



When Winston Churchill was asked to cut arts funding in favour of the war effort, he simply replied, “then what are we fighting for?”

Drama at CCHS

BTEC Level1/2 Tech
Award



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A C H I E V E M E N T F O R A L L

Why Drama?

- Drama is a powerful communication tool that enables us to grow both personally as individuals but also as responsible members of society.
- The course will rely on you working closely with other members of the class in a professional and mature manner, developing the ability to be open and honest, while recognising the importance of creative collaboration and compromise.



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Year 9 – Building Foundations

- Focus on teaching and learning, developing practical skills across a range of acting styles and genres (devising, script etc.)
- Creation of Actor's Logs to prepare for Year 10 and 11.
- Gaining experience of performing in front of an invited audience.
- Introduction of theory work to prepare for the completion of Component 1.



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As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, your students can explore the sector while:

- developing specific skills and techniques
- devising and delivering a workshop performance
- analysing, evaluating and enhancing their skills.

The course has two internally assessed components, and one that's externally assessed:



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Component 1

Exploring the Performing Arts

Weighting: 30%

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles.

Assessment: internally assessed assignments

During Component 1, students will **observe** and **reproduce existing repertoire**, as well as **explore**:

- performance styles, creative intentions and purpose
- performance roles, responsibilities and skills
- performance techniques, approaches and processes
- how practitioners create and influence what's performed.

Outcomes:

- Essay analysing 3 contrasting theatre styles.
- Practical workshops, each with an Actor's Log entry.
- PowerPoint exploring the interrelations of production values and acting to communicate a message to the audience.



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Component 2

Developing skills and techniques

Weighting: 30%

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

Assessment: internally assessed assignments

To do this, you will:

- **gain** physical, interpretative, vocal and rehearsal skills during workshops and classes
- **apply** your technical, stylistic and interpretative skills in performances
- **reflect** on your progress and use of skills in performance, as well as how you could improve.

Outcomes:

- Participate in a range of teacher-led workshops to develop acting skills.
- Apply acting skills to a group performance.
- Actor's Log entry written after each session.



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Component 3

Performing to a brief

Weighting: 40%

Outcomes:

- A filmed 10-15 minute performance.
- 4 milestone Actor's Log entries.

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief.

To do this, you will:

- **use** the brief and what you have learned to come up with ideas for the performance
- **choose** the skills and techniques you will need
- **build** on your skills in classes, workshops and rehearsals
- **review** the development process within an Actor's Log
- **perform** a piece lasting 10–15 minutes (which is filmed) to your chosen target audience
- **reflect** on the performance in an evaluation report.



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Key Ingredients to Success in Drama:

- The **ability to work with others**, not just your friends
- **Good communication skills**, or at least the willingness to develop them
- **Personal management skills** – Keeping on top of your work and meeting deadlines
- Willingness to work on your drama in your **own time** (such as learning lines or attending after school rehearsals when necessary)

But most importantly:

- The understanding that the work that you complete from your first lesson to your last all counts towards your final result. There are no “mock” units. **You will be treated as year 11s from day one**, this means that if you fall behind in your work you will be placed in formal intervention and your parents will be informed.



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