<u>Subject Overview Sheets</u> <u>For week commencing 8 June 2020</u>

Subject Week Commencing		Year 9 - Btec Performing Arts Monday 20 th April						
	LA2: Practition skills	ers' roles, responsibilities and		12 th June	Paper/Book based	Electronic based	Both	
	LAB2 – Skills w	vorkshops						
	Create your Case	study portfolio.						
9	present a portfo	o choose one specific role and lio job description profile or social fessional presentation.						
		ave a lesson via teams on Every ting Wed 10 th June. Invitation will ns						
	Work will be dis	tributed to students via Teams to ally or print.						

Subject:	Year 9 BTEC Performing Arts

Topic area being studied with learning objectives

COMPONENT 1: EXPLORING THE PERFORMING ARTS

Roles and Responsibilities

• A2 Practitioners' roles, responsibilities and students will examine and research the roles, responsibilities and skills of practitioners

- Developing their knowledge and understanding of how they contribute to performance.
- Performance roles such as: actor ,dancer and singer.
- Non-performance agreed roles such as: choreographer, director, writer and designer.

How work is set

- Students will have feedback on last terms work on musical Jamie.
- Weekly targets will be set through Microsoft Teams.
- Terminology quizzes will also be set through Teams

How should work be submitted/assessed

- All work will be submitted through Microsoft Teams.
- Students will keep a weekly log of their research and what they have achieved so far.
- Students can audio record if required as a commentary to their assessed work
- All work is part of their component 1 assessment.

External websites where work can be accessed

Please see below links to help with research and understanding

- https://prezi.com/5wvokf8ijbck/job-roles-responsibilities-in-the-performing-arts-industry/
- http://www.theatrestrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre
- https://quizlet.com/147448520/performing-arts-industry-roles-and-responsibilities-technical-theatre-and-support-flash-cards/

Further reading and investigations