

Performing Arts

Year 10 unit – coursework completed and marked 50%

Year 11 unit - Controlled coursework and practical exam. Externally marked by an examiner 50%

Exam Board = RSL

HOF = Mr Harper
HOS = Mrs Young

Topics to Revise

Remember your year 10 unit is complete and marked so you will not need to revisit this in year 11.

Task 1 – The Planning

Planning for a live performance

- 1.1 Describe personal aims in relation to the live performance including own image, repertoire and audience expectation
- 1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance
- 1.3 Produce a production plan to meet the needs of an agreed brief
- 1.4 Analyse Health & Safety issues in the context of a live performance

Task 2 – The Performance

Demonstrating the skills for a live performance

- 2.1 Work with others to plan and rehearse the performance
- 2.2 Present a performance to a target audience
- 2.3 Demonstrate acting/dance skills during the performance

Task 3 – The Evaluation

Reflecting on your performance

- 3.1 Review their performance in the light of feedback
- 3.2 Suggest ways to improve future performances

Topics to Revise

Skills for Performance -

- Appropriate knowledge of repertoire for performance.
- Understanding the nature of the performance and the performance environment.
- Understanding of the relevant personal equipment required for performance.
- Ability to perform repertoire as required
- Ability to safely and efficiently set up personal equipment for performance as required
- Strategies for overcoming nerves
- Techniques for communicating with other performers/the audience presentation skills

Vocal Skills and Acting Techniques -

- Understanding of relevant stylistic characteristics in relation to projection of the voice
- Vocal techniques appropriate to the context of the live performance
- Understanding of relevant stylistic characteristics in relation to being in character
- Acting techniques appropriate to performing to a live audience; such as projection of the voice and the use of accents where appropriate
- The ability to memorise lines for the performance

Dancing Skills -

- Understanding of dance genres that are appropriate to the context of the performance
- Choreography appropriate to the context of the live performance
- Ability to work with others in order to complete a sequence in the performance

Health & Safety -

- The ability to safely and efficiently set up personal equipment for performance as required
- Understanding of personal Health & Safety considerations in relation to performing in the context of the performance environment generally

Communication Skills -

- The means to identify and respond to audio/visual cues
- Use of verbal and/or non-verbal communication in live performance (with other performers), as appropriate
- The ability to respond to stage direction

Analytical Skills -

- The ability to analyse and assess own skills and personal aims
- The ability to evaluate their own work and consider ways of improving own performance in a live performance environment
- The capacity to respond positively to teacher comments and evaluations
- The capacity to assess and act upon Health & Safety considerations

Organisational Skills -

	<p>The capacity to plan and prepare effectively for live performance The means to access the relevant personal and peripheral equipment required for live performance Strategies for learning and retaining repertoire Time management skills – working to a given time frame, working to deadlines</p> <p>Other skills to prepare for this unit:</p> <ul style="list-style-type: none"> • Working as part of a team. • Performance skills and confidence levels on stage. • Actors – projection of voice, characterisation, facial expressions, body language, gestures, use of space and spatial awareness, use of voice. • Dancers – stamina, dynamics, extension, facial expressions, musicality, expression of movement, placement, energy, projection of movement. • How to organise notes during the preparation time ready to use when you create your work for each task. 	
<p style="text-align: center;">Revision Links Dance Students</p>	<p style="text-align: center;">Revision Links Acting Students</p>	<p style="text-align: center;">Revision Links Dance and Acting Students</p>
<p>Dance essential skills and techniques: https://www.bbc.co.uk/bitesize/guides/zgnn39q/revision/1 Choreographing a dance routine: https://www.bbc.co.uk/bitesize/guides/z3hhycw/revision/2 Dancing and the importance of working with others: https://www.bbc.co.uk/bitesize/guides/</p>	<p>Explorative strategies: https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1 Drama performance skills: https://www.bbc.co.uk/bitesize/topics/zqwj6sg Evaluating your work: https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/8</p>	<p>Health and Safety in the theatre: https://www.artsonthemove.co.uk/education/health-and-safety.php Health and Safety considerations: https://www.bbc.co.uk/bitesize/guides/zr96jvh/revision/1 Creating and devising a staged performance: https://www.bbc.co.uk/bitesize/guides/</p>
<p style="text-align: center;">Examiner Advice</p>		<p style="text-align: center;">Links to Exam Papers</p>
<p>Remember that writing logs is not always the best way to evidence your ability to work in a group. Create the work for all tasks in a way that suits you: PowerPoint, essay, presentation, vlog/blog, info sheets etc.</p> <p>1.1 - make sure you refer to specific styles of dance and acting. 1.2 - target specific skills that you can develop through the rehearsal and performance. 1.3 - make sure your rehearsal/production plan is unique to you, don't submit one as a group. You can include evidence of scripts, written choreography, photos of staging etc. 2.1 - Make sure you highlight key examples of working together. 2.3 - Think about the skills you developed in your dance or acting unit in year 10 and then comment on these in task 3. 3.1 - Focus on a specific skill and then link this skill to feedback given following the performance. 3.2 - Comment on improvements as if you were to perform the piece again and improvements that you could make in your overall development as a performer. Comment on the performance and rehearsal, but put emphasis on the performance.</p>		<p>Sample exam paper is available on Year 11 Performing Arts Teams: Resources: RSL Year 11 Mock Titled: Year 11 Mock Exam Paper</p> 