

Mapping Level 3 BTEC Performing Arts qualifications with the EPQ

What is the Extended Project Qualification?

The Pearson Edexcel Level 3 Extended Project Qualification (EPQ) is a unique qualification in many ways. Learners can choose what they create and how they present it. The only requirement is the project is an extension (not a repetition) of what they are learning on their BTEC Performing Arts course. Learners may not simply resubmit work that has been or will be submitted for another qualification.

Let's get creative!

The following qualifications are complementary with the EPQ:

Why deliver the EPQ alongside Level 3 BTEC Performing Arts qualifications?

The EPQ can complement the knowledge, skills and understanding gained on a BTEC Performing / Production Arts qualification as it allows learners to study a topic which extends their learning in their area of study, as a standalone qualification.

Learners can select the EPQ Performance unit (P303).

They can select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests and / or progression route.

Learners will be assessed on their ability to plan, manage, complete and review their project. It can be completed over one or two years and is assessed by a tutor-assessor from within the centre and externally moderated by Pearson. Alternatively, the Express approach is an option for learners who are able to fast track their projects, fulfilling the same amount of guided learning hours in a shorter timeframe.

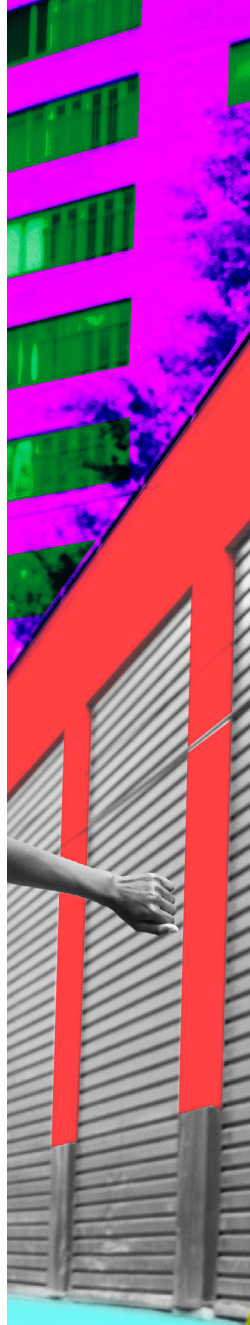
The Performance unit (P303) covers both performance and production focused projects that complement the units in BTEC Performing Arts and Production Arts specifications.

Co-delivery of BTEC Performing / Production Arts and EPQ

So, what are the options?

A learner could choose to complete their EPQ in the same discipline as their chosen pathway for their BTEC (Performance or Production disciplines) or they can extend one pathway, explore another or mix them!

The EPQ can link to either internal or external BTEC units, or cross over between them.



Benefits

The EPQ will:

- develop learners' independent learning skills
- develop learners' research, project management and evaluation skills
- support learners with the transition to higher education or into the world of work
- provide UCAS points
- be attractive to higher education institutions – some universities may offer lower grades for learners completing the EPQ
- help learners become future ready by developing skills that are vital for success in further study, higher education or the workplace
- provide performance experience
- put a practical focus on a non-practical unit
- offer synergy between the qualifications.

EPQ learning outcomes (Performance: Unit P303)

On completion of this unit a learner should:

- Be able to identify, plan and manage a performance project
- Be able to use resources to research and select prospective performance material and techniques
- Be able to develop and interpret performance material within the context of a performance to an audience
- Be able to present project outcomes and an evaluation to an audience.

All BTEC Performing / Production Arts qualifications provide transferable knowledge and skills that prepare learners for their progression. The transferable skills include the ability to learn independently, the ability to research actively and methodically and being able to give presentations.

Delivery

The following project ideas are to be seen as prompts and suggestions and are not meant to limit a learner's creativity or their own ideas for a project. When possible, a project should:

- be performed for the intended target audience
- be given a sense of occasion (face to face or online)
- have clear creative intentions.

All P303 projects are to be submitted with the following:

- A Project Proposal Form
- An Activity Log
- A bibliography
- The project outcome (usually a recording of the performance outcome)
- A written commentary, or written support materials outlining the process (this can be informal writing)
- A written evaluation
- An oral presentation record form

(see [EPQ webpage](#) for further information and forms)

The following outlines the opportunities linked to BTEC National Performing Arts (2016).
Information linking to other BTEC Nationals in Performing / Production Arts Practice (2019) follows on.

TABLE 1 – ALL PATHWAYS

BTEC Unit L3 2016		Type of assessment	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 1	Investigating Practitioners' Work Assessment outcomes: AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements	External	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. Guide (e.g. a video guide / TED talk, masterclass) on the work of the chosen practitioner aimed at younger age group, e.g. an introduction to Bertolt Brecht 2. Practical workshop for younger students to introduce key techniques linked to the chosen practitioner, e.g. Bob Fosse 3. A performance of an extract / extracts from the work of the chosen practitioner
Unit 2	Developing Skills and Techniques for Live Performance Learning aims: A Understand the role and skills of a performer B Develop performance skills and techniques for live performance C Apply performance skills and techniques in selected styles D Review and reflect on development of skills and techniques for live performance	Internal		1. Skills development class / workshop to develop and apply techniques in a practical setting 2. A practical demonstration / guide of skills and techniques from a chosen style or genre 3. A development journey captured in video clips / images to show how techniques have been developed and applied in performance
Unit 3	Group Performance Workshop Assessment outcomes: AO1 Understand how to interpret and respond to stimulus for a group performance AO2 Develop and realise creative ideas for a group performance in response to stimulus AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance	External		1. Work as part of a group in a performance or production role to create work from a creative stimulus 2. Work as part of a group in a performance or production role to create work in response to a commission or brief 3. Work as part of a group in a performance or production role to create work linked to existing repertoire, e.g. exploring themes or a style of work

TABLE 1 (CONTINUED)

BTEC Unit L3 2016		Type of assessment	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 4	Performing Arts in the Community Learning aims: A Understand community performance and practice B Develop ideas for a community performance C Apply skills to a community performance D Review own development and final community performance	Internal	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review	1. A community performance project to engage a community with an issue or concern 2. An awareness raising performance piece 3. A theatre in education piece, to teach children or young people about a certain topic, or explore a theme You could relate your work to a physical community or a community of interest.
Unit 5	Individual Performance Commission Assessment outcomes: AO1 Formulate ideas that demonstrate understanding of a commission brief AO2 Apply an understanding of developing performance content in response to a commission brief AO3 Apply performance skills to communicate creative intentions in relation to a commission brief AO4 Evaluate the effectiveness of own performance	External	<i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. Work as an individual to perform work from a given stimulus 2. Work as an individual to perform work in response to a commission or brief 3. Work as an individual to perform work using existing repertoire
Unit 6	Final Live Performance to an Audience Learning aims: A Understand performance material (text / stimulus) when developing a live performance B Apply specialist skills and techniques during rehearsal for a live performance C Apply specialist skills and techniques to a live performance D Review personal development and own performance	Internal		Take part in a live performance, in a performance or production role, to communicate creative intentions to an audience. You could: 1. Use existing repertoire 2. Devise your own piece 3. Use a mix of new and existing work
Unit 7	Employment Opportunities in the Performing Arts Assessment outcomes: AO1 Demonstrate knowledge and understanding of the purpose, structure and work of performing arts organisations AO2 Demonstrate knowledge and understanding of professional practice in relation to employment opportunities in the performing arts AO3 Apply knowledge and understanding of professional practice to meet the needs of performing arts organisations AO4 Be able to respond to an employment opportunity in a performing arts context with appropriate justification	External		Create promotional materials for your progression / employment. For example: 1. a showreel 2. a portfolio 3. a website

TABLE 2 (DANCE FOCUS) *Internally-assessed units*

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 8	Classical Ballet Technique	A Understand the development (of style / genre) B Develop skills and techniques (of style / genre) C Apply the skills and techniques to a performance (in the style / genre) D Review personal development and own performance.	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	A project could: 1. explore or demonstrate the chosen technique in performance 2. teach the technique 3. bring more than one technique together in a performance
Unit 9	Tap Dance Technique			
Unit 10	Jazz Dance Technique			
Unit 11	Street Dance Technique			
Unit 12	Contemporary Dance Technique			
Unit 13	Healthy Dancer	A Understand the structure and function of the human body B Develop training techniques for a dancer's fitness programme C Apply the principles of training techniques to a dancer's fitness programme D Review own development and application of training techniques to a dancer's fitness programme		1. A dancer's guide to staying healthy (a vlog or demonstration video) 2. A class or demonstration of the techniques used to stay healthy 3. A workshop for dancers exploring ways to stay healthy
Unit 14	Choreography for Live Performance	A Understand choreographic structures and devices B Develop choreography techniques for performance C Apply choreography techniques to a performance D Review own development and final performance		1. Create original choreography for a performance 2. Explore existing choreography for a performance 3. Create a new choreography using a mix of new and existing choreography 4. The choreography can be performed by the learner or by other dancers

TABLE 3 (ACTING / THEATRE FOCUS) *Internally-assessed units*

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 15	Theatre Directing	A Understand skills and methods used by theatre directors B Develop skills in directing for a theatre performance C Apply skills in directing to realise a theatre performance D Review own development of directing skills and final performance.	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	Learners can direct a performance of their choice, for a chosen target audience.
Unit 16	Writing for Performance	A Understand the skills used for writing a performance B Develop skills in producing a script for performance C Apply skills to the development of a script for performance D Review own development and writing for performance skills		1. Create original material for a performance 2. Explore existing performance material 3. Create a new script for performance The writing can be performed by the learner or by other actors. It could be fully realised, or a rehearsed reading or scratch performance.
Unit 17	Screen Acting	A Understand the context of screen acting B Develop acting skills and techniques for performance in front of a camera C Apply acting skills and techniques to a performance in front of a camera D Review own development and screen acting performance		1. A guide to acting for camera, e.g. a video tutorial or class 2. A demonstration of screen acting techniques in performance 3. A performance for camera
Unit 18	Interpreting Classical Text for Performance	A Understand the performance requirements of classical texts B Develop skills in interpreting classical text and character for a performance C Apply vocal and physical acting skills to the performance of classical text D Review personal development and own performance		1. A video guide to voice techniques when performing Shakespeare 2. A workshop on techniques used to perform restoration drama 3. A portfolio of classical performance work as a self-promotional tool
Unit 19	Acting Styles	A Understand acting styles and techniques for performance B Develop acting styles, skills and techniques for performance C Apply acting styles, skills and techniques in rehearsal and performance D Review personal development and own performance		A project could: 1. explore or demonstrate the chosen acting style in performance 2. teach the style 3. bring more than one style together in a performance

TABLE 3 (continued)

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 20	Developing the Voice for Performance	A Explore the principles of voice production B Develop vocal techniques for a performance C Apply vocal techniques to a performance D Review personal development and own performance	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. Skills development class / workshop to develop and apply voice techniques in a practical setting 2. A practical demonstration / guide of safe use of voice techniques 3. A development journey captured in video clips / images to show how techniques have been developed and applied
Unit 21	Improvisation	A Understand the key features of improvisation for performance B Develop skills and techniques in improvisation for performance C Apply skills and techniques in improvisation to a performance D Review personal development and own performance		1. A guide to improvisation for actors, e.g. a video tutorial or class 2. A demonstration of improvisation techniques in performance 3. An improvised performance for an audience
Unit 22	Movement in Performance	A Understand the four components of movement in performance B Develop movement skills for performance C Apply movement skills to a performance D Review personal development and own performance		1. Skills development class / workshop to develop and apply movement techniques in a practical setting 2. A practical demonstration / guide of safe use of movement techniques 3. A development journey captured in video clips / images to show how movement techniques have been developed and applied
Unit 23	Singing Techniques for Performers	A Understand the key features of singing techniques for performance B Develop vocal skills and singing techniques for a performance C Apply vocal skills and singing techniques to a performance D Review personal development and own performance		1. Skills development class / workshop to develop and apply singing techniques in a practical setting 2. A practical demonstration / guide for performers to develop their singing techniques 3. A performance that demonstrates singing techniques / own development

TABLE 3 (continued)

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 24	Children's Theatre Performance	A Understand children's theatre performance B Develop materials for a children's theatre performance C Apply material to a children's theatre performance D Review personal development and own performance	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. A workshop on techniques used to perform children's theatre 2. A portfolio of performance work as a self-promotional tool for a job role with a Children's Theatre company 3. A performance aimed at children
Unit 25	Site Specific Performance	A Understand the key features of site-specific performance B Develop ideas for a site-specific performance C Apply performance skills to a site-specific performance D Review own development and final site-specific performance		1. A workshop or masterclass on site-specific performance 2. A portfolio of site-specific performance work as a self-promotional tool 3. A site-specific performance for an audience
Unit 26	Physical Theatre Techniques	A Understand the key features of physical theatre performance B Develop physical theatre skills and techniques C Apply physical theatre skills and techniques to a performance D Review personal development and own performance		1. A workshop or masterclass on physical theatre 2. A portfolio of physical theatre techniques as a self-promotional tool 3. A physical theatre performance for an audience

TABLE 4 (OTHER) *Internally-assessed units*

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 27	Musical Theatre Techniques	A Understand the key features of variety performance B Develop skills and techniques for variety performance C Apply performance skills and techniques to a variety performance D Review personal development and own performance	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. A guide to musical theatre, e.g. a video tutorial, workshop or class 2. A demonstration of musical theatre techniques in performance 3. A musical theatre performance for an audience
Unit 28	Variety Performance	A Understand the key features of variety performance B Develop skills and techniques for variety performance C Apply performance skills and techniques to a variety performance D Review personal development and own performance		1. Create an original variety act for a performance 2. Explore existing variety repertoire for a performance 3. Create a new act using a mix of new and existing work The variety act can be performed by the learner or by other performers.
Unit 29	Storytelling	A Understand storytelling, traditional stories and their qualities B Develop storytelling techniques for performance C Apply storytelling techniques to a performance D Review personal development and own performance		1. Create an original storytelling performance 2. Explore existing storytelling performance work 3. Create a new storytelling performance using a mix of new and existing work The storytelling can be performed by the learner or by other performers.
Unit 30	Audio Performance	A Understand the features of audio acting for a recorded performance B Develop audio acting skills and techniques for a recorded performance C Apply audio acting skills and techniques to a recorded performance D Review personal development and own performance		1. Create an original audio performance 2. Explore existing audio performance work 3. Create a new audio performance using a mix of new and existing work The work can be performed by the learner or by other performers.

TABLE 4 (continued)

BTEC Unit L3 2016		Learning aims	EPQ	Notes Project ideas for an EPQ linked to this unit
Unit 31	Stand-up Comedy Technique	A Understand the key features of historical and contemporary practices of stand-up comedy performance B Develop stand-up comedy techniques for performance C Apply stand-up comedy techniques to a performance D Review personal development and own performance	Unit P303 Performance AO1: Manage AO2: Use resources AO3: Develop and realise AO4: Review <i>(see table 'Unit summary' on p.36 of the EPQ specification for more information)</i>	1. Create an original stand-up comedy performance 2. Explore existing stand-up comedy performance work 3. Create a new stand-up comedy performance using a mix of new and existing work The work can be performed by the learner or by other performers.
Unit 32	Puppetry Technique	A Understand performance practices using masks B Develop skills and techniques for performing with masks C Apply skills and techniques to a mask performance D Review personal development and own performance		1. A workshop on techniques used to perform with puppets 2. A portfolio of puppetry work as a self-promotional tool 3. A performance piece using puppets
Unit 33	Performing with Masks	A Understand performance practices using masks B Develop skills and techniques for performing with masks C Apply skills and techniques to a mask performance D Review personal development and own performance		1. A workshop on techniques used to perform with masks 2. A portfolio of mask work as a self-promotional tool 3. A performance piece using masks

BTEC NATIONALS IN PERFORMING ARTS PRACTICE / PRODUCTION ARTS PRACTICE (2019)

The holistic nature and project-based approach of these qualifications is well suited to the EPQ Performance Unit (P303). All performance and production roles can be applied, or a mix of more than one role can be used to complete an EPQ.

Module	Focus	Notes Project ideas for an EPQ linked to this module
A, B, C, D, E	Skills Development	1. Skills development class / workshop to develop and apply techniques in a practical setting 2. A practical demonstration / guide of skills and techniques from a chosen discipline 3. A development journey captured in video clips / images to show how techniques have been developed and applied
F	The Performing / Production Arts Industry	Create promotional materials for your progression / employment. For example:
G	Personal Performing / Production Arts Profile	1. a showreel 2. a portfolio 3. a website This can be in response to a specific progression route, or more general, but should be in line with current industry practice.
H	Collaborative Performing / Production Arts Project	1. Work as part of a group in a performance or production role to create work from a given stimulus 2. Work as part of a group in a performance or production role to create work in response to a commission or brief 3. Work as part of a group in a performance or production role to create work linked to existing repertoire (e.g. exploring themes or a style of work)