



# Teacher Pack Sample

## Introduction

These sample pages – from the Performing Arts Teacher Pack, 2nd edition – give you an overview of the approach and depth of treatment you can expect and the various learning features the resources contain. The sample for Component 1 is from the Dance pathway, and the samples from Components 2 and 3 are from the Acting pathway. They are representative of the type of resources available for all pathways. The table of resources describes the content of Component 1: Dance, and should be an invaluable aid to lesson planning.

On the following pages you will find:

### Component 1 Dance (page 3)

*Learning outcome A: Investigate how professional performance or production work is created*

Activity sheet 1.6: Purpose and intention in contemporary art and music

PowerPoint 1.8: Purpose and intention

### Component 2 Acting (page 7)

*Learning outcome A: Use rehearsal or production/design processes*

Activity sheet 2.1: Health and safety

PowerPoint 2.1: Health and safety in the theatre

### Component 3 Acting (page 11)

*A: Understand how to respond to a brief*

*B: Select and develop skills and techniques in response to a brief*

Activity sheet 3.4: Performance spaces

PowerPoint 3.5: The seven levels of tension

### Table of resources (page 18)

This includes resources in the BTEC Tech Award in Creative Media Production Teacher Pack for Component 1: Dance.

Please note that these sample resources are taken from early proofs of the Teacher Pack, so may not reflect the exact contents that will be contained in the published Pack. The published Pack may include amendments or adjustments made during final proofreading and checking.

The content of this 2<sup>nd</sup> edition has been thoroughly revised and updated to ensure alignment with the new specification and assessment arrangements for the 2022 BTEC Tech Award qualification.



## The aims and scope of the Teacher Pack

The Teacher Pack - which is being hosted on Pearson's ActiveLearn platform - has been designed to support the delivery of the BTEC qualification in Performing Arts and provides a range of resources aimed at supporting a variety of teaching, learning and assessment styles. The pack contains:

- activity sheets
- slide presentations.

In the live Teacher Pack, these resources can be downloaded by clicking on the hotspots in the table of contents. They can be downloaded individually, or a complete component at a time.

All of the resources can be edited, adapted and tailored to meet the needs of your learners. They are designed to be as flexible as possible, offering you a range of different delivery options.

You could:

- work through the table of resources, using the resources in sequence or in any order you prefer
- create playlists for specific lessons using selected resources, adding your own resources where you wish
- download all resources individually, or with a single click, and save them to your computer or network.

Playlists can be customized to include your own resources or weblinks. You can upload documents to the playlist and add weblinks, such as YouTube links or websites.

Many of the resources can be used independently by learners if desired. A number of tasks are suitable for either classroom or homework. Learners will need a printed worksheet for the relevant activity or task if completing it at home.



## Component 1 Dance

*Learning outcome A: Investigate how professional performance or production work is created*

Activity sheet 1.6: Purpose and intention in contemporary art and music

PowerPoint 1.8: Purpose and intention

## Activity sheet 1.6: Purpose and intention in contemporary art and music

*Learning outcome A: Investigate how professional performance or production work is created*

*A1: Professional performance material, influences, creative outcomes and purpose*

Contemporary art and music can often incite feelings of shock and can challenge the senses. Look at these examples. What is the purpose of the artists and composers? Think about how dance can also provoke and challenge viewpoints.

### ART



Conceptual graffiti art © Mehaniq/Shutterstock

### DANCE

Sadler's Wells is Dance' extract from *iTMOi* by Akram Khan Company, based on Stravinsky's *Rite of Spring*.

[www.youtube.com/watch?v=GV9NAKQWGFU](https://www.youtube.com/watch?v=GV9NAKQWGFU)

### MUSIC

John Cage - Sonata V (from Sonatas and Interludes) - Inara Ferreira, altered piano

<https://www.youtube.com/watch?v=jRHokZRYBIY>

# Performing Arts: Dance

## Component 1: Exploring the performing arts



### What you need to do

In pairs, research contemporary dances that either:

- educate
- entertain
- provoke
- challenge viewpoints
- raise awareness
- celebrate

Choose three of the above and complete the table below.

Purpose	Performer(s), composer, company, etc.	Description of the dance, why you think it has this purpose and your own feelings about the dance
1		
2		
3		

### Checkpoint

Compare notes with other pairs.

### Strengthen

It may help you to research the background of the performer/group.

### Challenge

Where is the line drawn between contemporary modern music and modern popular music?

You might also like to research the boundaries between sound and music, which is discussed in the clip below:

<https://www.youtube.com/watch?v=ANtPDhjiRsw>

Pearson BTEC  
Tech Award Level 1/2  
**Performing Arts: Dance**  
Component 1: Exploring the Performing Arts  
Learning aim A1, PowerPoint 8, Lessons 8-9

### Purpose and intention

- All artforms have a purpose. There is an intention by the person creating it whether it is art, music, theatre or dance.
- It may be to:
  - educate
  - inform
  - entertain
  - provoke a reaction
  - challenge viewpoints
  - raise awareness about an issue
  - celebrate an event.
- Think of other reasons to create a dance.

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Discuss with learners the purpose and intention of creating dance. Which of the reasons do they find more interesting to watch? Do they prefer something that provokes a reaction (gritty) or do they prefer something they can sit back and relax to (light-hearted entertainment)? Can they think of any other reasons to create dance?



## Component 2: Developing skills and techniques in the performing arts

### Component 2 Acting

*Learning outcome A: Use rehearsal or production/design processes*

Activity sheet 2.1: Health and safety

PowerPoint 2.1: Health and safety in the theatre



## Activity sheet 2.1: Health and safety

*Learning outcome A: Use rehearsal or production/design processes*

*A1: Rehearsal and Design Process*

It is really important that you consider health and safety when rehearsing, so as to avoid accidents and injury.

Ask yourself the following questions when you enter the rehearsal space:

- Are there any obstacles in the way? What props are there?
- Is the floor surface suitable?
- Is the space warm enough?
- Are there any trip hazards such as cables and wires?

1. Design a poster in the box below to remind all actors about the importance of health and safety in the rehearsal space.

A large rectangular box intended for a poster design. A large, light grey 'DRAFT' watermark is diagonally across the box.



# Performing Arts: Acting



L1/2

## Component 2: Developing skills and techniques in the performing arts

2. You are a designer in charge of lighting and there is a lighting rehearsal happening. What health and safety concerns must you consider before, during and after the rehearsal?

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3. Explain the importance of warming up before a rehearsal.

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4. Nutrition is important for actors to ensure they remain healthy and avoid illness. Create a day's meal plan for an actor who is in a busy rehearsal period. Do not forget to include suitable drinks as well.

### Breakfast

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### Lunch

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### Dinner

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### Strengthen

Read and research about health and safety in the theatre along with laws that apply on the Health and Safety Executive's website: [www.hse.gov.uk/event-safety](http://www.hse.gov.uk/event-safety). If the link does not work, search using 'Health and Safety Executive Event Safety'.

Pearson BTEC  
Tech Award Level 1/2  
**Performing Arts: Acting**  
Component 2: Developing Skills and Techniques in the Performing Arts  
Learning aims A1 & A2, PowerPoint 5, Lesson 5

### Health and safety in the theatre

- Why is Health and Safety important in the theatre?
- Identify examples of possible hazards on the stage, wings and back stage.
- Identify ways in which health and safety can be addressed and assured.



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Read through the information on the slide with the learners. Ask learners why it is important to have someone overseeing what is happening backstage. Extend with a practical task set up some 'hazards' in the theatre or your practice space as ask learners to spot them. This could alternatively be done as a brain shower exercise.

Encourage learners to consider hazards such as cables, set, lighting, props such as candles etc.

How can managers/directors/actors limit the chances of accidents happening?



## Component 3 Acting

*A: Understand how to respond to a brief*

*B: Select and develop skills and techniques in response to a brief*

Activity sheet 3.4: Performance spaces

PowerPoint 3.5: The seven levels of tension



## Activity sheet 3.4: Performance spaces

*A: Understand how to respond to a brief*

*B: Select and develop skills and techniques in response to a brief*

*A1: Understand how to respond to a brief through discussion and practical exploration activities*

*B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief*

Research and sketch what each of these performance spaces looks like. Then think about the types of performance which may take place in each and why they may take place. What is the likely audience impact?

### 1. Proscenium arch



Type of performance which may take place in this type of theatre space

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Audience impact

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2. End on

Type of performance which may take place in this type of theatre space

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Audience impact

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3. Thrust



Type of performance which may take place in this type of theatre space

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Audience impact

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4. In the round



Type of performance which may take place in this type of theatre space

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Audience impact

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## 5. Traverse

Type of performance which may take place in this type of theatre space

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Audience impact

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Promenade



# Performing Arts: Acting

## Component 3: Responding to a brief



L1/2

Type of performance which may take place in this type of theatre space

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Audience impact

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### Checkpoint

What did you discover in this activity?

Which of these performance spaces are you most comfortable about performing in?

### Strengthen

Have a look at a range of different performance spaces online. Look at the history of these styles, where and when they were first developed. Look at your local theatre and then extend the area of your search. Consider how each particular venue has an impact upon the performance type and try to analyse the strengths and disadvantages of each space for a performer.

### Challenge

Consider the benefits of performing in the performance configuration that you have used the least in your drama work so far.

Next time you devise/present a piece of work, experiment with staging it in this configuration.

Pearson BTEC  
Tech Award Level 1/2

### Performing Arts: Acting

Component 3: Performing to a brief  
A1 & B1, PowerPoint 5, Lesson 12

L1/2

## The seven levels of tension

Devised by Jac Lecoq to enable actors to transition between emotions

1. No tension, inert, lifeless, exhausted, complete relaxation.
2. Cool, fluid, self-satisfied, dreamy, laid-back, carefree.
3. Straightforward, efficient and clear, neutral, sitting comfortably.
4. Alert, curious and ready – doing several tasks at once quickly, some indecision.
5. Uncertain, full of suspense, very alert doing several tasks at once very very quickly and with a sense of fear, pre-crisis.
6. Paranoia – very, very alert and petrified, almost immobile through being so tense, passionate, difficult to control, tension has exploded.
7. Tragedy – body cannot move, the bomb is about to go off, solid tension.

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Encourage learners to exaggerate their physicality and the state of tension they are conveying. They should take the movements they make through their whole bodies. Encourage them to add sounds to each state of tension.



# Table of resources

**Key:**

- PPT = PowerPoint
- AS = Activity sheet

## Component 1: Exploring the performing arts

### Learning outcome A1: Professional performance material, influences, creative outcomes and purpose

Resource	Title	Description	Resource link
AS 1.1	The performing arts game	A game matching performance types with descriptions	
PPT 1.1	Why perform?	Questions and discussion points based on AS 1.1	
PPT 1.2	What inspires you to create dance?	Looking at what stimulates dancers to perform	
AS 1.3	Dance styles	Exploring different dance styles and in which continents they originate	
PPT 1.3	Dance styles	Support, ideas and activities for exploring dance styles	
PPT 1.4	Contemporary dance styles	Looking at different contemporary dance techniques and styles and their origins	
PPT 1.5b	What inspires you to create dance?	Looking at where inspiration for creating dance may come from	
AS 1.2	Creative intentions	Exploring visual stimulus	
PPT 1.5	Creative intentions	Looking at different types of stimulus in creative process	
AS 1.4	Young Men	Exploration of the treatment of the theme of war in dance	
PPT 1.7	Dust	Interview with Akram Khan about his dance piece Dust	
AS 1.5	Dust	Activities based on the dance piece Dust by Akram Khan	

# Performing Arts: Dance



L1/2

Resource	Title	Description	Resource link
PPT 1.8	Purpose and intention	What is the purpose and intention of performance?	
AS 1.6	Purpose and intention in modern art and music	Looking at how modern art and music can have a purpose to shock and provoke a reaction. Also looking at the other purposes of creating artforms. How does contemporary dance do this?	
AS 1.7	Pave up Paradise	Reviewing the performance Pave up Paradise	
PPT 1.9	A1 practice assessment	Learners carry out a performance practice assessment	

## Component 1: Exploring the performing arts

### Learning outcome A2: Practitioners' roles, responsibilities and skills

Resource	Title	Description	Resource link
PPT 1.10	Roles, responsibilities and skills	Introductory slide to the learning outcome	
PPT 1.11	A dancer's life for me	Activities related to roles, responsibilities and skills of a dancer	
AS 1.8	A dancer's life for me	Case study of a performer and choreographer: Carrie Whittaker looking at skills	
PPT 1.12	Unsung heroes	Introducing non-performance roles in dance production	
AS 1.9	Unsung heroes	Looking at non-performance job roles in the dance industry and the skills required	
PPT 1.13	Have you got what it takes to be a dancer?	Introduction to what skills are needed to be a dancer	
AS 1.10	Dual tasking	Game for learners to develop the skills used regularly by dancers	
PPT 1.14	Verbal and non-verbal communication	Lesson starter providing discussion on forms of communication and a paired activity identifying skills used by authors	
AS 1.11	Verbal and non-verbal communication	Looking at the importance of good verbal and non-verbal communication	
PPT 1.15	A2 practice assessment	Practice assessment looking at a dance production roles and responsibilities	
PPT 1.16	Reflect, refine and improve	Review of A2 practice assessment	



## Component 1: Exploring the performing arts

### Learning outcome B1: Processes used in development, rehearsal and performance

### Learning outcome B2: Production process

Resource	Title	Description	Resource link
PPT 1.17	Dance improvisation	Introduction to LO B looking at dance development and improvisation	
PPT 1.18	B1 and B2 Practice assessment	Introduction to the creative project conception	
PPT 1.19	How do artists start a creative project?	Introductory activity looking at how artists start the creative process	
AS 1.12	Processes used in dance performance	Activity to introduce the processes involved in development of a piece	
PPT 1.20	Latin American dance workshop 1	Creating and recording a dance extract using Latin American music styles	
AS 1.13	Dances of the Americas	Developing an extract of contemporary dance based on Latin dance styles	
PPT 1.21	Latin American dance workshop 2	Creating and dance routine to the prologue music of West Side Story	
PPT 1.22	Contemporary dance workshop 1	Lesson starter	
PPT 1.23	Contemporary dance workshop 2	Creating a gang fight sequence	
PPT 1.24	B1 and B2 practice assessment	Practice assessment activity for LO B	
AS 1.14	Contemporary dance workshop 2	Exploring improvisation	
PPT 1.25	Urban dance workshop 1	Rehearse and perform a phrase around the theme of Urban dance	
AS 1.15	Urban dance	Activity based around Urban dance	
PPT 1.26	Urban dance workshop 2	Further activities based around Urban dance	
AS 1.16	Dance and the music scene	Activities around performing dance routines to modern music genres	
AS 1.17	LO B Assessment practice	Practice assessment for LO B Target setting	
AS 1.18	Assessment practice peer review	Peer review of LOB Assessment practice	

## Performing Arts: Dance



Resource	Title	Description	Resource link
PPT 1.27	Component 1 assessment practice task 1	Practice assessment for component 1 Task 1	
PPT 1.28	Component 1 assessment practice task 2	Practice assessment for component 1 Task 2	