

# BTEC Double Performing Arts

## Part A - Bridging Work Task

This is a fantastic opportunity to expand your understanding of Performing Arts as you prepare for enrolment and start at Franklin in September.

Please complete the work and bring a copy to your enrolment, either printed or electronically.

The work will take you around 4 **hours** so plan your time to best suit you.

## Task 1 Single and Double to complete

<b>How do I complete and submit my task?</b>	<p>Complete the tasks on paper/handwritten or digitally, and bring a copy, either paper or electronically, to your enrolment appointment. Also, bring this along to your first lesson in September.</p> <p>If you didn't attend the Taster Day, don't worry. It isn't essential for completing this work, but please ensure that you have completed this bridging work.</p> <p>Any practical work will be seen in the first week of college in the Performing Arts sessions. So please arrive to lesson prepared to share your work.</p>
<b>Introduction to your Bridging Task</b>	<p>These tasks will help you to prepare for Units 1: Investigating Practitioners Work, and Unit 2: Developing Skills and Techniques for Live Performance.</p> <p>There is a combination of written and practical tasks, all we ask is that you show us your capabilities. Try not to worry about the performance elements, this is designed for us to gauge an understanding of your skill set.</p>
<b>Task details</b>	<p><b><u>Task 1: Performance - Developing skills for Live Performance</u></b></p> <p>You will be expected throughout the course to demonstrate your performance skills and you will also be assessed on your attitude and discipline within rehearsal and performance.</p> <p>For this task you are required to research, rehearse, and perform TWO of the following:</p>

- 1 Contemporary monologue
- 1 Musical Theatre song
- 1 Dance extract (at least one 1minute)

You must choose pieces that suit your performance style and allow you to show off your performance skills.

It is important that you have an in-depth understanding of the character(s)/style you are portraying and your intentions for the piece are clear throughout the performance.

To support your auditions for each piece you should write a brief overview of the performance, some areas to consider may include;

Where does the performance fit within the musical/play/dance?

What is the character feeling?

Why are they feeling this way?

What are your intentions for the role?

How do you want to make your audience feel?

How will you achieve this?

Your auditions will take place during your first week at college, so please arrive prepared ready to perform.

## **Task 2: Theatre Analysis - Evaluating live Theatre**

For this evaluation, you will select and watch a piece of live theatre, such as *Hamilton* or *Frozen*, both of which are available on Disney+. If you do not have access to Disney+ you can watch '21 Chump Street' by Lin Manuel Miranda on youtube: [https://www.youtube.com/results?search\\_query=21+chump+street](https://www.youtube.com/results?search_query=21+chump+street)

You will then choose a section to evaluate; your selection can include any scene, dance, or song. Watch your chosen section again making detailed notes on what happens in this section. Once you have made your selection, write an evaluation on that section, in your own words, using the structure below.

### **1. Introduction.**

You will write an introduction for the live theatre piece; you have chosen to evaluate. This introduction should include specific performance details from

the version you watched, as well as a brief history of the production.

Sentence starter – For this evaluation I have chosen to...

## **2. Live theatre description.**

Using your notes, describe your chosen section in detail, making sure to use performing arts terminology. Explain what happens in this section and highlight the skills demonstrated by the performers, such as performance techniques, vocal skills, and physical skills. Depending on your selection, you may also describe the use of technical elements, and how they support the story telling, and the visual impact of the piece. Such as stage design, set, props, lighting, sound effects and or music, and costumes.

Performance techniques – freeze frame, thought tracking, slow motion.

Vocal skills - projection, pitch, intonation, pace.

Physical skills – facial expression, body language, posture, gesture, movement, choreography, intention.

Lighting - spotlights, colour washes, follow spot, mood, focus, effects.

Costume - period style, colour symbolism, fabric choice.

Set – stage, scenery, backdrop, cyclorama.

Props – anything an actor holds and uses on stage, quill, pistols, candles.

Sound effects/music – gunfire, weather, mood, supporting storyline.

## **3. Analyse**

Using your description of your chosen section, analyse one specific technical or physical element in detail. How does this element interact with or relate to other elements in the section to contribute to the overall storytelling.

Examples

Frozen – did the costumes effectively support the story line and characterisation? Were they effective in helping the audience suspend their disbelief?

Hamilton – In ten duel commandments, how effective is the use of foreshadowing represented by the bullet? Does this technique help to tell the story? Does this add suspense and anticipation?

## **4. Evaluate**

Using the same section, you wrote about above, explain whether it successfully entertained your audience. If it did, how did it do that? Give

	<p>specific examples to support your answer.</p> <p>Sentence starters:</p> <p>This successfully entertained the audience when...</p> <p>An example of a moment I found entertaining is...</p> <p>This was entertaining because...</p> <p>Your writing could critically comment on the following features:</p> <p><u>The characters</u>: the interaction between characters, use of proxemics, use of non-verbal communication, how tension is created, plot development, use of dynamics and facial expression.</p> <p><u>Performance Skills</u>: vocal ability, projection, intonation, inflections, movement quality, stamina, flexibility etc.</p> <p><u>The setting</u> of the production - costume, set and props.</p> <p><i>Ensure that you comment and describe what you see BUT also explain why this was an effective creative choice AND outline your opinion on its effectiveness in achieving their creative aim.</i></p>
Resources to help you with the Bridging Task	<p>Here are some examples of contemporary monologues and musical theatre songs you may wish to use; however you have complete freedom of choice with this task, the choice is yours!</p>

	<p><b>Contemporary Monologues</b></p> <p>-Rosie or Bob from ‘Things I Know to be True’ by Frantic Assembly</p> <p>-'Yerma' by Lorca has recently been re-staged by National Theatre</p> <p>-'Blackbird' by David Harrower Una's characters monologue</p> <p>-Any of Sarah Kane's works: 'Blasted', 'Cleansed', '4;48 Psychosis'</p> <p>-'Wise Children' by Emma Rice</p> <p>-‘Fleabag’ by Phoebe Waller Bridge</p>	<p><b>Musical theatre Songs:</b></p> <p>Worried about singing? Choose a song which is more character based and explore this. Perhaps sing a song by a villain or the comedic relief of the show.</p> <p>Examples might include:</p> <p>‘Little Girls’ by Miss Hannigan from Annie</p> <p>‘Mr. Cellophane’ from Chicago</p> <p>‘If they could see me Now’ by Charity in Sweet Charity.</p>
	<p><b>Dance extracts</b></p> <p><a href="https://www.youtube.com/watch?v=l-OuqB1pgys">https://www.youtube.com/watch?v=l-OuqB1pgys</a></p> <p><a href="https://www.youtube.com/watch?v=jWXRd3N51C0">https://www.youtube.com/watch?v=jWXRd3N51C0</a></p> <p><a href="https://www.youtube.com/watch?v=IM9H1eYz-lc">https://www.youtube.com/watch?v=IM9H1eYz-lc</a></p> <p><a href="https://www.youtube.com/watch?v=T7C9FR9nO_c">https://www.youtube.com/watch?v=T7C9FR9nO_c</a></p>	
<p><b>Extension Tasks</b></p>		
<p><b>Extension Tasks to stretch and challenge you</b></p>	<p>If you have completed the above to the best of your ability, try this extension task:</p> <p>Review your performances, to consider your application of current skills such as: vocal delivery, diction, pacing, timing and conviction of character, use of space, interaction with audience or other characters. What might you</p>	

	<p>change/improve about your performance? What skills do you need to work on and how might you do this?</p> <p>Research and create a presentation based on one of the following practitioners:</p> <p>Akram Kahn</p> <p>Matthew Bourne</p> <p>Bob Fosse</p> <p>Stephen Sondheim</p> <p>Andrew Lloyd Webber</p> <p>Katy Mitchell</p> <p>Bertolt Brecht</p> <p>Constantin Stanislavski</p> <p>The Paper Birds</p>
<p><b>Massive Open Online Courses (MOOCs)</b></p>	<p><i>Becoming aware of the live theatre world is a great place to start.</i></p> <p><i>Check out the National Theatre sources and regular shows that are streamed for free: <a href="https://www.nationaltheatre.org.uk/event/type/online/">https://www.nationaltheatre.org.uk/event/type/online/</a></i></p> <p><i>The Stage - is great for starting to research the industry and read articles about shows, performers, the industry, keep up to date with auditions and training.:<a href="https://www.thestage.co.uk/">https://www.thestage.co.uk/</a></i></p> <p><i>Shows Must Go Channel on YouTube <a href="https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvaq">https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvaq</a></i></p> <p><i>A useful resource to buy would be the <b>Pearson student books</b>, links are attached below and can be purchased from Amazon or Pearson. These support the examined content of the course.</i></p> <p><i><a href="https://www.amazon.co.uk/s?k=revise+pearson+performing+arts&amp;rh=n%3A270524&amp;ref=nb_sb_noss">https://www.amazon.co.uk/s?k=revise+pearson+performing+arts&amp;rh=n%3A270524&amp;ref=nb_sb_noss</a></i></p>

# Task 2 Double to complete

<b>How do I complete and submit my task?</b>	<p>You must complete both the single and the double tasks if you wish to study Performing Arts Double.</p> <p>Practical and written tasks are to be submitted in the same way as the single.</p>
<b>Introduction to your Bridging Task</b>	<p>As part of this unit, you explore your creative side! As part of your first unit at college you will study, create, and perform a piece of theatre for a specific target audience, working with communities to share the power of theatre! Whether you decide to work with young children, the elderly, audiences who may be in rehabilitation centres, or specifically targeted groups of individuals that you personally would like to inspire.</p> <p>Again, do not worry about these tasks, they just give us an idea of you as an individual.</p>
<b>Task details</b>	<p><b><u>Task 1: Practical Performance-Devised:</u></b></p> <p>Your task is to create at <u>least one minute</u> of material to share with your group. The theme of this task is; <b><u>The impact of social media on teens.</u></b></p> <p>You should spend some time researching your theme before and during your creative process, include research within your work where appropriate. You have complete creative control over this project, and can work in any style you choose, or even combine acting/singing/movement to devise your mini performance.</p> <p><b><u>Task 2: Written Analysis:</u></b></p> <p>Write 500 words outlining your creative process:</p> <ul style="list-style-type: none"> <li>-How did you develop your work? I.e what creative choices did you make?</li> <li>-Any research you used to support the development of your ideas.</li> <li>-Any influences you have had, ideas your work is based on.</li> <li>-Your aim for the performance</li> </ul>
<b>Resources to help you with</b>	<p>The BBC News Website provides relevant and reliable information that you may wish to include within your performance. <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></p>

<b>the Bridging Task</b>	<p>BBC Sounds has an interesting piece on this:  <a href="https://www.bbc.co.uk/sounds/play/m00209dl">https://www.bbc.co.uk/sounds/play/m00209dl</a></p> <p>You may have to sign up to sounds to listen, but it is a very quick task.</p> <p>Frantic Assembly are a current relevant contemporary theatre company who you may wish to work in the style of:  <a href="https://www.youtube.com/@franticassembly">https://www.youtube.com/@franticassembly</a>  <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a></p> <p>The Cardboard Citizens are a Theatre Company who create performances designed for the homeless. The aim is to tackle the reasons behind homelessness and support audiences in making the right choices, using the style of Theatre of the Oppressed.  <a href="https://cardboardcitizens.org.uk/">https://cardboardcitizens.org.uk/</a></p> <p>You may wish to watch Crime of the Century by Chicken Shed Theatre Company as this has many interesting techniques to be explored:  <a href="https://www.youtube.com/watch?v=2y2cOH5h2Vc&amp;t=858s">https://www.youtube.com/watch?v=2y2cOH5h2Vc&amp;t=858s</a></p>
<b>Extension Tasks</b>	
<b>Extension Tasks to stretch and challenge you</b>	<p>Task 1: Research Variety Theatre.</p> <p>Research into Variety Theatre:</p> <ul style="list-style-type: none"> <li>-Where and when did the variety show originate?</li> <li>-Where can variety performance be found? For example- Holiday Entertainment Parks, City Variety Halls, CruiseShip's, Britain's Got Talent.</li> <li>-Provide some examples of past and current variety performers, what do they do? What impact do they have on their audiences? Ie shock/entertain/make laugh etc</li> </ul>
<b>Massive Open Online Courses (MOOCs)</b>	