

## **BTEC Level 1/Level 2 Tech Award in Performing Arts Comparison of 2012 BTEC First Award and 2017 BTEC Tech Award specifications**

### **Introduction**

This document is designed to help you with mapping content as you transition from BTEC First Award in Performing Arts to the new BTEC Tech Award in Performing Arts.

Our guidance is broken down into two sections:

#### **Section 1: How and where can I use existing content, and what new content has been included?**

Showing how the content in the new BTEC Tech Award in Performing Arts maps across to the current BTEC First Award in Performing Arts.

#### **Section 2: What do these changes mean for planning and teaching?**

Review of key changes, outlining which component is externally assessed and when, and where to find further support.

### **Section 1**

#### **Headlines**

The new BTEC Tech Award consists of three components, two (1 and 2) are internally assessed and one (3) is externally assessed via a task, set and marked by Pearson. All three components are mandatory and a learner must achieve at least a level 1 pass in all three to achieve the qualification.

There are seven qualification grades – four at level 2 and three at level 1.

The tables below compare the content of the new BTEC Tech Award in Performing Arts against the content of the current BTEC First in Performing Arts. They highlight areas where there is a full match (green) and areas where there is a partial match (yellow).

BTEC Tech Award in Performing Arts - 2017	BTEC First Award in Performing Arts - 2012
<b>Component 1: Exploring the Performing Arts</b>	
<b>Component 1: Learning Aim A – Examine professional practitioners’ performance work</b>	
A.1 Professional practitioners’ performance material, influences, creative outcomes and purpose	Partially covered in: Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.
<p>A.2 Practitioners’ roles, responsibilities and skills</p> <ul style="list-style-type: none"> <li>• Performance roles such as: <ul style="list-style-type: none"> <li>○ actor</li> <li>○ dancer</li> <li>○ singer.</li> </ul> </li> <li>• Non-performance roles such as: <ul style="list-style-type: none"> <li>○ choreographer</li> <li>○ director</li> <li>○ writer</li> <li>○ designer.</li> </ul> </li> <li>• Responsibilities such as: <ul style="list-style-type: none"> <li>○ rehearsing</li> <li>○ performing</li> <li>○ creating performance material, e.g. devising, choreographing, directing, writing</li> <li>○ refining performance material</li> <li>○ managing self and others.</li> </ul> </li> <li>• Skills such as: <ul style="list-style-type: none"> <li>○ physical, vocal and music skills used by performers</li> <li>○ managing and directing skills used by a choreographer, artistic director, casting director or musical director</li> <li>○ communication skills used to liaise, direct and perform</li> </ul> </li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> </ul>

<p>by a choreographer, director, actor, dancer or musical theatre performer</p> <ul style="list-style-type: none"> <li>○ creative skills, such as writing scripts and composing songs by a playwright or songwriter</li> <li>○ organisational skills used to put on a performance by a director or choreographer.</li> </ul>	
<p><b>Component 1: Learning Aim B – Explore the interrelationships between constituent features of existing performance material</b></p>	
<p>B.1 Processes used in performance</p> <ul style="list-style-type: none"> <li>• Responding to stimuli to generate ideas for performance material.</li> <li>• Exploring and developing ideas to develop material.</li> <li>• Discussion with performers.</li> <li>• Setting tasks for performers</li> <li>• Sharing ideas and intentions.</li> <li>• Teaching material to performers.</li> <li>• Developing performance material.</li> <li>• Organising and running rehearsals.</li> <li>• Refining and adjusting material to make improvements.</li> <li>• Providing notes and/or feedback on improvements.</li> </ul>	<p>Partially covered in:</p> <p>Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</p>
<p>B.2 Techniques and approaches used in performance</p> <ul style="list-style-type: none"> <li>• Rehearsal.</li> <li>• Production.</li> <li>• Technical rehearsal.</li> <li>• Dress rehearsal.</li> <li>• Performance.</li> <li>• Post-performance evaluation/review.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim B – use research into existing repertoire to inform own interpretation of a performance role.</li> </ul>

<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>	
<b>Component 2: Learning Aim A – Develop skills and techniques for performance</b>	
<p>A.1 Development of physical, vocal and interpretative skills</p> <ul style="list-style-type: none"> <li>Physical skills relevant to the performance discipline.</li> <li>Vocal and musical skills relevant to the performance discipline.</li> <li>Performance/interpretative skills relevant to the performance discipline.</li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> <li>Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>Unit 5: Developing Musical Theatre Skills: Learning Aim A – explore and develop your musical theatre skills and review your own practice.</li> </ul> <p>Partially covered in:</p> <p>Unit 1: Individual Showcase: Learning Aim A – understand the skills required for the selected progression opportunity.</p>
<p>A.2 Develop skills and techniques during the rehearsal process</p> <ul style="list-style-type: none"> <li>Practice, repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography.</li> <li>Experimenting with skills and techniques.</li> <li>Reproducing repertoire.</li> <li>Responding to direction.</li> <li>Reviewing and recording development of skills, techniques and progress in logbook.</li> <li>Behaviours and attitudes when working with others.</li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> <li>Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>Unit 5: Developing Musical Theatre Skills: Learning Aim A – explore and develop your musical theatre skills and review your own practice.</li> </ul>
<b>Component 2: Learning Aim B – Apply skills and techniques in rehearsal and performance</b>	
<p>B.1 Application of skills and techniques during rehearsal</p> <ul style="list-style-type: none"> <li>Skills and techniques, to include:</li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> </ul>

<p>B.1 Application of skills and techniques during rehearsal</p> <ul style="list-style-type: none"> <li>• Skills and techniques, to include: <ul style="list-style-type: none"> <li>○ physical</li> <li>○ vocal</li> <li>○ musicality</li> <li>○ interpretative</li> <li>○ stylistic</li> <li>○ interaction with the group</li> <li>○ interaction in performance.</li> </ul> </li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>• Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> <li>• Unit 3: Developing Acting Skills: Learning Aim C– use your acting skills within rehearsal and performance.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim C – use your dance skills within rehearsal and performance.</li> <li>• Unit 5 : Developing Musical Theatre Skills: Learning Aim C - use your musical theatre skills within rehearsal and performance.</li> </ul>
<p>B.2 Application of skills and techniques in performance</p> <ul style="list-style-type: none"> <li>• Application of physical vocal and musical skills appropriate to performance repertoire.</li> <li>• Application of interpretative skills such as: expression, character, mood and atmosphere.</li> <li>• Application of stylistic characteristics particular to the style or genre.</li> <li>• Communicating meaning of repertoire through: <ul style="list-style-type: none"> <li>○ interpretation and realisation of creative intentions</li> <li>○ demonstrating the appropriate style and influences</li> <li>○ expressive use of voice and/or movement to communicate meaning to an audience.</li> </ul> </li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>• Unit 2: Preparation, Performance and Production: Learning Aim B – demonstrate performance or production skills in a performance.</li> <li>• Unit 3: Developing Acting Skills: Learning Aim C– use your acting skills within rehearsal and performance.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim C – use your dance skills within rehearsal and performance.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim C - use your musical theatre skills within rehearsal and performance.</li> </ul>
<p>Partially covered in:</p> <p>Unit 1: Individual Showcase: Learning Aim B – present a self promotional response to the selected progression opportunity.</p>	
<p><b>Component 2: Learning Aim C – Review own development and performance</b></p>	
<p>C.1 Review own development of skills and techniques for performance.</p> <ul style="list-style-type: none"> <li>• Developing skills such as: physical, vocal, musical and interpretative.</li> <li>• Responding to feedback, e.g. teachers, instructors, peers.</li> <li>• Identifying strengths and areas for development.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim A</li> </ul>

<ul style="list-style-type: none"> <li>• Actions and targets for improvement.</li> <li>• Reference to professional working practices.</li> <li>• Use of terminology appropriate to the discipline/style of performance.</li> </ul>	<ul style="list-style-type: none"> <li>- explore and develop your musical theatre skills and review your own practice.</li> </ul>
<p>C.2 Review own application of skills and techniques in performance</p> <ul style="list-style-type: none"> <li>• Applying skills such as: physical, vocal, musical and interpretative.</li> <li>• Responding to audience feedback.</li> <li>• Identifying strengths and areas for future development.</li> <li>• Actions and targets for future performances.</li> <li>• Reference to professional working practices.</li> <li>• Use of terminology appropriate to the discipline/style of performance.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim A – explore and develop your musical theatre skills and review your own practice.</li> </ul>

<p><b>Component 3: Performing to a Brief</b></p>	
<p><b>Component 3: A - Developing ideas in response to a brief</b></p>	
<p>A.1 Understand how to respond to a brief through discussion and practical exploration activities</p> <ul style="list-style-type: none"> <li>• Discussion of key requirements and parameters for the workshop performance.</li> <li>• Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus.</li> <li>• The development of ideas for the work.</li> <li>• Work effectively as a member of the group.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 1: Individual Showcase: Learning Aim A – understand the skills required for the selected progression opportunity.</li> <li>• Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> </ul>

<b>Component 3: B - Selecting and developing skills and techniques for performance</b>	
<p>B.1 Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <ul style="list-style-type: none"> <li>• Skills and techniques of the individual performer: vocal, physical.</li> <li>• Skills and techniques of the group: comedy, improvisation.</li> <li>• The style and/or genre of the work being created: street dance, physical theatre.</li> <li>• The influence of selected practitioners: Brecht, Fosse.</li> <li>• Appropriate skills for the target audience: young children, the elderly.</li> <li>• Taking part in skills development classes or workshops.</li> <li>• Taking part in the rehearsal process, including individual preparation and group rehearsals.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 1: Individual Showcase: Learning Aim A – understand the skills required for the selected progression opportunity.</li> <li>• Unit 1: Individual Showcase: Learning Aim B – present a self promotional response to the selected progression opportunity.</li> <li>• Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> </ul>
<b>Component 3: C - Taking part in a workshop performance</b>	
<p>C.1 Performance skills and techniques</p> <ul style="list-style-type: none"> <li>• Demonstrating effective use of performance skills and techniques in a workshop performance to the target audience. Skills may include:             <ul style="list-style-type: none"> <li>○ vocal skills</li> <li>○ physical skills</li> <li>○ interpretative skills: showing time and place, presenting a character, creating humour or emotion.</li> </ul> </li> <li>• Demonstrating and sustaining in performance the following skills:             <ul style="list-style-type: none"> <li>○ energy</li> <li>○ focus</li> <li>○ concentration</li> <li>○ commitment.</li> </ul> </li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>• Unit 2: Preparation, Performance and Production: Learning Aim B – demonstrate performance or production skills in a performance.</li> <li>• Unit 3: Developing Acting Skills: Learning Aim C– use your acting skills within rehearsal and performance.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim C – use your dance skills within rehearsal and performance.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim C - use your musical theatre skills within rehearsal and performance.</li> </ul>

	<p>Partially covered in:</p> <p>Unit 1: Individual Showcase: Learning Aim B – present a self promotional response to the selected progression opportunity.</p>
<p>C.2 Working effectively with others</p> <ul style="list-style-type: none"> <li>• Communicating effectively with other performers: <ul style="list-style-type: none"> <li>○ in preparation for performance</li> <li>○ during performance.</li> </ul> </li> <li>• Taking part in final group preparations, which may include: <ul style="list-style-type: none"> <li>○ setting up/get in</li> <li>○ get out/strike</li> <li>○ taking part in a workshop performance.</li> </ul> </li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>• Unit 2: Preparation, Performance and Production: Learning Aim A – take part in the preparations for a live performance.</li> <li>• Unit 2: Preparation, Performance and Production: Learning Aim B – demonstrate performance or production skills in a performance.</li> <li>• Unit 3: Developing Acting Skills: Learning Aim C– use your acting skills within rehearsal and performance.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim C – use your dance skills within rehearsal and performance.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim C - use your musical theatre skills within rehearsal and performance.</li> </ul>
<p>C.3 Communicating ideas through performance</p> <ul style="list-style-type: none"> <li>• Taking part in a performance for an audience.</li> <li>• Communicating ideas and intentions effectively to an audience.</li> </ul>	<p>Fully covered in:</p> <ul style="list-style-type: none"> <li>• Unit 1: Individual Showcase: Learning Aim B – present a self promotional response to the selected progression opportunity.</li> <li>• Unit 2: Preparation, Performance and Production: Learning Aim B – demonstrate performance or production skills in a performance.</li> <li>• Unit 3: Developing Acting Skills: Learning Aim C– use your acting skills within rehearsal and performance.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim C – use your dance skills within rehearsal and performance.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim C - use your musical theatre skills within rehearsal and performance.</li> </ul>



<b>Component 3: D - Evaluating the development process and performance outcome</b>	
<p>D.1 Reflect on the process</p> <ul style="list-style-type: none"> <li>• Contributing to initial ideas and exploring activities in response to: <ul style="list-style-type: none"> <li>○ the brief</li> <li>○ the stimulus</li> <li>○ contributions from other members of the group.</li> </ul> </li> <li>• Contributing to the development process.</li> <li>• Skills and techniques: <ul style="list-style-type: none"> <li>○ selection</li> <li>○ development and/or adaptation</li> <li>○ application</li> <li>○ individual strengths and areas for improvement</li> <li>○ overall individual contribution to the group.</li> </ul> </li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim A - explore and develop your musical theatre skills and review your own practice.</li> </ul>
<p>D.2 Reflect on the outcome</p> <ul style="list-style-type: none"> <li>○ Contributing to the workshop performance outcome:</li> <li>○ effectiveness of the response to the brief</li> <li>○ individual strengths and areas for improvement</li> <li>○ overall impact of the work of the group.</li> </ul>	<p>Partially covered in:</p> <ul style="list-style-type: none"> <li>• Unit 3: Developing Acting Skills: Learning Aim A – explore and develop your acting skills and review your own practice.</li> <li>• Unit 4: Developing Dance Skills: Learning Aim A – explore and develop your dance skills and review your own practice.</li> <li>• Unit 5: Developing Musical Theatre Skills: Learning Aim A - explore and develop your musical theatre skills and review your own practice.</li> </ul>

## Section 2: What do these changes mean for planning and teaching?

### Main benefits

- The BTEC Tech Award in Performing Arts is approved by the DfE to count in the 2019 Performance tables.
- Externally assessed component 3 is a group task rather than a solo activity.
- Level 1 qualification is graded.

### What are the key changes that I need to be aware of?

- In Component 1, Learning Aim A, learners must demonstrate knowledge of how a theme or idea is treated within different performance disciplines, i.e. musical theatre, dance and acting.
- Learners are not required to perform solo performances.
- Although there are no discrete, explicit pathways, learners can focus on one discipline in the majority of the course.

### External assessment

Component 3	Type	Frequency of assessment	First Assessment Window
Performing to a brief	Synoptic drawing on components 1 and 2	There is one task released each year, in January. The work is submitted for assessment by 15th May.	2019

### Internal assessment

Components 1 and 2	Similarity	Difference
Exploring the Performing Arts  Developing Skills and Techniques in the Performing Arts	As with the BTEC Firsts, to be given a component grade, a learner must complete assignments for all learning aims.	To achieve a Level 1 Merit: Learner evidence must satisfy either: all Level 1 Merit criteria or all Level 1 Pass criteria and two specific Level 2 Pass criteria  To achieve a Level 2 Merit: Learner evidence satisfies either: all Level 2 Merit criteria or all Level 2 Pass criteria and one specific Level 2 Distinction criterion

## **How should I plan delivery of the components to reflect the changes in assessment?**

Learners would benefit from the delivery of Components 1 and 2 prior to commencing Component 3, the synoptic and external unit. In order to be fully successful with the external assessment, learners need to be able to draw on their knowledge and understanding of Components 1 and 2, applying what they have learned, to the task. In preparation for the external assessment, practice sessions will prepare learners, supporting them in developing the required techniques.

More guidance on delivery models can be found within BTEC Tech Award Schemes of Work. These documents will be available within the Course materials/Teaching and learning materials section for the BTEC Tech Award in Performing Arts.