PEARSON
BTEC

Teaching and learning support during Coronavirus (COVID-19)

Illustration by Lucy Vigrass

Performing Arts

Guidance for BTEC Nationals, Tech Awards Industry Skills and Firsts

Support

Last updated 15th May 2020

Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

Contents:

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Qualifications in Performing Arts that fall into the Calculated Result Category

- BTEC Nationals in Performing Arts (QCF/ RQF)
- BTEC Nationals in Performance (RQF)
- BTEC Nationals in Performing Arts Practice
- BTEC Nationals in Production Arts (QCF)
- BTEC Nationals in Production Arts Practice

- BTEC Firsts in Performing Arts

- BTEC Performing and Production Arts Industry Skills

- BTEC Tech Award in Performing Arts

Support for Blending Learning

1. Digital Textbooks and Revision Guides

We're providing **free 90-day access** for your centre to some of our digital learning resources which can be accessed in college or at home.

The following digital Textbook bundles are all available via our online ActiveLearn platform. ActiveLearn provides core textbooks, online homework and practical activities, as well as front-of-class teaching resources, planning and assessment materials. You can allocate as much or as little from the e-Textbooks as you wish to your learners to access wherever, whenever.

Digital textbook bundles:
- KS4 Vocational Qualifications
- KS5 Vocational Qualifications

Revision
- KS4 Revision Guides
- KS5 Revision Guides

If you would like to access these resources please request access here.

2. Online remote-delivery recordings for BTECs

- Introduction to online remote delivery
- Developing resources for online delivery
- Planning and teaching online
- Supporting students studying online

> Find out more

3. Digital Live Event and Recordings

Access recordings from our **Digital Live event: Enabling Education**

> Find out more

4. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this link.

5. Paid-for Teaching Resources

Pearson Learning Hub

This platform has a range of courses available with content broken down into bitesize learning chunks. It supports blended and online learning via the use of videos, online quizzes and resources that your learner can access.

NEW FOR 2020!
The Digital Learning Experience:
Pearson Learning Hub

For some courses, flashcards and infographics break down information further into accessible amounts of information.   Learning programmes currently include:

- **Workplace Behaviours** – soft skills training and development covering areas such as Resilience, Professionalism, Decision-making, Adaptability, Self-Management and Work Ethics

>Find out more about Pearson Learning Hub

ActiveLearn teaching packs

These packs cover the full breadth of the unit content. Lesson plans, presentations, activity sheets, videos and quizzes are included in the pack.

We've designed your BTEC Tech Awards resources to work with the free Schemes of Work, once you have access to these, you can share them with your learners.

Teaching Packs are available for the Tech Award in Performing Arts

6. Sector Bodie Resources and Partnerships

Sector body	Web page
One Dance UK	https://www.onedanceuk.org/
National Drama	https://www.nationaldrama.org.uk/
Open Drama	opendramauk@gmail.com

7. Digital Resources

All performing arts
- **Marquee TV**: 30 day free trial. Includes work from Sadlers Wells, RSC, Donmar Warehouse (Shakespeare all female trilogy), etc
- Digital Theatre Plus free trial
- Nick Hern Books External Resources And Opportunities: useful links to online productions and professional companies

Dance / physical theatre
- Sadler's Wells Digital Stage
- Dancing Alone Together live streamed dance classes
- Jasmin Vardimon Company : dance company sharing work online
- SMASHED a Gandini Juggling Performance: made as a tribute to Pina Bausch, this production is edited from shows filmed at the Royal Opera House in 2011
- The Time of Your Life | Full Show | Gecko: physical theatre made for TV

- Rosie Kay Dance Company 5 Soldiers – Live Stream: collaborative dance piece with the British army
- BalletBoyz: free productions and resources
- Bennet Gartside from The Royal Ballet is doing beginners' ballet on Instagram on Wednesdays.

Acting and theatre
- **Keith Burt**: daily free online drama lessons for students from prolific drama teacher
- National Theatre: new production every Thursday on Youtube
- BBC Bitesize GCSE Drama - Edexcel
- Pentabus Theatre |: Here I Belong by Matt Hartley
- Schaubühne: major German theatre showing works by Thomas Ostermeier etc
  https://www.schaubuehne.de/en/seiten/online-spielplan.html
- Breach Theatre's The Beanfield, from 2015: The Beanfield on Vimeo
  The Show Must Go Online: The Two Gentlemen Of Verona Online production of the play using Zoom, professional actors and amateurs perform Shakespeare
- The Winter's Tale Live Capture Cheek by Jowl
- Bubble by Kieran Hurley: Set on Facebook https://www.theatreuncut.com/watch
- I, Malvolio and I, Cinna by Tim Crouch: extraordinary solo works, exploring relationships and roles of audience and performer
- Going Viral - Daniel Bye: pertinent exploration of pandemics in solo show
- Girls Like That by Evan Placey: seminal play and great production

Musical Theatre
- Wind in the Willows from London Palladium, with Rufus Hound
- 21 Chump Street by Lin-Manuel Miranda: short musical by the Hamilton creator

Live streamed theatre productions can also be found listed at:
https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html

Online dance classes are listed at:
https://www.dancemagazine.com/online-dance-classes-2645462403.html?rebelltitem=5#rebelltitem5

Free online theatre design courses (targeting undergraduate level) are listed at:
https://learningpath.org/articles/Free_Online_Theatre_Design_Courses_from_Top_Universities.html

Subject Advisor support and guidance

Communities page for latest updates, information, links to live/recorded support events (and any customer questions answered by Paul)

https://support.pearson.com/uk/s/group/0F90N000000kGdmSAE/performing-arts-and-drama
And
https://support.pearson.com/uk/s/group/0F90N000000gPwNSAU/performing-arts-btec

Performing Arts and Drama Subject Page on Pearson Qualifications website:
https://qualifications.pearson.com/content/demo/en/subjects/drama-theatre-studies-and-performing-arts.html

Contact details:
Paul can be contacted via Livechat via Pearson Portal – available every day 9-5pm

Paul sends out a monthly newsletter with the latest information on Performing Arts and Drama: you can sign up here:
https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-and-tutors.html

Facebook BTEC Performing Arts Sharing Best Practice – managed by Paul, Sally Jewers (SSV for Performing Arts) and Claire Jenkin (Qualification and Assessment Manager for Performing Arts):
https://www.facebook.com/groups/170615256967249/

Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

The information below are examples of the type of content that would have been covered in a typical year 1 that is needed to support units/ components typically covered in the second year of a study programme

A list of key skills that are covered in year 1 that are important to support continued learning, and progression to work or further education.

Hints and Tips for continued learning

Performing Arts

- Underpinning theory / research into performance forms, styles, anatomy, text analysis, etc
- Primary/secondary research through online questionnaires, social media, apps and comms software
- Watching streamed performances (RNT, Shakespeare's Globe, etc - please see digital resources listed above) to inform performance analysis
- Individual practical work:
- Physical and vocal warm-ups, exercises etc
  - Professional development activity
  - Goal, target and review driven skills development
  - Singing / Voice & Speech – warm ups, application of techniques, performance (not ensemble)
  - Programmes of skills development techniques (self-directed, critiqued by self and others)
  - Audition material / portfolio / showreel
- Choreographing, devising (for self and/or to communicate to others)

- Solo performances where appropriate (taking into consideration constraints of environment, H&S, etc) but these are likely to be of limited use (eg where requiring interpreting director's feedback, etc); monologue performances
- Business planning and project pitches/proposals

Online Collaborative Work
- Group scripting/devising
- Group project planning, researching, logistics, etc
- Responding to stimuli/commissions
- Online performance initiatives – eg Company Three as example
- Radio play
- Business planning and project pitches/proposals

Production Arts

Remote teaching of units is likely to be impractical where equipment and team collaboration is required (eg LX and Sound Ops, Stage Management) or where access to venues is needed (eg acoustic property analysis)
 Possible remote learning activity could include:
- Underpinning theory / research / investigation – roles, technologies, processes
- Text analysis and interpretation for design, construction, production demands, etc
- Production planning to a given brief
- Designs, LX plans, etc – can be realised using CAD or other software?
- Make ups, costumes, hair – produced to a 'brief' using own equipment and resources (if available) on self/family as models
- Mask / Puppet / Model making using own equipment and resources (if available)

Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.

We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July.

The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.

Alternative Remote Learning Approaches	
Assessment Technique	**Indicative Alternative Assessment**
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Discussion forum (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)

Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)
Question and Answer Session	(Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report (online submission or electronic submission by email)
Presentation (face-to-face, in class)	Presentation (live via Google class, Microsoft Teams, Zoom, Skype or equivalent platforms Presentation (recorded online submission or electronic submission by email)
Production of an artefact (physical)	Presentation of the production phases of an artefact (Google classroom, Microsoft Teams, Zoo, Skype or equivalent platforms; recorded online submission or electronic submission by email) OR Report on the production phases of an artefact (online submission or electronic submission by email)
Performance	Performance portfolio (online or electronic submission by email)
Role playing (in class)	Role playing (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms
Self-reflection	Self-reflection (online submission or electronic submission by email)
Simulated activity (in class demonstration)	Individual report (online submission or electronic submission by email)

How to approach research

Students working on research activities requiring primary research may find it challenging in the current climate. However, when used correctly the internet can be a good source for scholarly journals, current news, books, credible magazines, general information and other relevant content to help with research-based activities.

Primary Data Collection

Typically, activities such as interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Utilising video conferencing software to host focus groups, observations and interviews
- Arranging a phone conversation for direct interviews
- Utilising Live Messaging systems or software such as MS Teams to conduct research amongst peers
- Engaging in email correspondence
- Using social media networks to gauge feedback or interest i.e. consumer voice.

Using online surveys is another approach which is relatively simple to set up. Several free online survey tools are readily available to design and send out to wide range of participants. Common survey platforms include:

- **Google Forms** – http://forms.google.com
- **SurveyMonkey** - http://surveymonkey.com
- **SmartSurvey** - https://www.smartsurvey.co.uk

Secondary Data Collection

Where primary data collection may not be possible, or necessary, students may be directed to use secondary research; which can support the original hypothesis being examined. Many online journals offer free access to scholarly articles and peer reviewed journals. To ensure reliability look for reputable sources online. Many reliable statistics, articles and other information can be found on government and educational websites.

In addition, an Internet search for only scholarly information will reveal further sources. Some open access journals which feature topics across several areas are:

- **DOAJ** - https://doaj.org/
  DOAJ features more than 8,500 open access journals, many of which are sourced from government, commercial, non-profit, and for-profit sources.

- **Oxford Open** - https://academic.oup.com/journals/pages/open_access
  Oxford Open's database is comprised of archived content from more than 300 publications. The majority of these journals are fully open access, and the site also provides an array of optional open access entries (articles with publication costs paid by the author) that users may also access free-of-charge.

- **Omics Group -** https://www.omicsonline.org/open-access-journals-list.php
  More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering.

For a full list of open access journals by subject go to-
https://www.onlineschools.org/open-access-journals/

Many professional bodies and professional membership organisations also publish research studies, case studies and information that students may use to support their research. Typically, these sources will be reliable and relevant. Centres are encouraged to ensure that students are aware of the professional bodies and membership organisations that are relevant to their field of study.