

Performing Arts

BTEC Level 3 Extended Certificate/Diploma



Overview

The College offers five highly successful BTEC Level 3 courses in Performing Arts.

See the table below for a summary of these courses.

This leaflet focuses on just three of these courses. See separate leaflets for the BTEC Level 3 Extended Certificate in Dance (one A Level equivalent) and the BTEC Extended Diploma in Performing Arts (three A Level equivalent).

Course Level	Course Name	Duration	A Level equivalent
BTEC Level 3 Extended Certificate	Dance (see separate leaflet)	Two years	One A Level
BTEC Level 3 Extended Certificate	Performing Arts (Acting)	Two years	One A Level
BTEC Level 3 Extended Certificate	Performing Arts (Musical Theatre)	Two years	One A Level
BTEC Level 3 Diploma	Performing Arts	Two years	Two A Levels
BTEC Level 3 Extended Diploma	Performing Arts (see separate leaflet)	Two years	Three A Levels



The emphasis of all the Performing Arts courses is on the development of performance related skills – with specialisms in Acting, Musical Theatre or Dance, or a combination of these. Each of the courses are practical, giving students the opportunity to hone their performance skills (in their chosen area or areas) while gaining experience in the organisation and development of performance pieces.

Students are taught in a fantastic new purpose-built Dramatic Arts Centre and standalone theatre, by staff who've worked professionally in the Performing Arts industry. The close-knit, lively nature of the teaching groups contributes to an extremely supportive and dynamic environment.

What goes well with this course?

Students can combine the one or two A Level equivalent Performing Arts courses

with any other subject or subjects of their choice. Popular choices include English, Sociology or Psychology.

Some students chose to focus exclusively on Performing Arts and opt to do the Extended Diploma (three A Levels equivalent). See separate leaflet.

Progression

BTEC qualifications are valued by Higher Education providers and employers alike. Reigate College Performing Arts students are accepted onto a wide variety of Performing Arts courses both at specialist drama schools and universities.

Others go on to pursue careers in completely different fields such as Business and Law, but benefit hugely from the presentation skills they've gained while following Performing Arts courses.

Typical university degree courses that



students might progress onto include: Performing Arts, Acting, Dance or Media Performance.

Career-related areas of performance include: Performance Design and Management, Acting, Entertainment in the performance industries, Performance Support, Arts Administration, Workshop Leadership and Support.

Depending on other A Level courses studied, students could also consider working in Drama Therapy, Speech Therapy, Occupational Therapy, Teaching, Journalism, Advertising, Marketing or Travel and Tourism.

Course Content

All the courses focus on developing practical skills relating to performance and there are many opportunities to take part in a variety of productions. Students will also

investigate the structure of performance and the training of performers.

For **Acting**, students will learn about the styles of different practitioners such as Shakespeare, Brecht and Stanislavski and explore the ideas and themes of contemporary theatre, as well as devising and producing original work.

For **Musical Theatre** students explore the disciplines of Voice, Drama and Movement and the links between them. The course requires imagination, sensitivity and the ability to get on well with others. Assignments are based on realistic workplace situations, activities and demands.

The **Dance** element of the Performing Arts Diploma course appeals to students who are interested in Dance and who enjoy choreography and performance, as well as analysing specific dance productions.

Educational Experiences

- Course Specific Trips, Visits & Experiences

Performing Arts students have the opportunity to take part in a variety of course-related experiences. In the last couple of years, these have included:

- The chance to participate in Performing Arts trips to New York and Disneyland Paris
- The opportunity to take part in a huge variety of productions including *Charlie and the Chocolate Factory*, *Woyzeck*, *Sweet Charity*, *Cabaret*, *Hairspray*, *Ghost* and *Sweeney Todd*
- Regular theatre trips including visits to London's West End and the Globe Theatre, to see for example: *The Play that Goes Wrong*, *The Merchant of Venice*, *The Phantom of the Opera*, *The Book of Mormon*, *Sweeney Todd* and *Gypsy*
- The chance to create a professional head shot portfolio
- One-to-one audition preparation classes with a professional director
- A Q&A session with West End Musical practitioners
- A trip to London Olympia Perform Live – a specialist trade show for anyone considering a future in Acting, Singing, Performing Arts, Stage Management and Technical Theatre
- Regular workshops with outside organisations such as GSA (Guildford School of Acting) and PPA (Performance Preparation Academy)

Assessment

Each term students will work towards a production that will involve one or more of the three disciplines (Acting, Musical Theatre and Dance). Students should be aware that there is a written external assessment as well as a practical one.

The exam board for these BTECs is Pearson BTEC.

Entry Requirements

All students need to have at least five GCSEs at Grade 4 or above (and a satisfactory school reference) in order to be accepted on an A Level/BTEC Level 3 Programme.

In addition, students should meet the following minimum GCSE requirement:

- Grade 4 in English Language or English Literature

A Merit or above in BTEC Level 2 Performing Arts will also be considered.

Students without at least a Grade 4 in GCSE Drama will be expected to have some previous experience in Performing Arts, and will be required to demonstrate their ability at interview. Some students may be required to audition.

A typical Performing Arts student is lively, ambitious, hardworking and expressive. It is vital that they should be willing to perform in public, work with others, solve problems, plan their own learning, and communicate effectively through speaking. Students should also be able to use information technology for research and for completing coursework.