

## Explanation

## Core Expectations for **Every Lesson**

1. Attend lessons on time and in professional attire
2. Be prepared for each lesson by ensuring you bring the appropriate equipment
3. Ensure all work is organised in the appropriate section of your subject folder
4. All deadlines must be met to avoid a 6 week “Risk of Failure” program
5. Respect the classroom, Replace chairs, Rubbish in bins
6. Speak to **ALL** members of the HT community with respect
7. No mobile phones/ear pods to be used in lessons or around the school
8. Starters are to be completed in silence
9. Be proactive and not reactive
10. Expect to work harder than you ever have before



# BTEC DRAMA



Qualification:

Pearson **BTEC Level 3 National Certificate in Performing Arts**



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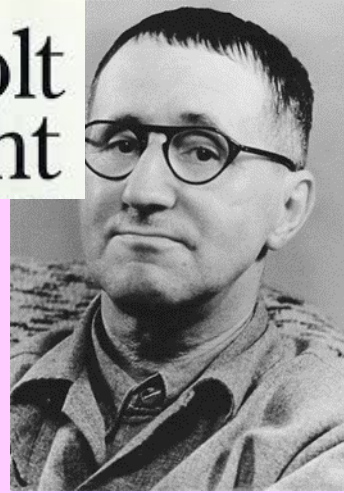
HOW MANY UNITS DO I TAKE?

4



Explanation

Bertolt  
Brecht



# UNIT 1

## Investigating Practitioners

**FRANTIC  
ASSEMBLY**



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# UNIT OUTLINE

- **3 HOUR WRITTEN EXAM**
  - **20 HOURS PRACTICAL EXPLORATION**
- **FOCUSING ON 2 CONTRASTING PRACTITIONERS**

**EXTERNALLY EXAMINED**





## DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

patch. He pulls out a crowbar and pries open the hatch. Inside, surrounded by a nest of liquid cooling tubes, is a small black module -- the drone's auto-pilot.

Cooper looks down at Murph, who is standing at his elbow.

MURPH  
What are you going to do with it?

COOPER  
Reprogram it. Give it something socially responsible to do like drive a combine or a tractor.

MURPH  
(quiet)  
Couldn't we just let it go? It's not hurting anyone.

Cooper looks down at his son. Good kid.

COOPER  
We need all the help we can get, Murph. This thing has to adapt.

EXT. EDGE - NIGHT *← scene heading*

Zach shivers and turns to the BOUNCER. *↑ action*

ZACH *← character name*  
How much longer until you let me in?

BOUNCER  
Look man, we just opened. We don't have space for everyone. *↓ dialogue*



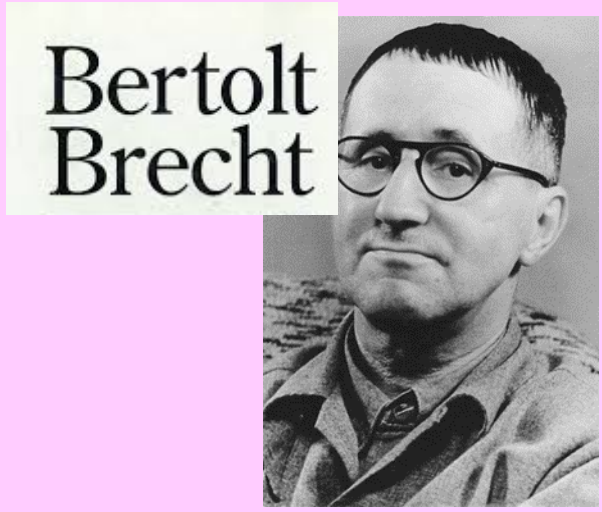
# UNIT OUTLINE



- **2 LIVE PERFORMANCES**
- **EXPLORATION WORKSHOPS ON 2 PRACTITIONERS**
- **LOGBOOKS, CONTRASTING EVALUATIONS AND AUDITS**
  - **REPORT ON 'LIFE OF AN ACTOR'**

**INTERNALLY EXAMINED**





# UNIT 19

## Acting Skills



Antonin Artaud



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# UNIT OUTLINE

- **EXPLORATION WORKSHOPS ON 6 CONTRASTING PRACTITIONERS**
  - **1 LIVE PERFORMANCE**
  - **LOGBOOKS, CONTRASTING EVALUATIONS AND AUDITS**
    - **REPORT ON 'CONTRASTING ACTING STYLES'**

**INTERNALLY EXAMINED**



Explanation

# UNIT 3

## GROUP WORKSHOP PERFORMANCE



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# UNIT OUTLINE

- **EXPLORATION OF DEVISING THROUGH VARIED STIMULUS**
  - **1 LIVE DEVISED PERFORMANCE**
  - **4 MILESTONE LOGBOOKS**

**EXTERNALLY EXAMINED**



## Explanation

- Skills learnt:
- Directing
- Acting
- Independence
- Creative thinking
- Abstract theatre
- Researching

- Skills needed:
- Team work
- Independent rehearsal and research
- Creativity
- Commitment
- Positive attitude



# Careers using drama, music, and performing arts

## Actor

Actors work in film, TV and the theatre.

## Arts administrator

Arts administrators manage projects and activities in the creative sector.

## Barrister

Barristers represent clients and solicitors in court and through legal proceedings.

## Broadcast journalist

Broadcast journalists report the news on TV, radio and online.

## Choreographer

Choreographers create and plan dance routines or sequences for dancers or performers.

## Cinematographer

A cinematographer is the head of the camera and lighting crew working on a film or TV set.

## Copywriter

Copywriters write advertising and marketing content.



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# Careers using drama, music, and performing arts

## Costume designer

Costume designers are in charge of the look and creation costumes and outfits.

## Dancer

Dancers use movement to express emotion and tell stories.

## Fine artist

Fine artists create drawings, paintings, sculptures, and moving pictures, using a variety of media.

## Musician

Musicians earn money from performing music of any style from rock, pop, indie, to jazz or folk

## Newspaper journalist

Newspaper journalists research and report the news, publishing their work in newspapers and online.

## Primary school teacher

Primary school teachers teach children from the ages of four to 11

## Secondary school teacher

Secondary school teachers teach children from the ages of 11 to 18.

## Proofreader

Proofreaders check and edit written documents, articles and books



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# Careers using drama, music, and performing arts

## Set designer

Set designers create the overall look of a theatre, television or film production.

## Stage manager

Stage managers makes sure the sets, equipment and props are ready for the opening of a performance.

## Television presenter

Television presenters front factual and entertainment television shows

## Television/film producer

Producers manage media projects from beginning to completion.

## Theatrical producer

Theatrical producers are creative decision-makers who manage all aspects of putting on a production.

## Wedding planner

Wedding planners help organise weddings.

## Writer

Writers write articles, books, comics and screen plays.

## Youth and community worker

Youth and community workers provide support for young people



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## Learning objectives

- ❑ **How can we use the objective and super objective when performing?**

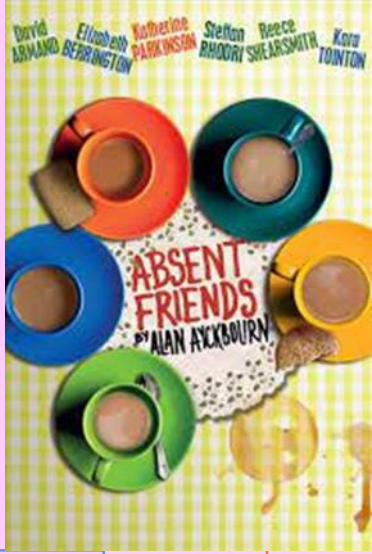
## Key words:

Facial expressions, body language, voice, movement, hand gestures, space, dynamics, co-ordination, techniques, status, choral, thought-track, synchronised movement, canon, split scene, levels, slow motion, physical theatre, still image

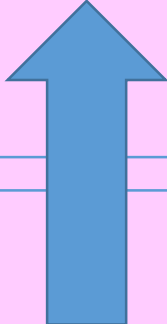




# Checking Progress

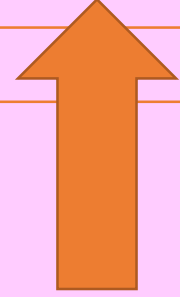


## Objective



What we, as the character want to achieve within a given set of circumstances.

## Super Objective



The objective for the scene or performance.

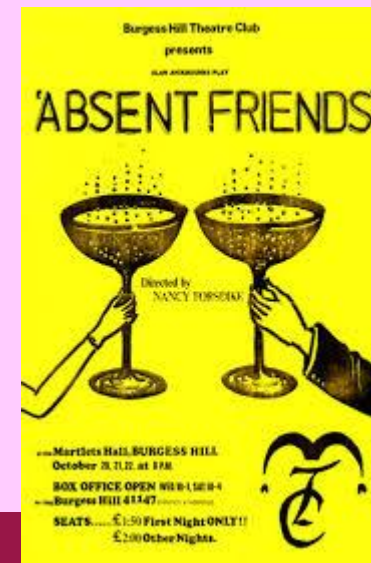


# Checking Progress

Using page 129-132- create a scene using the **objective** and **super-objective**.

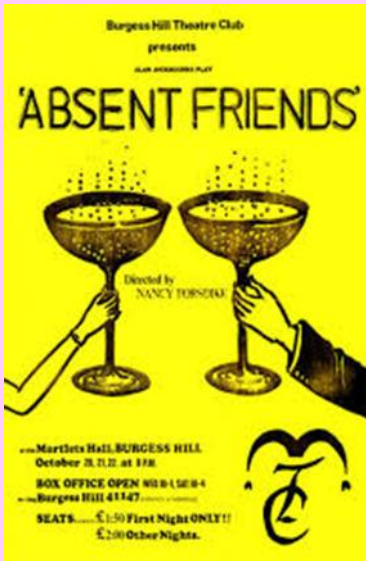


- ✓ What did we want to achieve?
- ✓ What is your characters objective?
- ✓ What is the objective for the scene?



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# Checking Progress



1. What was the purpose of this activity?
2. What has it made you understand about a character's objective?
3. What has it allowed you to understand about the given circumstance?



## End & send

### Stanislavski reflection

*Can you reflect and discuss in detail the exercises explored today? Can think of any examples where you have used Stanislavski's Theatre techniques in your previous performances?*

## Expectations

- ✓ All equipment away
- ✓ All rubbish in the bin
- ✓ Everybody leaves in a calm manner.



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# Homework

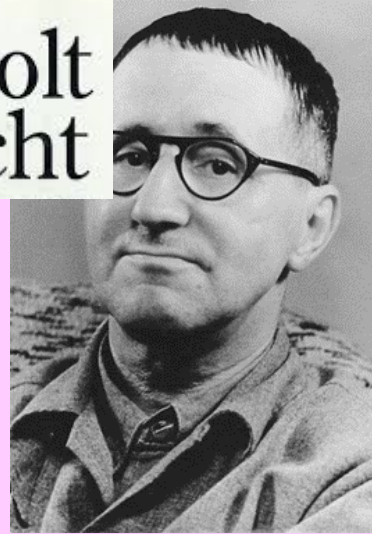
## Before starting the course research:

The six practitioners on slide 7 focusing on -

- **Frantic Assembly**
- **Bertolt Brecht's 'Epic Theatre'**

*I will upload a document with links you may use to carry out research.*

Bertolt  
Brecht



**FRANTIC  
ASSEMBLY**



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