

BTEC - Component 2: Developing Skills and Techniques in the Performing Arts

<p align="center">Health and safety</p> <p>Creating and reviewing the aspects of health and safety through creating:</p> <ul style="list-style-type: none"> • Risk Assessments • Warm ups • Vocal warm Ups • Rehearsal games and techniques • Technical rehearsals • Dress rehearsals 	<p>Behaviours and attitudes when working with others, such as:</p> <ul style="list-style-type: none"> • cooperation • being supportive • listening to others • punctuality • consistency • commitment • reliability • being prepared • being respectful of others' opinions and skills 	<p>Interpreting existing performance material such as scripts and repertoire.</p> <ul style="list-style-type: none"> • <i>Repertoire:</i> Your skill set- acting Dance • Exploration of character • Exploration of movement • Rehearsal techniques: Role on the wall, Hot Seating • Vocal exercises • Use of physical characteristics to portray the character 	<p>Responding to peer feedback, absorbing and applying feedback and corrections.</p> <ul style="list-style-type: none"> • Target setting • Reviewing own performance • Identifying strengths • Identifying developments • Improvement through rehearsals • Application of improvements and developments
<p>Exploring themes, ideas, styles or genres Themes: an idea that reoccurs throughout a performance</p> <p>Style: A particular way of performing that can be identified through performance techniques used in the performance i.e. Physical Theatre- Creative movement styles</p> <p>Genre: A category that a performance falls into that can reveal the type of show it is. Ie. Horror</p>	<p>Performer reproducing existing performance material such as scripts and repertoire</p> <ul style="list-style-type: none"> • being prepared, warming up and cooling down • repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography • interpreting and developing a character/role • combining separate elements of a piece (score, choreography and libretto) • developing the relationship between musical, lyrical and spoken elements. 	<p>Responding to direction.</p> <ul style="list-style-type: none"> • Use of blocking • Rehearsal time • Exploration • Listening and applying instruction • Team skills • Annotations of scripts • Memorisation 	
<p>Physical skills relevant to the performance discipline</p> <p>actions, accuracy, balance, body language, coordination, characterisation, communication, dynamic range, energy, expression, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, trust,</p>	<p>Vocal skills relevant to the performance discipline</p> <p>accent, breath control, characterisation, clarity and articulation, emotional range, expression, inflection, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, use of pause</p>	<p>Other performance and interpretative skills relevant to the performance discipline</p> <p>awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.</p>	<p>Developing skills such as physical, vocal, musical, design and interpretative.</p> <ul style="list-style-type: none"> • Responding to feedback, e.g. director, choreographer, instructors, peers. • Identifying strengths and areas for development. • Actions and targets for improvement. • Reference to professional working practices.

