



Performing Arts Year 10 November PPE Revision List

Topic	Link	Checklist
Component 1	Component 1 Spec	<p>Watch the video.</p> <p>This will ensure you have a full understanding of the Component as a whole.</p> <p>You can relate this back to your coursework and practical performance.</p> <p>Remember you will be being assessed practically</p>



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Topic	Link	Checklist
Knowledge Organiser	Knowledge organiser inserted below.	Read through the KO and familiarise yourself with all aspects of the Component. How can you ensure you are fully equipped for your PPE?

Performance Knowledge Organiser

Component One: Exploring the Performing Arts

What is the Style?

- Absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim?
- Ballet, contemporary, jazz, tap, urban, international?
- Book musical, chamber musical, concept musical, comic musical, jukebox musical, musical revue, operetta, rock musical?

What are the Techniques and Approaches?

- Rehearsal
- Production
- Technical rehearsal
- Dress rehearsal
- Performance
- Post-performance evaluation / review

What are the Creative Processes?

- Response to stimulus
- Generating ideas
- Exploring ideas
- Developing material
- Discussion with performers
- Setting tasks for performers
- Sharing ideas and intentions
- Teaching material to performers
- Developing performance material
- Organising and running rehearsals
- Refining and adjusting material to make improvements
- Providing notes and feedback

Who Creates a Production? How do they do it?

Performance Roles	Non-Performance Roles	Responsibilities	Skills
Actor	Choreographer	Rehearsing	Physical
Dancer	Director	Performing	Vocal
Singer	Writer	Devising	Musical
Musician	Designer	Designing	Managing
	Artistic director	Writing	Directing
	Casting director	Choreographing	Communication
	Musical director	Managing self and others	Creative: writing and designing
	Technician	Refining and editing	Organisational
		Directing	

What is the Purpose?

- To educate
- To inform
- To entertain
- To provoke
- To challenge viewpoints
- To raise awareness
- To celebrate

What are the Creative Stylistic Qualities?

- Treatment of theme / issue
- Production elements
- Form / structure / narrative
- Response to stimulus
- Style / genre
- Contextual influences
- Collaboration with practitioners
- Influences by other practitioners

Learning Aims:

A) Examine professional practitioners' performance work

B) Explore the interrelationships between constituent features of existing performance material



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Year 10 Performing Arts PPE Revision 3

Topic	Link	Checklist
Common Lexicon	Key performance skills and techniques shown below.	Choose at least three skills that you will include into your Component 1 practical assessment. What benefits to your performance will these key skills have?

Examples of Physical Skills:
Facial expressions
Gestures
Body language
Movement
Focus
Energy
Timing
Alignment
Accuracy

Examples of Vocal Skills:
Pitch
Tempo
Tone
Volume
Projection
Energy

Examples of Spatial Skills:
Levels
Proxemics
Facing the audience
Floor plans
Areas of the stage

Examples of Techniques:
Unison
Canon
Repetition
Freeze frame
Thought-track
Split-staging
Cross-cutting
Choral Speech
Narration



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Topic	Link	Checklist
Mark Scheme	Component 1 Mark Scheme attached below	<p>Highlight the criteria needed to achieve the top band.</p> <p>Make a note of what needs to be included within your performance to ensure you hit the top criteria.</p>

Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
B.2D2	Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.
B.2M2	Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.
B.2P4	Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.
B.2P3	Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.
B.1M4	Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.
B.1M3	Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.
B.1P4	Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.
B.1P3	Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.