

BTEC Tech Award in

Performing Arts

Your Key Stage 4 BTEC for schools



Pearson
BTEC



The skills to succeed - the confidence to progress

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Introducing BTEC Tech Awards

In this section

- » What are BTECs?
- » What are the BTEC Tech Awards?
- » Why is the BTEC Tech Award in Performing Arts the best option for my students?



New to BTEC at Key Stage 4?

What are BTECs?

Chosen by **over a million students** every year, BTECs are vocational qualifications designed to help your students succeed. Students develop knowledge and understanding through **applying their learning to work-related contexts**, and gain the **skills they need** for further study and employment.

What are BTEC Tech Awards?

Designed **specifically for schools**, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and **tasks (including performance) rather than traditional exams**.

BTEC Tech Awards have been specifically designed:



for 14-16 year olds in schools



to give students a hands-on taste of the sector, and the skills and confidence to take their next steps



to count in the 'open group' of Progress 8.

Why choose BTEC Tech Award in Performing Arts?

- Assessed with **performance-based tasks and assignments**, rather than written exams.
- Content to **interest and engage** your KS4 performing arts students.
- Planning and teaching made simple:** all the support materials you need and a performing arts specialist on hand.
- Clear progression** onto Level 3 study for students who want to explore performing arts further.
- Differentiated grading** across both Level 1 and Level 2, with equivalency to the new GCSE grades.

Read on to find out more

Teaching BTEC Tech Awards

In this section...

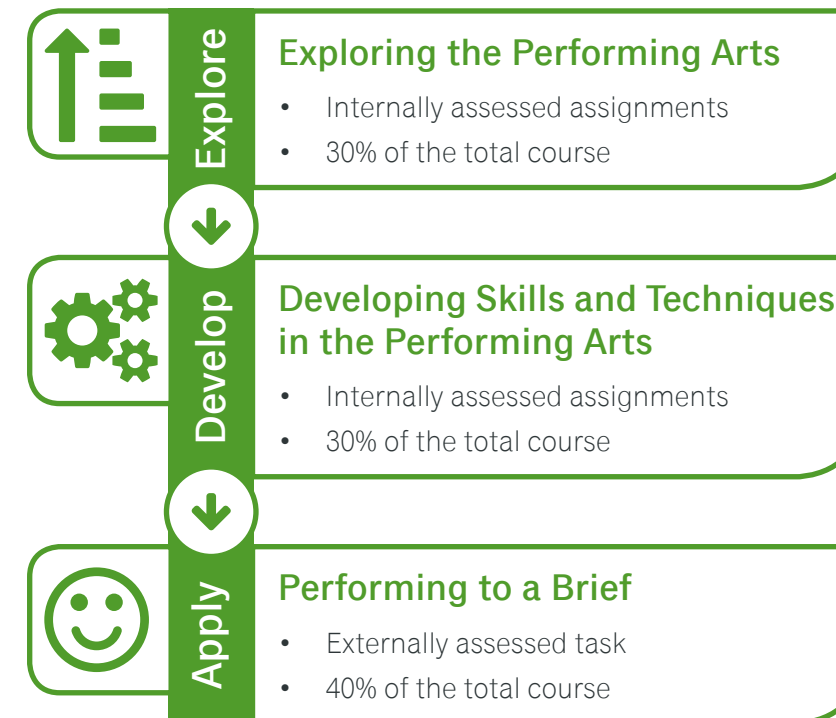
- » How does the course work?
- » How does Component 1 work?
- » How does Component 2 work?
- » How does Component 3 work?
- » Your support for teaching BTEC Tech Awards

How does the course work?

The course is made up of **three components**: two that are internally assessed and one that's externally assessed.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.



Component 1: Explore

Students explore the processes used to create a performance

Explore



Component 1

Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 1, your students will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.



For more information on the content in this component and assessment examples visit: quals.pearson.com/TAperforming and explore Section 3 of the specification.

Component 2: Develop

Students develop performance skills and techniques by reproducing existing performances

Develop



Component 2

Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, your students will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve.



For more information on the content in this component and assessment examples visit: quals.pearson.com/TAperforming and explore Section 3 of the specification.

Component 3: Apply

Students pull together all they have learned and apply their knowledge in a performance

Apply



Component 3

Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.



For more information on the content in this component and assessment examples visit: quals.pearson.com/TAperforming and explore Section 3 of the specification.

Your support for teaching: **overview**

Free support

Course materials

There are lots of materials available on our website to support your planning and delivery, including:

- Course Planners for 1 and 2 years
- Schemes of Work for each component
- Assessment materials: SAMs, Authorised Assignment Briefs, and Sample Marked Learner Work

quals.pearson.com/TAperforming

Training events

We are running Getting Ready to Teach events to help you feel confident teaching and assessing this new qualification.

quals.pearson.com/training

Performing Arts Subject Advisor

Your Performing Arts Subject Advisor, Paul Webster, is always on hand if you have any queries. Get in touch at:

✉ TeachingPerformingArts@pearson.com ☎ 020 7010 2189

Published resources

Every lesson made simple



Step 1:
Scheme of Work

Every lesson covered

Our resources are built around the free Schemes of Work and cover every lesson from all three components, to make planning and teaching simple.



Step 2:
Teaching Pack

Resources and support for each lesson

Each lesson in the Scheme of Work has content provided for it in the Teaching Pack, with front-of-class PowerPoints and activity sheets.

Available for each of the three disciplines:

- Acting *see page 17*
- Dance *see page 18*
- Musical Theatre *see page 19*

Download your free slice of lesson content at:
www.pearsonschools.co.uk/patechres

Your published support for teaching

Every lesson made simple

We know that as a teacher time is precious, and that's why our downloadable Teaching Packs do the planning for you, supporting your teaching for every lesson and for each of the three disciplines: Acting, Dance and Musical Theatre. We've taken each lesson from the free Scheme of Work, and created ready-made worksheets and editable PowerPoint slides for you to use front-of-class.

New to teaching BTEC?

If you're new to BTEC - or this isn't your core area of teaching - our resources give you everything you need to get started.

Been teaching BTEC for a while?

If you've been teaching BTEC for a while, it's easy to adapt these resources to your individual lesson needs

Download your free slice of lesson content at:
www.pearsonschools.co.uk/patechres

Your published support for teaching: Acting Teaching Pack

PowerPoints provide content for every lesson in the Scheme of Work, with lesson starters, class discussion, further reading and more.

BTEC BTEC Tech Award Performing Arts
 Component 1: Exploring the Performing Arts Learning aim A1, PowerPoint 4, Lesson 4

Classical and method acting styles

Class discussion: What is the difference between these two acting styles?

- Movement and character:
<https://www.youtube.com/watch?v=1RRc4tq2kpE>
- Method acting:
<https://www.youtube.com/watch?v=CfPz1c07IsQ>

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BTEC BTEC Tech Award Performing Arts
 Component 1: Exploring the Performing Arts Learning aims B1 & B2, Activity sheet 13, Lessons 23–24

Activity sheet 1.13: Acting and emotions

B1: Processes used in performance
 B2: Techniques and approaches used in performance

What you have to do
 Develop a scene from a theatre script provided by your teacher. Using emotions as a motivator for characterisation is a powerful technique.


Emotions
 Fear, worry, love, joy! Emotions are easy to connect with and everyone has experience of a wide variety of emotions and so can connect with them. Here are some emotion prompts for you to use.

Anger	Arrogance	Passion
Guilt	Disappointment	Boredom
Disgust	Ecstasy	Frustration

Worksheets provide roleplaying games, workshop-style activities, assessment practice and more to engage your acting students and embed their knowledge.

Your published support for teaching: Dance Teaching Pack

PowerPoints provide content for every lesson in the Scheme of Work, with lesson starters, class discussion, further reading and more.




Component 1: Exploring the Performing Arts


Learning aim A2, PowerPoint 12, Lesson 13

Unsung heroes

- Focus on non-performing roles:
 - Choreographer, costume designer, composer, lighting designer
- What do you think each does?
- Can you think of a well-known example for each?

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BTEC Tech Award
Performing Arts

Component 1: Exploring the Performing Arts

Learning aim A2, Activity sheet 8, Lesson 13

Activity sheet 1.8: Unsung heroes

A2: Practitioners' roles, responsibilities and skills

The four job roles of choreographer, costume designer, composer and lighting designer are crucial in successful dance projects.

What you have to do

For the choreographer job role, research an accurate job description and write the key points in the table below. Then apply specific job role responsibilities to the three performances studied: *Young Men*, *Dust* and *5 Soldiers*.

Choreographer job outline		
<i>Young Men</i> (Iván Pérez)	<i>'Dust'</i> (Akram Khan)	<i>5 Soldiers</i> (Rosie Kay)

Checkpoint

Why is a choreographer an 'unsung hero'?

Strengthen

It may help to explore reference books such as Smith-Autard, J.M., *The Art of Dance in Education* (Performing Arts Series), Methuen Drama, 2002.

Challenge

What kind of links would there be between choreographer and costume designer?


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1

Worksheets provide games, performance-based activities and assessment practice to engage your dance students and embed their knowledge.

Your published support for teaching: Musical Theatre Teaching Pack

PowerPoints provide content for every lesson in the Scheme of Work, with lesson starters, class discussion, further reading and more.



Component 1: Exploring the Performing Arts

Learning aim B1, PowerPoint 19, Lesson 22


How do artists start a creative project?



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Worksheets provide a range of performance material, activities and assessment practice to engage your musical theatre students and embed their knowledge.



BTEC Tech Award
Performing Arts

Component 1: Exploring the Performing Arts

Learning aim A2, Activity sheet 9, Lesson 14

Activity sheet 1.9: Musical theatre game


A2: Practitioners' roles, responsibilities and skills

What you have to do

Develop the skills used regularly by theatre singers and actors.

- Get into groups of four: one singer and three assistants (A, B and C).
- The singer and A should face each other. A will make a series of simple movements, which the singer should mirror as closely as possible.
- B is responsible for asking the singer simple maths sums. The singer must answer these, while still mirroring A.
- C is responsible for asking the singer a series of personal questions. The singer must answer these, while still mirroring A.

This game gives a taste of what it's like for singers and actors to follow blocking (physical movements), sing music (maths sums) and make artistic and emotional decisions (personal questions) all at the same time.



Get set for assessment

In this section...

- » Why the combination of internal and external assessment?
- » How does assessment work?
- » How does grading work?
- » Your support for assessment

Why the combination of internal and external assessment?

The combination of internal and external assessment means your students will develop the knowledge, understanding and skills they need and then have the opportunity to put this learning into practice through a real-life scenario.

Internally assessed assignments

The focus is on your students developing their knowledge, understanding and skills.

Component 1 example assignment:

Your students watch a live (or recorded) performance and write a blog analysing the performance.

Component 2 example assignment:

Your students select a performance style and participate in workshops and classes to develop their technical and interpretative skills.

Externally assessed task

The focus is on your students putting their learning into practice through real-life scenarios.

Component 3 example task:

Your students are asked by a local council to contribute to the opening of a new community centre with a performance around the theme of 'Time changes everything'.

How does the assessment work?

Retaining the BTEC approach

Internal assessment

We've retained the well-established BTEC approach, adapted to fit the specific needs of this qualification. These assignments are set by your school assessment team, using guidance and examples provided by us. Students are given an assignment brief with a defined start date, completion date, and clear requirements for evidence needed. This assignment is then internally and externally verified.

Can my students resubmit?

There will be one opportunity to resubmit improved evidence, once approved with your Lead Internal Verifier.

- ✓ One re-submission
- ✓ One retake (with a new assignment)



Why do we use verification?

We have chosen to verify rather than moderate our assignments; this means you can receive feedback on individual students and understand and track their performance at every stage - avoiding any last minute surprises.



Want to know more?

More detail on internal assignments is in section 5 of your specification.

quals.pearson.com/TAperforming

Task over tests

External assessment

We realise that BTEC students should be assessed in a way that suits vocational learning. That's why our new Tech Awards use task-based external assessments rather than traditional exam formats.

When can my students take the external assessment?

There is one externally assessed component (Component 3), designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course. There will be 12 weeks to complete the assessment once the brief is released, with submission in May/June.

Can my students resit?

Your students will have one opportunity to resit.

- ✓ One resit



External assessment is submitted in May/June



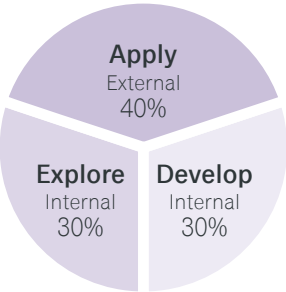
Want to see an example task?

See the sample assessment material (SAM) on our website.

quals.pearson.com/TAperforming

How does the grading work?

Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.



Internally assessed		Externally assessed	Final qualification grade
Explore - 30%	+	Develop - 30%	
PASSED ☑		PASSED ☑	

+	+	=	Final qualification grade
Develop - 30%		Apply - 40%	
PASSED ☑		PASSED ☑	

Example			Final Grade Level 2 - Merit
29 Points	36 Points	36 Points	
Grade Level 2 - Merit	Grade Level 2 - Distinction	Grade Level 2 - Merit	

i For more information on internal and external grading see section 8 of the specification.
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Full grading

Our qualification goes from Level 1 Pass to Level 2 Distinction* to ensure all students' achievements are recognised. Students need to achieve a L1 Pass or above in the three components to achieve the qualification.



Qualification grade point thresholds

Level 2 Distinction* · 114 points
Level 2 Distinction · 105 points
Level 2 Merit · 95 points
Level 2 Pass · 72 points
Level 1 Distinction · 58 points
Level 1 Merit · 44 points
Level 1 Pass · 30 points

i For more information on grading see section 8 of the specification.
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Your support for assessment



Sample Assessment Material

You can download Sample Assessment Material for Component 3 from our website, to give you an idea of what the tasks will look like. This also includes a mark scheme and marking guidance, so that you can see what is required from your students at each level.

quals.pearson.com/TAperforming



Authorised Assignment Briefs

You can download Authorised Assignment Briefs for each of the Learning Aims of Component 1 and 2 from our website. You can use these with your students as they are, tailor them to fit your students, or use them as inspiration to develop your own briefs.

quals.pearson.com/TAperforming



Sample Marked Learner Work

You can download Sample Marked Learner Work from our website. This will give you an example of students' responses at pass, merit, and distinction grades.

quals.pearson.com/TAperforming



Published Support

Our Teaching Packs contain specific activities on preparing for assessment, making sure your students have plenty of chance to practice.

See pages 14-19 of this guide to find out more

Recognising student achievement

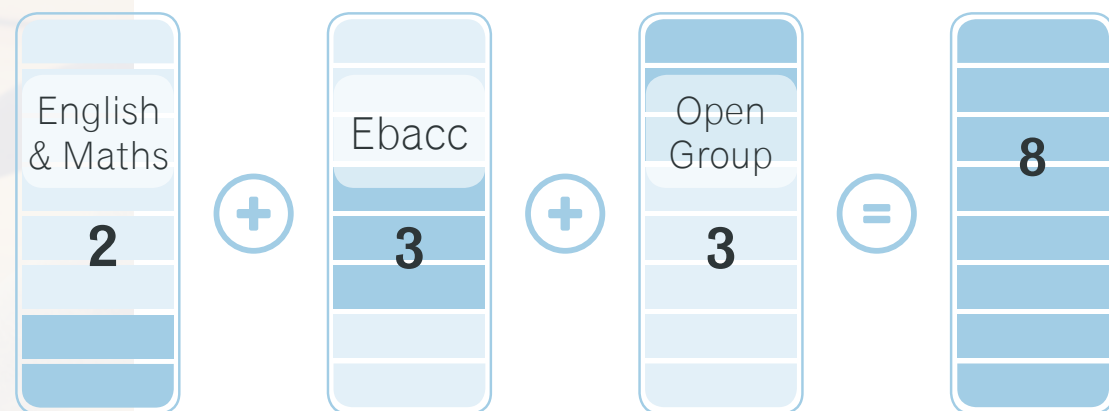
In this section...

- » How does the BTEC Tech Award fit into Progress 8?
- » Where can a BTEC Tech Award take your students?



How does the BTEC Tech Award fit into Progress 8?

The BTEC Tech Award in Performing Arts has been **included on the DfE List of qualifications** which will count towards performance tables in England and Northern Ireland (2019 results), meaning that it can be included in the third tier of Progress 8: the 'open' (non-EBacc) category.



Once BTEC Tech Awards are included on the Key Stage 4 performance tables (2019 results), your students can take up to 3 BTEC Tech Awards in the "Open Group" alongside their GCSEs.

Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?



Practical, transferable skills

BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.



A taster of the sector

The BTEC Tech Award is a practical introduction to life and work in Performing Arts, so your students can develop their understanding of the sector and see whether it's an industry they'd like to be in.



A well-rounded foundation for further study

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

Recognised by employers and universities

In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

What are my students' options for progression after the course?

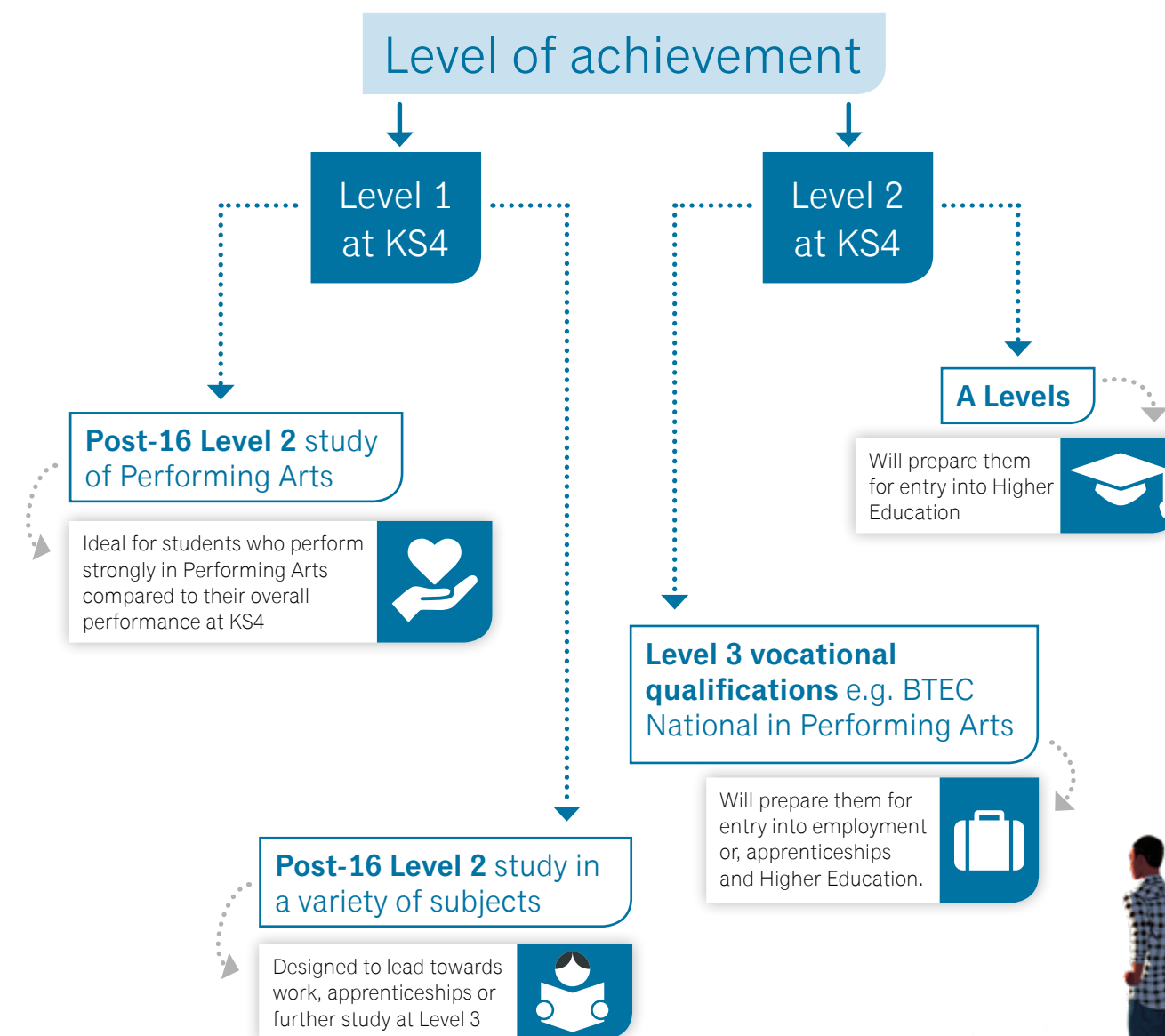
After completing their BTEC Tech Award, your students will be in a great position to continue in the performing arts sector. This qualification prepares students for both practical and academic routes.



The performing arts industry contributes **£3.5 billion** to the UK economy each year.

Prop maker
Set designer
Make-up artist
Circus performer
Choreographer
Video editor
Camera operator
Audio visual technician
Dance teacher
Costume designer
Actor
Director
Singing teacher
Broadcast journalist

Where can my students progress to?



Your next steps

If you like what you see, and are interested in the BTEC Tech Award in Performing Arts, then:



Download your specification for a more detailed look at the course:

quals.pearson.com/TAperforming



Get in touch with your Subject Advisor, Paul Webster, with any queries.

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The skills to succeed - the confidence to progress

