

About this event

Course Title: Getting Ready to Teach BTEC 2012 & 2013: in Performing Arts

Course Code: 13BVD01

Aims and Objectives of the event

- Review the structure and content of the qualification
- Look at some assignment briefs and how they can be developed
- Review internal and external assessment requirements
- Review the quality assurance model
- Review support and latest news
- Have the opportunity to ask questions and network

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Activity 1 Considering Endorsed Assignments

Purpose:

Purpose: To consider how the endorsed assignments could be used or adapted for a range of contexts.

Delegates will

- familiarise themselves with an endorsed assignment for core unit 2.
 - consider the advantages and disadvantages of using an 'off the peg' assignments
 - consider alternative approaches to the unit
 - consider alternative themes and materials for use in the unit.
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Task 1

With a partner discuss the endorsed assignment for Unit 2 Preparation, Performance and Production and respond to the following questions:

- What would the advantages and disadvantages of using this assignment in its current form?
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Advantages:

Disadvantages:

Task 2

The endorsed assignment requires learners to devise a performance piece. What are the advantages and disadvantages of using a devised piece rather than working from a script, score or existing piece of choreography?

Advantages:

Disadvantages:

Task 3

The theme learners will be working from in this assignment is Urban Fairy Tales. In your group share some other ideas for starting points or existing pieces that might be appropriate for your learners when tackling this unit.

Activity 2

Purpose: To familiarise delegates with the Sample Assessment Materials for Unit 1 Individual Showcase.

Task 1

In pairs answer the following questions by referring to the progression opportunities from the **Sample Assessment Materials**.

a. A learner is keen to show their versatility as a singer and dancer in this unit. They are struggling to choose between progression opportunities 2 and 4. Which might you advise them to choose and why? What pieces could be chosen for their audition?

b. A learner who did particularly well in a recent assignment on TIE is keen to tackle opportunity 3 "The Heat Is On". What might they include in their 5-minute presentation?

c. One of your learners is keen to choose opportunity 1. They have undertaken the role of lighting technician for several school productions as well as for a local amateur dramatic group. What might they include in their presentation?

d. The theme for opportunity 4 is "Past and Present". How might an actor, dancer or musical theatre specialist respond to this theme? What pieces could be chosen for their audition.

Activity 3

Purpose: To familiarise delegates with the assessment schedule template and consider issues around assessment planning.

Task

Look at the two assessment schedules for Hallyburton High School and All Stars Academy. Answer the following questions giving reasons for your answers and suggestions as to how the centre might change the schedule if required.

1. Is the ordering of units for Hallyburton High appropriate?
2. Is the ordering of units for All Stars Academy appropriate?
3. Is the assignment programme for Unit 4 Dance Skills at All Stars Academy appropriate?
4. Is the assignment programme for Unit 3 Acting Skills at Hallyburton High School appropriate?
5. Is the timing of Unit 1 Individual Showcase at All Stars Academy appropriate?
6. Is the absence of specific dates in Y2 of the programme that Hallyburton High School appropriate?