

# Unit 10: Theatre in Education

<b>Unit code:</b>	<b>R/502/5133</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to equip learners with appropriate skills to create, publicise and perform in a theatre in education (TIE) project.

## ● Unit introduction

Theatre in education offers artists and practitioners professional employment opportunities and an important role in enriching the life and learning experiences of their audiences in an enjoyable and often fun way. Many creative artists choose, at the beginning of their professional career, to work for a TIE company or to form a new one. Many artists regard TIE as their main professional focus, while others work in TIE as part of a wider professional portfolio. Learners completing this unit will gain the abilities and skills required to work as a member of a touring TIE company.

The work enables learners to contribute their different organisational abilities and individual artistic talents to the team and to the realisation of the project. Learners should be encouraged to really own their project, to be independent in the way they work. They will need to take on personal responsibilities, such as corresponding with agencies and coordinating production details, organising rehearsal schedules, leading workshops and devising exercises, writing scripts, constructing sets, composing music, creating props, masks and costumes, writing, editing and organising the pre-project documentation and post-project follow-up material.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know how to research and select suitable ideas for a TIE project
- 2 Be able to develop an educational performance project
- 3 Be able to contribute to the realisation of a TIE project.

# Unit content

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## 1 Know how to research and select suitable ideas for a TIE project

*Selection of ideas:* eg curriculum, road safety, drug and alcohol abuse, health and safety, environmental, ethnic, moral, cultural and social issues, personal and family relationships, social skills, arts and cultural awareness.

*Use of contacts:* eg tutors, heads of year, coordinators of drama and PHSE, youth workers, group leaders

*Target audiences:* identify by age eg children, youths, adults, senior citizens; social factors eg single parents, women's groups, immigrants, economic factors, unemployed, trainees, employees, management groups; special factors eg offenders, people with special physical needs, learners with special learning needs, people in residential care and hospitals

## 2 Be able to develop an educational performance project

*Development of ideas:* shaping material eg devising, adapting scripted material; use of techniques eg improvisation, physical theatre, dance and movement, song, puppetry, masks; meeting the aims and intentions of the work

*Production style:* audience participation; support eg workshops, discussions, support material, follow-up activities and materials

## 3 Be able to contribute to the realisation of a TIE project

*Organisation:* health and safety; contact with target audience; numbers; dates; time; venue; specific audience requirements; risk assessment; access; performance space eg size, shape, rehearsal availability, technical facilities, get in/get out arrangements, licence and insurance responsibilities; transport eg availability, adequacy for team and technical equipment, costume, set

*Performance skills:* eg casting, devising, scriptwriting, directing, rehearsing, performing

or

*Production skills:* eg set construction, lighting, sound, costumes, props, stage management

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe ideas for a TIE project that meet the educational needs of the targeted audience [CT]	<b>M1</b> explain the suitability of ideas for a TIE project that meets the educational needs of the target audience	<b>D1</b> analyse and justify ideas for a TIE project that meets the educational needs of the target audience
<b>P2</b> develop ideas for a TIE project that would entertain and educate [TW, SM]	<b>M2</b> develop ideas for a TIE project that would entertain and educate with skill and confidence	<b>D2</b> develop ideas for a TIE project that would entertain and educate with flair and imagination
<b>P3</b> apply organisational skills competently [TW]	<b>M3</b> apply organisational skills efficiently	<b>D3</b> apply organisational skills with foresight and attention to detail
<b>P4</b> apply performance and/or production skills competently. [TW]	<b>M4</b> apply performance and/or production skills confidently and proficiently.	<b>D4</b> apply performance and/or production skills with flair and imagination.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

## Delivery

Tutors should begin by introducing to the nature and purpose of theatre in education. This could be done through discussions, viewing examples on DVD and research into existing TIE companies and, if possible, the opportunity to observe a live TIE performance. A series of workshops designed to explore TIE ideas for a range of audiences eg children, youths, senior citizens should follow. Learners should be encouraged to explore a variety of themes/topics eg issue based work, curriculum, topics designed to create awareness. Learners will need to be introduced to performance styles that are appropriate to TIE work and should consider how skills gained in other units eg Principles of Acting and Devising, can be used and adapted. They will also need to consider appropriate production styles. Some work should be undertaken in small groups with the view of sharing and discussing the results with the class.

Learners will also need to consider how companies develop opportunities for TIE work. This might include seeking out and liaising with contacts such as teachers from local primary schools.

The organisation of a TIE production will be introduced where learners will consider the practical constraints they are likely to be working with eg deadlines, venue, availability of resources, health and safety and legal issues. These issues could be introduced through a case study designed by the tutor with learners investigating different organisation aspects and reporting back to the class.

The unit will culminate in an assignment in which learners apply their learning to a TIE project for a specific audience, perhaps in response to a commission, or conducting research to discover the educational needs of a target audience. Depending on the size of the class learners could work together as a company or divide into smaller groups. Learners will need to undertake research into ideas for the project then select and develop appropriate material. Within the company learners could take on specific roles eg actor, musician, director, scriptwriter, production manager, designer, with the tutor acting as facilitator of the project. As the piece begins to take shape learners could be encouraged to try out ideas and techniques on audiences of peers. Regular production meetings should allow learners to share ideas and monitor progress.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and structure of the programme of learning.
Introduction to the nature and purpose of theatre in education – presentations from tutor, discussions, viewing examples on DVD, practical activities.
Workshops to explore TIE ideas for a range of audiences eg children, youths, senior citizens using a variety of themes/topics eg issue based work, curriculum, creating awareness.
Creating opportunities for TIE – discussions and practical work – liaising with contacts, making contact, establishing the needs of the audience.
Organisation – research and discussion activities- practical constraints, health and safety issues, legal issues, venue.

## Topic and suggested assignments/activities and/assessment

### Assignment – Little History Boys and Girls (P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4)

- Research the needs of the audience by liaising with appropriate contacts.
- Select ideas.
- Develop material.
- Rehearsals and production preparations.
- Preparing supporting materials.
- Planning and organising the production.
- Performances.

Feedback from assignment.

## Assessment

For grading criterion 1 learners will need to demonstrate the ability to investigate the educational needs of the target audience and the capacity to consider possible ideas for a TIE project. This could be evidenced through a written report or oral presentation. To achieve P1, learners will need to provide a description of their ideas. For M1, learners should explain how the ideas identified are suitable for the target audience. D1 learners must be able to evaluate the suitability of the ideas, showing how they would meet the educational needs of the target audience and justifying their comments by making reference to research findings.

For grading criterion 2 the type and range of evidence presented will depend on the role learners take in the process. Learners taking on a performance role might provide evidence of devising and rehearsing. Those who take on production roles might produce schedules and documentation relating to costume, set or prop production as well as drafts of designs and prototypes. Learners may also become involved in the production of support materials such as tutor packs and follow-up activities for learners. Learners should be given time to document developmental activities in their logbooks. Milestone rehearsals and other sessions, such as production meetings, could be videoed. Tutor statements may also be used to evidence individual contribution to group activities.

To achieve P2 learners should take part in development activities undertaking work required for their role competently. For M2, learners should demonstrate sound contribution to the development of ideas. Learners will be able to explore ideas and consider alternative solutions. To achieve D2 learners will explore ideas in a self-reliant and imaginative way and will be able to consider the need for material to both educate and entertain, balancing these requirements in a creative manner.

Grading criterion 3 requires learners to take part in the organisation of the project. Learners will need to consider the practical constraints such as deadlines, the shape and size of the venue, the availability of resources, health and safety and legal issues. Learners could provide evidence of organisational skills by undertaking a specific role, eg undertaking a risk assessment for the project.

This grading criterion could be evidenced through written documentation as well as logbook entries and tutor statements.

For P3, learners must be able to demonstrate competence in the use of organisational skills although they may require some support in their work. For M3, learners should demonstrate a capable and well-organised approach to their work, meeting deadlines and producing appropriate documentation. For D3, learners will demonstrate a disciplined approach to their activities. They will identify potential problems before they occur and provide well thought out solutions.

Grading criterion 4 will be evidenced through participation in the performance and/or the artefacts produced for the production. Performances should be recorded and artefacts such as sets, costumes and props photographed.

For P4, learners should contribute to the final performance using skills appropriate to their role in a capable manner. Performance skills used must be appropriate to the role and the piece and artefacts produced must be fit for purpose. For M4, learners must make a positive contribution to the piece. Performance skills will show a confident use of vocal and movement work and the ability to respond to the audience. Artefacts produced will make a positive contribution to the piece. For D4, learners will make contributions that will enhance the performance and be instrumental in the success of the production. Performers will make imaginative use of vocal and movement skills and will respond to and communicate with the audience in a creative manner. Production skills will be used with flair to produce artefacts that make a significant contribution to the success of the production.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4	Little History Boys and Girls	Learners will work as a TIE company to research, develop and produce a piece of theatre for 5 -6 year olds based on the national curriculum.  What were our parents' and grandparents' toys like?	Process log (to include research materials, presentation of ideas, notes on development activities, rehearsal notes and planning documentation).  Tutor observations.  Videos of milestone rehearsals and final performance (performance skills).  Photographs of set, costumes and/or props produced (production skills).

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Exploring Acting Skills	Acting Skills and Techniques	Devising Plays
Preparing Work for an Audience	Devising Plays	Principles of Acting
Presenting Work to an Audience		Applying Acting Styles
		Script Writing
		The Practice of Directing Theatre
		Theatre for Children

## Essential resources

This unit requires access to appropriate contacts that are involved with the targeted audiences eg teachers, youth leaders. Learners will require access to a rehearsal space and a venue where a TIE project can be rehearsed and performed. Access to appropriate sets, costumes and props and/or materials for making them will also be required.

## Employer engagement and vocational contexts

Learners should be encouraged to research the websites of practising professional TIE companies. Visiting speakers from TIE companies are also encouraged.

## Indicative reading for learners

### Textbooks

Jewers S, Carnaghan C and Webster P – *BTEC National Performing Arts Student Book* (Pearson Education, 2010) ISBN 9781846906787

Jewers S, Carnaghan C and Webster P – *BTEC National Teacher Resource Pack* (Pearson Education, 2010) ISBN 9781846906794

Boal A – *Games for Actors and Non-Actors* (Routledge, 2002) ISBN 9780415267083

*Drama in Schools* (Arts Council of England, 2003) ISBN 9780728709799

McCurrach I and Darnley B – *Special Talents, Special Needs: Drama for People with Learning Disabilities* (Jessica Kingsley Publisher, 1999) ISBN 9781853025617

Neelands J and Goode T – *Structuring Drama Work* (Cambridge University Press, 2000) ISBN 9780521787291

Oddey A – *Devising Theatre: A Practical and Theoretical Handbook* (Routledge, 1996) ISBN 9780415049009

Winston J et al – *Beginning Drama 4-11, 3rd Edition* (David Fulton Publishers LTD, 2008) ISBN 9780415475839

### Websites

ERORrecords/HO/421/2/fepd/forlok2b.pdf

Community Fire Safety Toolbox guidance

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

British Arts Council

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

Communications and training provider using theatrical techniques

[www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

[www.spa.ex.ac.uk/drama/links/theatreedu.html](http://www.spa.ex.ac.uk/drama/links/theatreedu.html)

University of Exeter drama resources

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Creative thinkers</b>	considering and developing ideas for a TiE project
<b>Team workers</b>	working as a company on the development and production of a TiE project
<b>Self-managers</b>	working on the development and production of a TiE project.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	exploring possible topics for a TiE project
<b>Reflective learners</b>	considering the skills they have developed during the project
<b>Self-managers</b>	ensuring deadlines are met.



## ● Functional Skills – Level 2

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing possible topics for a TiE project
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading a selection of possible play scripts
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing scripts and/or support materials for a TiE project.