that it supports progression to higher education and is appropriate and consistent with current practice, should learners choose to enter employment directly.

ASSESSMENT UNITS

All assessment units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each learning and teaching module, generating evidence for each assessment unit. You will need to prepare to assess using the guidance in this section.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the learning and teaching module. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out projects for which they have choice over the direction and outcomes
- use their collaborative skills
- demonstrate practical and technical skills, such as using appropriate software, equipment and processes
- use case studies to explore complex or unfamiliar situations.

You will make grading decisions based on the requirements and supporting guidance given in the assessment units. Learners may not make repeated submissions of assignment evidence.

MAKING VALID ASSESSMENT DECISIONS

Assessment decisions are based on the specific criteria given in each assessment unit and set at each grade level. Assessment units provide a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual assessment objectives. The criteria grid in the assessment units shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a learning and teaching module, then the assessment team will give a grade for each assessment unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the assessment unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each assessment objective
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the assessment objectives, showing coverage of the learning and teaching module content and, therefore, attainment at Level 3 of the national framework.

Learners who do not satisfy all Pass criteria should be reported as Unclassified.

AUTHENTICITY OF LEARNER WORK

Assessors must ensure that evidence is authentic to a learner through setting valid assessments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. Assessors must complete a declaration that:

- the evidence submitted for this assessment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication. During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 5 Administrative arrangements*.

RESUBMISSION OF IMPROVED EVIDENCE FOR ASSESSMENT UNITS

The final assessment of evidence for the relevant assessment objectives is normally the final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assessment.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year. However, we recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit, such as a lack of resources being available, or where learners may need to access specialist equipment. Where it is practical to do so, resubmission should remain within the normal 15-day period.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assessment tasks by the planned deadline or by an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assessment task by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in one or more assessment criteria **after resubmission** of an assessment may be offered a single retake opportunity using a new assessment task/brief. When retaking the assessment, the highest mark that can be awarded for the relevant assessment criteria in the assessment unit is Pass. All other assessment criteria which are not being retaken will not be affected and will remain as originally assessed.

The Lead IV must authorise a retake with a new assessment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity please refer to the *BTEC Centre Guide to Internal Assessment* available on our website.



5

ADMINISTRATIVE ARRANGEMENTS

INTRODUCTION

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

LEARNER REGISTRATION AND ENTRY

Centres are advised to recruit with integrity to ensure that potential barriers to achievement are addressed. Prior to entry on the programme, centres should clarify with learners the types of activities, equipment and facilities that will be used and discuss any barriers there may be to learning so that learners can make informed choices and centres can prepare for any reasonable adjustments that may be required.

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

ACCESS TO ASSESSMENT

Internal assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities. This qualification has been developed to allow learners to demonstrate their skills through a range of evidence types, format and methods of communication which they can select as relevant to their own working practice to best reflect their abilities. In this way, the qualifications are accessible to learners and assessments are adaptable to their regular ways of working. Features of the qualifications design that reflect its inclusivity are:

- adaptable evidence and assessment methods ensuring teachers can assess in a way that is relevant to the learners abilities and characteristics
- assessment criteria which have been developed to provide opportunities for demonstration of knowledge and understanding through practical work
- core technical and practical skills development covering all practices have been combined into shared mandatory units, which means that all learners will demonstrate the level of their skills through the same units regardless of individual accessibility needs, enhancing inclusivity.
- fewer units across the qualification gives the space to allow learners to develop and improve skills to their full potential and explore opportunities for producing evidence within their abilities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not disadvantaged in comparison to learners who do not share that characteristic when undertaking one of our qualifications
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

ADMINISTRATIVE ARRANGEMENTS FOR ASSESSMENT

REASONABLE ADJUSTMENTS TO ASSESSMENT

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

RECORDS

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the Information Manual. We may ask to audit your records so they must be retained as specified.

SPECIAL CONSIDERATION

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in an assessment unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

APPEALS AGAINST ASSESSMENT

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy Enquiries and appeals about Pearson Vocational Qualifications.

DEALING WITH MALPRACTICE

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven in accordance with the *JCQ General and Vocational Qualifications Suspected Malpractice*

in Examinations and Assessments Policies and Procedures (www.jcq.org.uk).

Malpractice may arise or be suspected in relation to any assessment unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

ASSESSMENT UNITS

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document provides further information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples of malpractice and details the penalties and sanctions that may be imposed.

CERTIFICATION AND RESULTS

Once a learner has completed all the required assessment units for a qualification the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

POST-ASSESSMENT SERVICES

Once results are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

ADDITIONAL DOCUMENTS TO SUPPORT CENTRE ADMINISTRATION

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- Pearson Quality Assurance Handbook: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- Information Manual: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.



6 QUALITY ASSURANCE

CENTRE AND QUALIFICATION APPROVAL

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, studios, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or
- occupational experience relating to how they are delivering the qualification (for example, by giving it a focus on a specialism within art and design areas).
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

CONTINUING QUALITY ASSURANCE AND STANDARDS VERIFICATION

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- working with centres through support visits to advise on areas such as:
 - curriculum and assessment planning best practice
 - preparing assignment briefs and advising on employer engagement and vocational learning
 - application of assessment criteria to make grading decisions
 - clarifying the rules of internal assessment and how they are best applied in a creative subject, such as identifying and gathering evidence
 - supporting effective internal verification
 - what to expect and how to prepare for standards verification

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.





7

UNDERSTANDING THE QUALIFICATION GRADE

AWARDING AND REPORTING FOR THE QUALIFICATION

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

ELIGIBILITY FOR AN AWARD

In order to be awarded a qualification, a learner must complete all assessment units and achieve a Pass or above in all assessment units unless otherwise specified. Refer to the structure in *Section 2* for more information.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P or U) for all assessment units
- achieve the **required assessment units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum of 900 GLH **at Pass or above**
- achieve the **minimum number of points** at a grade threshold.

Learners who do not satisfy the requirements in the structure *Section 2* will not achieve a qualification even if they have enough points.

Learners who do not achieve sufficient points for the Extended Diploma qualification or who do not achieve all the required assessment units may be eligible to achieve the Foundation Diploma qualification in the same suite, provided they have completed and achieved the correct assessment units and met the appropriate qualification grade points threshold.

CALCULATION OF THE QUALIFICATION GRADE

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is compensation in that a higher performance in some assessment units may be balanced by a lower outcome in others. For example, a distinction can be achieved through a combination of pass, merit and distinction grades across assessment criteria.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Foundation Diploma	P to D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualifications. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

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. They may receive a Notification of Performance for individual assessment units. The *Information Manual* gives full information.

Assessment unit grade points

The table below shows the number of **points** available for assessment units. For each assessment unit, points are allocated depending on the grade awarded.

Assessment unit, weighted size

	150 GLH	90 GLH
U	0	0
Pass	15	9
Merit	25	15
Distinction	40	24

CLAIMING THE QUALIFICATION GRADE

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal assessment unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

CALCULATION OF QUALIFICATION GRADE

Applicable for registration from 1 September 2019.

Foundation Diploma 540 GLH		Extended Diploma 1080 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
P	54	PPP	108
		MPP	124
		MMP	140
M	78	MMM	156
		DMM	176
		DDM	196
D	108	DDD	216
		D*DD	234
		D*D*D	252
D*	138	D*D*D*	270

The table, and the process for points allocation, is subject to review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

These qualifications are likely to attract UCAS Tariff points (pending application approval). UCAS points are based to the qualification grade outcomes. Please go to the UCAS website for full details of the points allocated.

EXAMPLES OF FOUNDATION DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

Example 1: achievement of a Foundation Diploma with a P grade

A learner has achieved a Pass, or above in assessment units A1, A2, A3 and F16.

The learner has sufficient points for a P grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Pass	15
A3	150	Int	Pass	15
F16	90	Int	Pass	9
Totals	540		P	54

Example 2: achievement of a Foundation Diploma with a D grade

The learner has sufficient points for a D grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Merit	25
A2	150	Int	Distinction	40
A3	150	Int	Merit	25
F16	90	Int	Distinction	24
Totals	540		D	114

Example 3: an Unclassified result for a Foundation Diploma

The learner has a U in assessment units A2 and F16.

The learner has sufficient points for an M grade but has not met the minimum requirement for a Pass, or higher, in at least three of assessment units A1, A2, A3 and F16

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Distinction	40
A2	150	Int	U	0
A3	150	Int	Distinction	40
F16	90	Int	U	0
Totals	540		U	80

EXAMPLES OF EXTENDED DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

Example 1: achievement of an Extended Diploma with a PPP grade.

The learner has achieved a Pass or above in assessment units A1, A2 A3 and H22.

The learner has sufficient points for a PPP grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Pass	15
A3	150	Int	Pass	15
F16	90	Int	Merit	15
G17	90	Int	Pass	9
G18	90	Int	Pass	9
G19	90	Int	Merit	15
H20	90	Int	U	0
H21	90	Int	Pass	9
H22	90	Int	Merit	15
Totals	1080		PPP	117

Example 2: achievement of an Extended Diploma with a DDD grade

The learner has sufficient points for a DDD grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Merit	25
A2	150	Int	Pass	15
A3	150	Int	Distinction	40
F16	90	Int	Merit	15
G17	90	Int	Distinction	24
G18	90	Int	Distinction	24
G19	90	Int	Merit	15
H20	90	Int	Distinction	24
H21	90	Int	Distinction	24
H22	90	Int	Merit	15
Totals	1080		DDD	221

Example 3: an Unclassified result for an Extended Diploma

The learner has 270 GLH at U.

The learner has sufficient points for an MPP and has achieved a Pass or above in assessment units A1, A2 and A3, but has not met the minimum requirement for 900 GLH at Pass or above and has not achieved must pass assessment unit H22.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Merit	25
A3	150	Int	Pass	15
F16	90	Int	Distinction	24
G17	90	Int	Distinction	24
G18	90	Int	Merit	15
G19	90	Int	Unclassified	0
H20	90	Int	Pass	9
H21	90	Int	Unclassified	0
H22	90	Int	Unclassified	0
Totals	1080		U	127



8

RESOURCES AND SUPPORT

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

SUPPORT FOR SETTING UP YOUR COURSE AND PREPARING TO TEACH

SPECIFICATION

This specification (for teaching from September 2019) includes details on the administration of qualifications and information on all the learning and teaching modules for the qualification.

DELIVERY GUIDE

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed learning and teaching module delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

CURRICULUM MODELS

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

STUDY SKILLS ACTIVITIES

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

SUPPORT FOR ASSESSMENT

SAMPLE ASSESSMENT MATERIALS FOR INTERNALLY-ASSESSED ASSESSMENT UNITS

We do not prescribe the assessments for internally-assessed assessment units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile where relevant.

We do provide a service in the form of Example Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available for free via the Pearson website or myBTEC.

SAMPLE MARKED LEARNER WORK

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

TRAINING AND SUPPORT FROM PEARSON

PEOPLE TO TALK TO

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they will support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

TRAINING AND PROFESSIONAL DEVELOPMENT

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for assessment, and quality assurance.

Teaching and learning

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.



APPENDIX 1:

GLOSSARY OF TERMS USED FOR INTERNALLY-ASSESSED LEARNING AND TEACHING MODULES

This is a summary of the key terms used to define the requirements in the learning and teaching modules and assessment criteria.

TERM	DEFINITION
Accomplished	Demonstrate skills, expertise and high level of control of activity.
Accomplished improvement	Demonstrate a clear and significant advance in performing arts skills and techniques, with high level of ability being reached.
Adequate	A sufficient level of skill or knowledge for the context.
Analyse	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
Appropriate	Clearly suitable for the purpose and/or context.
Basic	Fundamentals of skill or knowledge are demonstrated.
Clear impact	To have a noticeable effect on the process or outcome in a positive manner.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors related to goals, briefs or objectives.
Contribute	To have an impact on the success of a defined outcome.
Create	To make a performance in response to a brief or aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Critical evaluation	To appraise and compare the relative strengths and weakness of a subject, product or process. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Critically Comment	To offer insight into the relative strengths and weakness of a subject, product or process.
Crucial impact	To have a significant and indispensable effect on the success of a product, performance or process.
Defined	To clarify and establish the essential qualities and content related to a plan.
Defined improvement	Demonstrate some advance in performing arts skills and techniques related to set goals.

TERM	DEFINITION
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Detailed	Contains all essential information in relation to facts or processes.
Devise	To contrive, plan, or elaborate; invent from existing principles or ideas.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Plan	The learner creates a way of doing a task or series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Present	To exhibit material to an audience, either live or through other mediums.
Select	The learner chooses the best or most suitable option whether this is of materials, techniques, equipment or processes. The options and choices should be based on specific criteria.
Self-reflective improvement	Demonstrate clear advance in performing arts skills and techniques by showing self-analysis of areas for improvement and the success of processes used.
Some impact	To have a minor effect on the process or outcome in a positive manner.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by a learner to show the process of development. Used to show method, self-management and skill development.
Group project	A large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management in a particular role, aspects of project management and participation in teamwork to achieve goals.
Individual project	A self-directed, large-scale activity requiring, planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.

Pearson BTEC Level 3 Nationals in Performing Arts Practice

Foundation Diploma in Art and Design Practice (2019)

Extended Diploma in Art and Design Practice (2019)

Foundation Diploma in Creative Media Practice (2019)

Extended Diploma in Creative Media Practice (2019)

Foundation Diploma in Performing Arts Practice (2019)

Extended Diploma in Performing Arts Practice (2019)

Foundation Diploma in Production Arts Practice (2019)

Extended Diploma in Production Arts Practice (2019)

Foundation Diploma in Music (2018)

Extended Diploma in Music (2018)

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