



## Mapping to BTEC First Performing Arts Based on Edexcel specifications for 2010

Unit title:	Learning outcomes:		Boardworks presentations:
<b>A1 Working in the Performing Arts Industry</b>	1 Know different types of organizations in the performing arts industry		
	2 Know job roles in the performing arts industry.	Performers: e.g. actor, singer, dancer, musician. Arts administration: e.g. producer, theatre manager, funding officer, box office staff, front-of-house, marketing officer.	
		Production roles: e.g. producer, production manager, technical director, stage manager, set designer, lighting operator, sound engineer, wardrobe manager, scenery constructor, theatre outreach worker, director, choreographer, animator, musical director.	<b>Technical Skills:</b> Stage Management <i>This presentation includes guidance on the roles and responsibilities of the members of the stage management team.</i>
<b>A2 Professional Development in the Performing Arts Industry</b>	1 Know career and progression opportunities within the performing arts industry		
	2 Be able to design and monitor a professional development plan.	Skills audit: Performing arts skills e.g. dance; music; acting; technical; design; personal and work skills (e.g. organization, communication, team working).  Setting targets: Long-term goals e.g. completion of FE or HE performing arts education course; achievement of additional qualifications e.g. speech and drama or music examination; short-term goals e.g. improvement of vocal or movement skills, attendance at an after-school drama club, improvement of attendance and punctuality.  Tracking progress: Milestones; using feedback from tutors and peers; measuring achievement; revisiting and reviewing targets; self evaluation.	<b>Devising Skills:</b> Evaluation <i>This presentation provides guidance for learners on how to track own progress, set targets for improvement and the use of peer-interviewing and assessment to get objective feedback.</i>



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Unit title:	Learning outcomes:	Boardworks presentations:	
<b>A3 Performing Arts Production Process</b>	<p>1 Know how to carry out planning requirements for a performing arts product</p>	<p>Planning: Agendas; minutes; action plans; contingency plans; job allocation and interview; planning; instructions and meetings; organization of production period; identifying health and safety requirements; communication methods; technical requirements of equipment; venue requirements; target audience e.g. age, gender, socio-economic, race.</p> <p>Planning requirements for marketing: Target audience e.g. age, gender, socio-economic, race; marketing strategy e.g. posters, flyers, press release, radio advertising, TV advertising.</p> <p>Product: Artistic intention e.g. performance, play, physical theatre, street theatre, community theatre, dance, concert, circus, gig.</p>	<p><b>Devising Skills:</b> Project Management <i>This presentation includes guidance the planning and management a performance project.</i></p>
	<p>2 Be able to take part in the developmental process for a performing arts product</p>	<p>Development: e.g. rehearsals, exploration of performance material, research into performance material, playwriting, composition, choreography, workshops, text explorations, technical rehearsals, dress rehearsal.</p> <p>Technical: Venues e.g. theatre, arts centre, school hall, village hall; venue resources e.g. entrances, exits, power supply, auditorium space, seating; stage organization; stage layout; accuracy in handling and operation of equipment; responding to cues and instructions; safe working practice; communications with team members and performers; equipment audit; maintenance; transit of equipment; get-in, set-up and get-out; rigging; communications; health and safety; reports; following technical plans and instructions; technical rehearsals; dress rehearsal.</p>	<p><b>Devising Skills:</b> Project Management <i>This presentation includes guidance the planning and management a performance project.</i></p>



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Unit title:	Learning outcomes:		Boardworks presentations:
<b>A3 Performing Arts Production Process</b>	2 Be able to take part in the developmental process for a performing arts product (continued)	Production team: Team meetings; planning; schedules; health and safety; communications; preparations specific to individual role(s) e.g. following design briefs, design meetings, presentation of design ideas, organization of properties, sound, light and set, FOH organization, setting up box office.	<b>Devising Skills:</b> Project Management <i>This presentation includes guidance the planning and management a performance project.</i>
	3 Understand the purpose of the planning and preparation process in the creation of a performing arts product.	Evaluation: Strengths/weaknesses; effectiveness of rehearsal/production processes and techniques; professional relationships; use of resources; individual contribution; team contribution; audience response; suggestions for improvement/development.  Product: e.g. performance, play, physical theatre, street theatre, community theatre, dance, concert, circus, gig.	<b>Devising Skills:</b> Evaluation <i>This presentation includes guidance on recording and evaluating work.</i>



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Unit title:	Learning outcomes:		Boardworks presentations:
<b>B4 Acting Skills and Techniques</b>	1 Be able to use vocal skills	<p>Technique: Breathing control; projection; articulation; pitch; vocal exercises; intonation; learning lines; inflection.</p> <p>Expression: Modulation; pace; phrasing; accent; emphasis; use of pause; dialect; communicating meaning; sounds of words; tone quality; vocal colour.</p>	<p><b>Acting Skills:</b> Voice and Speech <i>This presentation includes guidance on projection, pitch and intonation. Use of inflection, modulation and vocal colour is also included in exercises that experiment with emphasis on words and phrases in a text.</i></p> <p><b>Activities Bank:</b> Vocal Activities <i>This presentation includes exercises and activities related to the development of vocal skills:</i></p>
	2 Be able to use movement skills	<p>Technique: Balance; spatial awareness; weight placement; focus; physical exercises; control of movement; relaxation of muscles; coordination; trust; working with others; energy; movement memory</p> <p>Expression: Use of gesture; facial expression; pace; physicalisation of internal feelings; handling of props; movement memory; interpretation of text; spatial relationships.</p>	<p><b>Acting Skills:</b> Movement, Mime and Gesture <i>This presentation includes guidance on the development and use of movement and gesture in drama.</i></p> <p><b>Activities Bank:</b> Physical Activities <i>This presentation includes exercises and activities related to the development of movement skills.</i></p>
	3 Be able to interpret and develop characters	<p>Interpretation: Analysing physical characteristics; sub-text; applying research findings to the role/character; relationship with other characters/roles; coherence with directorial concept; taking part in off-text exercises; the given circumstances.</p> <p>Development: Improvisation; in role writing; improvising off-stage moments; exploring 'what if' situations; answering; hot seating.</p>	<p><b>Acting Skills:</b> Role Play <i>This presentation includes guidance on how to get into character in role play exercises.</i></p> <p><b>Acting Skills:</b> Improvisation <i>This presentation includes guidance on the different ways in which improvisation can be used in drama and exercises to develop confidence in improvisation.</i></p> <p><b>Activities Bank:</b> Improvising Activities <i>This presentation includes exercises and activities related to the development of improvising skills.</i></p>
	4 Be able to perform in an acting role.	Performing skills Communication	



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Unit title:	Learning outcomes:	Boardworks presentations:
<b>B5 The Development of Drama</b>	1 Know about the social and historical context in the development of drama	Social and historical context: Political; cultural; audience; ritual; religion; venue; theatre space (e.g. arena, thrust, proscenium arch, traverse); economics; influence of developing technology.
	2 Know the structures and characteristics of drama	<p>Style: e.g. naturalistic, epic, expressionistic, surrealistic, experimental.</p> <p>Constituent features: Action; space; emotion; dynamics; plot and narrative development; character development; exposition; crisis; resolution; climax; acts; scenes.</p> <p>Genres: e.g. comedy, farce, tragedy, melodrama, play, revue, street theatre, musical theatre, multi-media.</p>
	3 Be able to apply the processes of creating dramatic work.	Starting points for drama: e.g. selecting a text, devising work from a stimulus.
		<p><b>Devising Skills: Genres</b>  <i>This presentation includes information about the key characteristics and contexts of dramatic genres from different times and cultures in theatre history.</i></p>
		<p><b>Devising Skills: Genres</b>  <i>This presentation includes information about the key characteristics of dramatic genres from different times and cultures in theatre history. Learners are also shown how to research a genre and present findings to the class.</i></p> <p>NB: The presentations in the <b>Plays</b> section may also be used to provide learners with an insight into the structures and characteristics of specific plays.</p>
		<p><b>Devising Skills: Finding Inspiration</b>  <i>This presentation includes information about the range of influences and starting points available when devising dramatic work.</i></p>



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<p><b>B5 The Development of Drama</b></p>	<p>3 Be able to apply the processes of creating dramatic work (continued).</p> <p>Rehearsal and preparation processes: Read-through; blocking; refining material; character development; line learning; production design; production management; technical rehearsal; dress rehearsals.</p> <p>Acting skills: Focus; concentration; control; imagination; communication; cooperation; observation; characterization; movement; voice; speech; projection.</p> <p>Production skills: designing; lighting; sound; props; construction and craft skills e.g. mask-making, prop making, set building, make-up.</p>	<p><b>Acting Skills:</b> Preparation and Focus <i>This presentation includes guidance on preparing the mind and body for drama work.</i></p> <p><b>Devising Skills:</b> Project Management <i>This presentation includes guidance the planning and management a performance project.</i></p> <p><b>Acting Skills:</b> Voice and Speech <i>This presentation includes guidance on voice, speech and projection.</i></p> <p><b>Design Skills:</b> Set Design; Props; Costume; Hair and Makeup; Masks <i>These presentations include guidance on production skills related to production design.</i></p> <p><b>Technical Skills:</b> Lighting; Sound <i>These presentations include guidance on production skills related to technical theatre.</i></p>



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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>B6 Devising Plays</b></p>	<p>1 Be able to explore and develop material for a devised play</p>	<p><b>Starting points:</b> Topic; theme; image; word; character; sound; music; situation; prop; costume; mask.</p> <p><b>Develop:</b> Research; shaping ideas; selection, rejection of material; development as the result of further research; showing/reworking/reshowing; recording/scripting ideas and dialogue.</p> <p><b>Rehearse:</b> Learning lines; moves; spatial awareness; use of media, props, costumes, masks, music, sound, lighting; make-up; practicing cues; responding to others; giving and taking direction; timekeeping; practice regime.</p> <p><b>Devising Skills:</b> Finding Inspiration <i>This presentation includes information about a range starting points for devised dramatic work.</i></p> <p><b>Devising Skills:</b> Research <i>This presentation includes guidance on contrasting approaches to stimuli and the development of material.</i></p> <p><b>Devising Skills:</b> Development <i>This presentation includes guidance on how to develop and rehearse devised work.</i></p> <p><b>Devising Skills:</b> Project Management <i>This presentation includes information about a range starting points for devised dramatic work.</i></p> <p>NB: Any of the projects included in the <b>Themes</b> section of the resource could be used as a basis for the coverage of this outcome as each includes exploration and development of a given starting point.</p>
	<p>2 Be able to use a range of drama forms and techniques</p>	<p><b>Games, exercises:</b> e.g. icebreakers, trust exercises, observation exercises, concentration exercises, team- working games.</p> <p><b>Explorative strategies:</b> e.g. still image, thought-tracking, hot-seating, conscience alley, role-on-the-wall, role play, image theatre, forum theatre, creative writing, montage, ritual</p> <p><b>Drama elements:</b> Action; plot; style e.g. naturalism, surreal, epic; climax; anticlimax; dramatic tension; characterization</p> <p><b>Activities Bank:</b> Devising Activities <i>This presentation includes exercises and activities related to drama techniques that can be using when devising.</i></p> <p><b>Activities Bank:</b> Improvising Activities <i>This presentation includes exercises which will be useful to learners in this unit.</i></p> <p><b>Devising Skills:</b> Genres <i>This presentation includes information about the key elements of dramatic genres.</i></p> <p>NB: Any of the projects included in the <b>Themes</b> section of the resource could be used as a basis for the coverage of this outcome as each includes the use of drama forms and techniques.</p>



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Unit title:	Learning outcomes:		Boardworks presentations:
B6 Devising Plays	3 Be able to communicate ideas, issues and/or feelings through presentation of devised work	<p>Role: Projecting role(s) and/or character; use of movement; gesture; voice; delivery of lines; movement; cues; relationship with other performers.</p> <p>Communication: With other performers, with audience; characterization; technical; through acting; clarity of delivery; vocal expression; physical expression.</p>	<p>NB: Any of the projects included in the <b>Themes</b> section of the resource could be used as a basis for the coverage of this outcome as each may lead to the performance of a devised piece of drama.</p>
	4 Understand the effectiveness of devised work for performance.	<p>Professional: Providing an audience experience; working relationships with others; impact of rehearsal process on final work.</p> <p>Artistic: Communicating intentions/ideas; use of the drama medium; structuring a devised work; communicating to an audience; creating roles; analysis of strengths and weaknesses of the work.</p>	<p><b>Devising Skills:</b> Evaluation <i>This presentation includes guidance on the use of peer-interviewing and assessment to get objective feedback and the use of ICT for recording and evaluating drama.</i></p> <p><b>Writing Skills:</b> Recording and Evaluating; Controlled Assessment and Examinations <i>These presentations include information on how to gathering evidence and feedback for an evaluation and how to write about own drama work.</i></p>





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Unit title:	Learning outcomes:	Boardworks presentations:	
<b>B7 Performing Scripted Plays</b>	<p>1 Be able to interpret a role taken from a play</p>	<p>Play: Treatment of themes and issues by the playwright; style of writing; requirements of the play in terms of characterization; use of voice e.g. accent, dialect, speech patterns; use of movement e.g. particular mannerisms, gestures, physical habits, posture, stance, costume, props; makeup; masks.</p> <p>Interpretation: Analysing physical characteristics; sub-text; applying research findings to the role and/or character; relationship with other characters and/or roles; coherence with the directorial concept; production requirements; rehearsal techniques e.g. off-the-text exercises, hot seating, role reversal.</p>	<p><b>Acting Skills:</b> Role Play <i>This presentation includes guidance on how to explore a character through role play exercises.</i></p> <p><b>Plays:</b> <i>The Importance of Being Ernest</i> part 1 and part 2; <i>Noughts &amp; Crosses</i> part 1, part 2 and part 3 <i>These presentations could provide a starting point for this unit.</i></p> <p><b>Activities Bank:</b> Improvising Activities <i>The exercises included in this presentation will also be useful to learners in this unit.</i></p>
	<p>2 Be able to develop a role for performance through rehearsal</p>	<p>Technical skills: Learning lines; practicing cues; moves; responding to others; spatial awareness; handling and use of external aids e.g. costumes, masks, make-up; taking direction.</p> <p>Personal management: time management; responding to schedules; physical preparation; mental preparation; health and safety working practices; concentration and discipline; trust and cooperation; establishing a practice regime.</p>	<p><b>Acting Skills:</b> Preparation and Focus <i>This presentation includes guidance on preparing the mind and body for drama work.</i></p> <p><b>Activities Bank:</b> Vocal Activities <i>This presentation includes exercises and activities related to the use of vocal skills that may be of use in this unit.</i></p> <p><b>Activities Bank:</b> Physical Activities <i>This presentation includes exercises and activities related to the use of movement skills that may be of use in this unit.</i></p> <p><b>Activities Bank:</b> Devising Activities <i>This presentation includes exercises and activities related to devising skills that may be of use in this unit.</i></p>



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<b>B7 Performing Scripted Plays</b>	3 Be able to take part in the performance of a play	<p>Performing skills: Use of movement skills to portray character and/or role; control of movement, e.g. stillness, poise, action, gestures, weight etc; use of vocal skills to portray character and/or role e.g. tone, pace, inflection, accent, dialect, diction, articulation; control of voice; projection; modulation; handling of props and other extraneous aids.</p> <p>Communication: With other performers, audience; communicating interpretation of character/role; clarity of delivery of dialogue; vocal expression; physical expression; commitment on stage; interaction and response.</p>	
	4 Understand the effectiveness of the interpretation of a role.	<p>Professional: Meeting the brief; rehearsing effectively; working relationships with others; producing an effective product providing a meaningful experience.</p> <p>Artistic: Communicating original intentions, ideas; use of the drama medium; creating roles; communicating to an audience; strength and weaknesses of the work.</p>	



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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>B9 Developing Physical Theatre Performance</b></p>	<p>1 Be able to develop physical theatre skills</p> <p>Styles: Dance and drama-based styles e.g. Commedia dell'Arte; clowning; circus skills; storytelling for children; contemporary dance drama; mask theatre; puppetry; street theatre; mime.</p> <p>Physical skills: Fitness; muscle strength; breath control; balance; dynamics; lifts; catching; spatial awareness; coordination; dexterity; flexibility.</p> <p>Techniques: e.g. mime, tableaux, sign dance, acrobatics, contact improvisation, masks, martial arts, motif and development.</p> <p>Imaginative skills: Role and character development; gestures; mannerisms; attitudes; spontaneity; set routines.</p> <p>Ensemble: Trust exercises; teamwork; health and safety.</p>	<p><b>Acting Skills:</b> Physical Theatre <i>This presentation includes guidance for learners on physical theatre styles and how a physical approach can be used when creating drama work.</i></p> <p><b>Acting Skills:</b> Movement, Mime and Gesture <i>This presentation includes guidance on the development and use of movement skills, mime and gesture in drama.</i></p> <p><b>Activities Bank:</b> Improvising Activities <i>The exercises included in this presentation will also be useful to learners in this unit.</i></p> <p><b>Activities Bank:</b> Physical Activities <i>This presentation includes exercises and activities related to the use of movement skills that may be of use in this unit.</i></p>



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<p><b>B9 Developing Physical Theatre Performance</b></p>	<p>2 Be able to rehearse physical theatre for performance</p>	<p><b>Acting Skills:</b> Physical Theatre <i>This presentation includes guidance for learners on the use of music and mask in physical theatre work.</i></p> <p><b>Devising Skills:</b> Finding Inspiration <i>This presentation includes information about a range of ideas for devised dramatic work that could be of use in physical theatre projects.</i></p> <p><b>Devising Skills:</b> Evaluation <i>This presentation provides guidance for learners on how to track own progress, set targets for improvement and the use of peer-interviewing and assessment to get objective feedback.</i></p>
	<p>3 Be able to perform a physical theatre role.</p>	<p>Ideas for performance: e.g. text, images, design, issues, music, themes, stories, journeys, biographies, metaphor, poems, social commentary, costumes, voice, paintings, objects.</p> <p>Influences of contemporary practitioners: e.g. Steven Berkoff, Theatre de Complicite, Common Ground, Frantic Assembly, Trestle Theatre Company, Physical Approaches, DV8, Cirque du Soleil, Gardzienice, Eugenio Barba, Candoco Dance Company, Kneehigh Theatre, Dario Fo, Merce Cunningham, Pina Bausch.</p> <p>The workshop: Working together as an ensemble, duo and solo; personal preparation for class and rehearsal; discipline; performer's log; evaluating and reviewing own work; setting personal goals.</p> <p>Movement and vocal memory training: Build-up; practice; repetition; recall.</p> <p>Accurate performance of created work: Body and vocal management; spatial awareness; movement and vocal accuracy; role and character fulfillment.</p> <p>Performance skills: Appropriate use of movement, dynamics, vocal quality and projection; performance focus; communication.</p>



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Unit title:	Learning outcomes:	Boardworks presentations:	
<b>D14 Costume Construction</b>	<p>1 Know a range of fabric qualities and uses</p>	<p>Fabric types: e.g. linens, silk, cotton, wool, the wide range of synthetic fabrics, velvets, brocades, fabrics with decorative finishes, netting, muslin.</p> <p>Use of fabrics: Cost; fabric width; washability; suitability for design; suitability for construction methods; durability of fabric.</p>	
	<p>2 Be able to use costume construction skills</p>	<p>Planning: Interpreting a costume design sketch; pattern cutting; selecting; using a simple pattern; measurement sheets; measuring the actor; use of tape measure.</p> <p>Costume construction techniques: Using the pattern; cutting the material; measuring; sewing machine, overlocker, hand-stitching; using the iron; gluing; types of thread; re-enforcement; fastenings; fitting the costume.</p> <p>Research process to alter fabrics: e.g. dyeing, printing, painting, decorative finishes.</p> <p>Applying decorative finishes: e.g. use of glue gun, paint, spraying, ageing, embroidery, appliqué.</p>	<p><b>Design Skills:</b> Costume <i>This presentation includes guidance on research that should be undertaken prior to the design of costumes.</i></p>



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<p><b>D14 Costume Construction</b></p>	<p>3 Be able to produce a costume for a performance or demonstration.</p> <p>Planning: Select material; measure the performer; interpret design sketches; assess the demands of the costume; type of performance; length of run; calculate quantities needed; plan schedule; estimate costs; attend production meetings.</p> <p>Select construction methods: e.g. cutting, sewing, glue gun, attend fittings, methods of joining, fastenings, decorative finishes, breaking down, ageing, painting the costume achieved, apply finish to the costume.</p> <p>Health and safety for the costumier: e.g. safe use of sewing machine, pins, scissors, glue guns, irons, dyes, finishes; organization, use of the workshop space, storage of fabrics and costumes.</p> <p>Health and safety for the performer wearing the costume: Allergic reactions; asthma attacks; comfort of fit; ease of movement.</p>	<p><b>Design Skills:</b> Costume</p> <p><i>This presentation includes a project on designing costumes for a production that may provide a starting point for this outcome.</i></p>



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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>D16 Crewing for Stage Performance</b></p>	<p>1 Know the roles, responsibilities and terminology involved in general stage operations</p>	<p><b>Technical Skills:</b> Lighting <i>This presentation includes guidance on the use and operation of lighting in a production which may that may be of use in this unit.</i></p> <p><b>Technical Skills:</b> Sound <i>This presentation includes guidance on the use and operation of sound equipment in a production which may that may be of use in this unit.</i></p> <p><b>Technical Skills:</b> Stage Management <i>This presentation includes guidance on the roles and responsibilities of the members of the stage management team.</i></p>
	<p>2 Be able to operate as a member of the crew preparing for and during performance</p>	
	<p>3 Be able to implement safe working practices when carrying out processes and using tools and equipment.</p>	<p><b>Technical Skills:</b> Stage Management <i>This presentation includes information on health and safety that may be useful for this learning outcome.</i></p>



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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>D17 Design for Performance</b></p>	<p>1 Know the characteristics of performance environments</p>	<p><b>Design Skills:</b> Set Design <i>This presentation includes information on different performance environments.</i></p> <p><b>Design Skills:</b> Props; Costume; Hair and Make-Up; Masks <b>Technical Skills:</b> Lighting; Sound; Special Effects <i>These presentations include information that may be of use when delivering this learning outcome.</i></p>
	<p>2 Be able to implement design production skills</p>	<p><b>Design Skills:</b> Set Design; Props; Costume; Hair and Make-Up; Masks <b>Technical Skills:</b> Lighting; Sound; Special Effects <i>These presentations include guidance on interpretation.</i></p>
	<p>Interpretation: e.g. stage directions, stage plans, songs, musical scores, choreography, social and historical context, characterization, briefing documents, style, significant features, conflicting demands.</p>	<p><b>Design Skills:</b> Set Design <i>This presentation includes information on the potential and use the performance space.</i></p>
	<p>Design principles: Understanding the potential of the performance space; designing the use of the space e.g. use of entrances and exits, use of levels, use of treads; budgeting.</p>	<p><b>Design Skills:</b> Set Design <i>This presentation includes activities that could provide a starting point for this outcome.</i></p>
	<p>Set design skills: Design, creation and painting of backdrops and/or flats; design and painting of floorcloths; the construction skills to design, make and paint freestanding set pieces; design sketches; construction drawings; ground plan.</p>	<p><b>Design Skills:</b> Costume <i>This presentation includes activities that could provide a starting point for this outcome.</i></p>





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<p><b>D17 Design for Performance</b></p>	<p>2 Be able to implement design production skills (continued)</p>	<p>Prop design skills: Making handheld props; finding and adapting items; painting and ageing props; usability of prop; design plans and sketches.</p>	<p><b>Design Skills:</b> Props <i>This presentation includes activities that could provide a starting point for this outcome.</i></p>
		<p>Lighting design: Lantern types and selection; use of colour; simple lighting design principles; rigging, plotting and focusing; lighting plans.</p>	<p><b>Technical Skills:</b> Lighting <i>This presentation includes activities that could provide a starting point for this outcome.</i></p>
		<p>Sound design: Sound playback equipment; sound recording equipment; recording sound effects and sound tracks; sound checks; sound cue sheets</p>	<p><b>Technical Skills:</b> Sound <i>This presentation includes activities that could provide a starting point for this outcome.</i></p>
	<p>3 Be able to realize design ideas</p>	<p>Design briefs: Analysing demands; designing; planning.            Create and use design artefacts: Ground plans; simple scale models; CAD designs; sketches; technical sketches; diagrams; working drawings; rig plans.            Use of materials: e.g. model-making materials, set building and painting materials, prop building materials, costume making materials, all lighting equipment, all sound equipment            Use of skills: Model making skills; prop building and painting skills; costume making and decoration skills; lighting rigging, focusing, plotting and operation skills; sound rigging skills.            Problem solving: Recognizing problems; reconciling conflicting demands; providing solutions.            Organizational skills: Keeping notes; adhering to deadlines; recognizing the need for consultation.            Health and safety: Knowledge of relevant current legislation as it affects performance spaces, audiences; construction and materials.</p>	<p><b>Design Skills:</b> Set Design; Props; Costume; Hair and Make-Up; Masks  <b>Technical Skills:</b> Lighting; Sound; Special Effects  <i>These presentations include information and activities that may be of use when delivering this learning outcome.</i></p>



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Unit title:	Learning outcomes:	Boardworks presentations:
<p><b>D17 Design for Performance</b></p>	<p>4 Understand own design production work.</p> <p>Review ability to use design communication materials: e.g. 2D sketches, diagrams, simple scale plans, construction plans, 3D set model.</p> <p>Review development of design production skills: e.g. planning, making, painting, fit-up, final production work.</p> <p>Review the use of production documentation: e.g. simple budget plans, construction plans, sketches, diagrams.</p> <p>Review production process communication skills: Contribution to production meetings; virtual communication; verbal communication; written communication; clarity of expression; listening; negotiation; reliability; punctuality.</p> <p>Review the suitability of the final design: Suitability for performance; suitability for performance space; use of appropriate materials; processes and skills; cost; how to improve next time.</p>	<p><b>Writing Skills:</b> Recording and Evaluating; Controlled Assessment and Examinations <i>These presentations include information on how to gathering evidence and feedback for an evaluation and how to write about own work.</i></p>
<p><b>D18 Lighting Operations for Stage Performance</b></p>	<p>1 Be able to use a portfolio of reference material</p> <p>2 Be able to rig equipment safely to a lighting plan</p> <p>3 Be able to demonstrate the use of colour in a performance context</p> <p>4 Be able to focus and control luminaries</p> <p>5 Be able to operate lighting controls.</p>	<p><b>Technical Skills:</b> Lighting <i>This presentation includes information and activities that will help learners to understand how lighting is used in productions which may be a good starting point for this unit.</i></p>



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<b>D19 Make-up for Performers</b>	1 Know the basic range of stage make-up and techniques	Types of make-up: e.g. aquacolour, liquid, pancake, grease-based, cream-based, liners, powders. Techniques: e.g using glues, applying crepe hair, using prosthetics and tooth enamels, using theatrical blood, scar-making, black and ethnic make-up, techniques for theatre, techniques for film and television.	<b>Design Skills:</b> Hair and Make-Up <i>This presentation provides guidance on how stage makeup differs from every day makeup and provides some coverage of this learning outcome.</i>
	2 Be able to prepare designs for stage make-up	Design drawings: Facial plan for each character; indication of techniques to be used; indication of materials and equipment to be used; use of colour, texture, shape, additions to features; different types of make-up.	<b>Design Skills:</b> Hair and Make-Up <i>This presentation includes a make up design activity.</i>
	3 Be able to interpret make-up designs and apply to themselves and others	Preparation and research Application of make-up	
	4 Be able to apply and remove make-up with attention to the safe use of equipment.	Use of equipment: Preparation of equipment and work area; awareness of skin reaction and response; safe use of all make-up materials; care in application and removal; care in maintenance of equipment and materials.	



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Unit title:	Learning outcomes:	Boardworks presentations:
D20 Mask Making	1 Know the use of masks for performance or ritual	<p><b>Design Skills: Masks</b>  <i>This presentation includes information on the use and purpose of masks in production.</i></p>
	2 Be able to use mask construction skills	<p><b>Design Skills: Masks</b>  <i>This presentation includes information about how masks can be made.</i></p>



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Unit title:	Learning outcomes:		Boardworks presentations:
<b>D20 Mask Making</b>	3 Be able to make a mask for performance or demonstration	<p>Generate a design for performance: research design ideas, research the demands of the play; planning, sketches, collage; consideration of health and safety hazards</p> <p>Planning: design discussions; researching the materials; construction methods; sketches; measuring the actor's face; considering health and safety considerations</p> <p>Making the mask: e.g. use selected construction method, fitting mask; health and safety considerations.</p> <p>Mask in performance: Meet the performance demands, speech requirements, achieve the desired visual impact and meet practical demands; health and safety considerations.</p>	<p><b>Design Skills: Masks</b> <i>This presentation includes activities to support the design and construction of a mask.</i></p>
	4 Be able to review own mask-making work.	<p>Making the mask: Record and evaluate the process throughout; research methods; design; planning; resourcing materials; construction method; decorating mask; fitting mask.</p> <p>Performance demands: Evaluate the success of the mask in performance; ease of wearing; ease of speech if appropriate; vision; suitability to overall design; length of run; method of fastening; possible allergic reactions to materials.</p>	<p><b>Evaluating; Controlled Assessment and Examinations</b> <i>These presentations include information on how to gathering evidence and feedback for an evaluation and how to write about own work.</i></p>



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Unit title:	Learning outcomes:	Boardworks presentations:
D12 Set Construction	1 Know the use of set construction tools and materials	<b>Design Skills:</b> Set Design <i>This presentation includes information and activities that will help learners to understand how sets are designed and used in productions that may be a good starting point for this unit.</i>
	2 Know the set construction process	<b>Design Skills:</b> Set Design <i>This presentation includes information and activities that will help learners to understand how sets are designed and used in productions that may be a good starting point for this unit.</i>
	3 Be able to plan and construct a scenic element	<b>Design Skills:</b> Set Design <i>This presentation includes information and activities that will help learners to understand how sets are designed and used in productions that may be a good starting point for this unit.</i>
	4 Be able to demonstrate safe working practices throughout the set construction process.	<b>Design Skills:</b> Set Design <i>This presentation includes information and activities that will help learners to understand how sets are designed and used in productions that may be a good starting point for this unit.</i>



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Unit title:	Learning outcomes:	Boardworks presentations:	
<b>D23 Sound Operations for Stage Performance</b>	1 Understand the principles of sound and acoustic theory	<p>Sound: Wavelength; frequency; amplitude; direction; fundamentals and harmonics; octaves; frequency response; decibels (dBs); human voice and hearing.</p> <p>Acoustics: Natural and artificial reverberation; reflection; absorption; insulation and isolation.</p> <p>Transducers: Microphone types; pick-up patterns (polar diagrams); selection and use; loudspeaker types; baffles; ports; active and passive crossovers; connectors and cable.</p>	<p><b>Technical Skills:</b> Sound <i>This presentation includes information about amplification equipment that may be of use when teaching this outcome.</i></p>
	2 Be able to demonstrate skills in setting up sound equipment and recording techniques	<p>Microphone technique: Stands; positioning; instruments; cabling; cable safety; direct injection boxes.</p> <p>Sound mixers: Analogue/digital equipment; gain; polarity (phase); auxiliaries; inserts; sub groups; meters; monitoring; busses.</p> <p>Systems: The recording process; analogue/digital recording; signal processing; data compression and reduction; synchronization; storage media; hardware/software systems.</p> <p>Products: Backing tracks; sound effects; scene setting music or effects; information and safety announcements.</p>	<p><b>Technical Skills:</b> Sound <i>This presentation includes information about recording and playback that may be of use when teaching this outcome.</i></p>
	3 Be able to provide sound for performance.	<p>Gigging: Get-ins/outs; set-up and placement; line checks; monitors; sound check; safety.</p> <p>Equalization: Parametric; band pass; graphic; feedback reduction.</p> <p>Amplification: Power supply; power output; impedance matching; levels; distortion.</p> <p>Operation: Role of sound operator in production and performance; cue sheets; scripts and documentation; faultfinding; radio microphone systems</p>	<p><b>Technical Skills:</b> Sound <i>This presentation includes activities to support the creation and use of sound in performance.</i></p>