

Acting Skills BTEC Year 9

Content Overview

- Students will develop skills in drama, exploring drama techniques that are used to create performance work and explorative strategies through devising.
- Students with explore thematic devising, creating an original performance of a piece of Drama.
- Students will develop their understanding of the BTEC Tech Award which is offered as part of the options to study at KS4.
- They will be assessed both as they are working practically (in progress and final performance) and their verbal contributions (evaluation).

Assessment

- All AO are considered as part of students work.
- Verbal feedback and written feedback will be given.
- A mix of teacher, peer and self assessment are used throughout.



Key Word	Definition
BTEC	The change from one dramatic technique to another.
Brief	A fictional scenario that allows you to feel as though you are doing the task in real life
Ensemble	The names of a collective group of performers working together.
Theatre in Education	A type of drama performance that makes school aged students think about a key message.
Stimuli	The starting points to create a piece of drama.
Practitioners	The term used to group together directors, designers, actors etc.as a person actively working in an arts based discipline
Key Message	The message or meaning you would like the audience to take away from watching your performance.
Didactic Theatre	A type of theatre that teaches the audience something.
Costume	The clothing worn by an actor to show the character they are portraying.
Masks	The face covering that can be used to communicate about their costume.
Make up	The skin covering (can be used on face or body) to communicate to the audience
Sound	What can be heard by the audience when watching a production, this can be as part of the production or added to the production.
Music	An arrangement of sounds used to enhance a piece of drama.
Lighting	The use of artificial lighting to show the action on stage as well as communicate the meaning to the audience.

Technique	Definition
Still Image	A still posed moment, that represents action happening.
Tableau	A collection of still images, linked together under a theme to show a scene.
Improvisation	The act of making up the drama on the spot.
Role Play	To act out a scene as a character, clearly taking on the role of a character.
Thought Tracking	A technique where an actor reveals the inner thoughts of the character.
Placards	A card, held by the actor in a scene, to display a key message or thinking point for the audience.
Direct Address	The actor (in / out of role) speaks directly to the audience, breaking the fourth wall.
Imagination	Using the mind to be creative and think outside the box.
Magic If	A technique where you ask yourself, "If I were in this situation., what would I do?"
Characterisation	The art of creating a character through vocal and physical techniques.
Role on the Wall	An analysis tool where you consider the internal thoughts of the character and how they outwardly are seen / perceived?

What are the pros / cons of social media?

Who benefits from using social media?

What dangers are there linked to social media?

What do we need to teach teenagers about social media?

How can we make teenagers aware of the issues surrounding social media?

Level	Creating AO1 / AO2	Performance AO3	Log Book AO4
Level 1 Pass (3)	You will show some focus and commitment to making the piece of drama, mostly being led by others.	You will take part in the performance.	You will have a brief account of what your group has done each lesson.
L2 Pass (4)	You will be focused and committed to making the piece of drama, giving some ideas and taking part in aspects of the creation of drama.	You will take part in the performance, with commitment and enthusiasm.	You will have an account of what has taken place each lesson, identifying strengths and weaknesses of the work.
L2 Merit (6)	You will be focused and committed to making the piece of drama, inputting plenty of ideas and taking part in most aspects of the creation of drama.	You will take part in the performance, with commitment and enthusiasm, showing clear acting skills.	You will have an account of what has taken place each lesson, identifying strengths and weakness of the work, clearly identifying what actions need to happen next to improve your work.
L2 Distinction (8)	You will be focused and committed to making all aspects the piece of drama. You will be instrumental in making the work.	You will take part in the performance, with commitment and enthusiasm, showing good acting skills.	You will have an account of what has taken place each lesson, identifying strengths and what actions need to happen next to improve your work and reflecting on how you have achieved them.

Do Now Tasks



Narrative	Character	Practitioner	Technical Element
Think about the positives and negatives of social media – make a pros and cons list.	Create a still image of a character who has experienced something positive on social media and a second for someone who has experienced something negative.	Bertolt Brecht – Research how Brecht used placards in his performances. How could you use these in your work?	Costume – Find a symbolic piece of costume to show how your character is feeling. This could be through a colour if you wanted.
What key messages are important for young people (Y7) to understand about social media.	Add thought tracks to both still images to show how they are feeling as a result of social media.	Konstantin Stanislavski – Uses aims and objectives. Think about your character in particular scene, what are they trying to achieve? What is their objective in the scene? Do this across your performance to make your piece have more purpose.	Sound – Find a sound FX that would add to your performance and develop it
Research someone who has had a positive experience of social media – what is their story?	Write a monologue for a fictional character about their experiences on social media and the impact it has had on them (positive / negative).	Frantic Assembly – Frantic Assembly sometimes use the fourth wall as an tablet screen to show how someone interacts with their technology, try and have a go at creating a sequence that shows how your character might so this as well.	Music – Find a piece of instrumental music (no lyrics) that you could use in your drama to create a particular atmosphere (feeling) for your audience.
Research the real life story of “Breck Bednar” and find out what happened to this young man.	Add direct address that gets your audience to think about your characters’ experience of social media.	Steven Berkoff – In total theatre, the actors use their body to create objects and sound effects, how could you incorporate this into your work to make it less naturalistic?	Lighting – Consider what coloured gels you would use to create a particular atmosphere. We may even be able to create this in the drama room!

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