

Year 10 - BTEC LEVEL 1 / 2 TECH AWARD IN PERFORMING ARTS

This course teaches students to look at the non-performing side of theatre, a look at what goes into creating a show . We look at how stage design for different types of performance and we look at how lighting design affects performance pieces.

The main focus of the course is on four areas of equal importance. The first of these is development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli . The second key area is the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance . The third area that is covered are the attitudes that are considered most important in the Performing Arts, including personal management and communication . The final area is the gaining and understanding of the knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

In the first term of Yr 10 students are introduced to the safe and effective working practices needed to be able to work in the Windmill Theatre. They Will learn how to move decking safely and how to construct pieces of staging. They will learn how to use the tools needed in the building of staging. They will also learn how to read stage plans and how to mark out the stage. The students will become familiar with all of the protocols involved in working in the theatre and of the expectations we have of them. It is important that this is taught at the start of the course as it will inform their decisions when they start designing stages and sets of their own. It is also important that they learn how to work safely at the start of the course as Health and Safety is at the heart of all that we do and is our number one priority for students.

In the second term of Year 10 the class will start to design their own sets and stages for a specific production. They will take the skills learnt in Term One and apply them directly when making decisions on design. Students will research the production in depth and reflect on previous designs and incarnations of the show. They will learn to draw up their own plans and will create 3D versions of their ideas . Students will also pitch their ideas to the class and face questions on the decisions they've made. After the pitching stage the sets will be built. Students will work in groups as they build one another's original sets. Once built they will reflect upon the effectiveness of the structure and will be invited to make any changes deemed to be needed. Students will keep a log of this whole process as reflection and improvement are key parts of this unit.

During this unit of work we expect that learners will respond to direction positively, seeking additional information where relevant, and striving to achieve the highest standards through absorbing feedback. Learners will adhere to schedules, working methodically through the process to support their development of skills and techniques by, for example: firstly, discussing intentions thoroughly, secondly, practising and refining skills and techniques, and finally, developing and refining design elements using extracts of repertoire. We also expect that learners will demonstrate a consistently mature and professional approach in workshops , showing initiative, teamwork and leadership skills. Learners will communicate their intentions successfully through confident development and application design and interpretative skills in their chosen performance strand and style.

In the third term students will learn about lighting. They will learn to use the scaff tower to access the lighting rig in the ceiling of the theatre. This unit provides learners with the skills necessary to

provide lighting services that can enhance performances. The use of light can often enhance a production and contribute to the meaning and interpretation of a play or dance.

This unit provides students with the necessary skills to identify, use and maintain a range of stage lighting equipment in The Windmill Theatre. It concentrates on equipment often referred to as 'generic' lighting. Such equipment typically consists of fresnel, profile, PAR and flood types. Learners will also be introduced to lighting control and dimming equipment and on completion of the unit should be able to be an effective member of a stage team. Working individually, as well as within small groups, is a feature of the unit. Learners will be able to produce and use basic scale drawings and documentation typical of work carried out in the industry.

Students will make filmed presentations on the use of lighting equipment as well as explaining the different types of lanterns they are using. This will prepare them for the external exam they will take in Yr 11.

Toward the end of the term students will start to use all of the skills they have learnt to support the lower school musical production and some of the class will be used as the crew for each of the shows.