

Drama



Expressive Arts

GCSE Edexcel (9-1)



Course Content

Assessment (%): 70% theory 30% practical

Component 1

40% (internal)

Component 2

20% (external)

Component 3

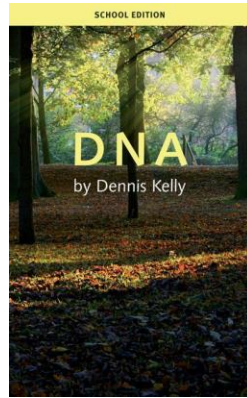
40% (external)

Areas of study:

Component 1:
Devising

Component 2:
Performing from a Script

Component 3:
Theatre Makers in Practice



Key Skills:

- Understanding how to make, perform and respond to drama
- Analysing and evaluating the work of professional theatre makers
- Reflecting and developing your own performances
- Working collaboratively with others to generate, develop and communicate ideas
- Developing an awareness of roles and processes behind performance



***I don't want to be an
actor so why would I
pick drama?***

What next?

Links to careers:

Actor	Barrister	Drama Therapist	Journalism	Consultancy
Administration	Lawyer	Sound designer	Costume designer	Events Manager
Entrepreneur	Human Resources	Marketing	Newspaper and TV journalist	Teacher
Motivational/Public speaking	Set designer	Stage manager	Media and Entertainment	Training Co-Ordinator
TV producer	Counselor	Writer	Playwright	

Transferable skills:

- Communicate skills
- Problem-solving
- Motivation and commitment
- Willingness to work cooperatively
- Working collaboratively and independently
- Using your initiative
- Critical thinking
- Working under pressure
- Respect for other people
- Adaptability and flexibility
- Resilience
- Self-discipline
- Leadership
- Self-confidence
- Speaking in front of an audience
- Analysis and evaluation



What to expect

3 lessons a week: 2 practical, 1 theory

Year 10: Exploration of drama, theatre practitioners and Component 1

Year 11: Component 2 and Component 3

Devising from a stimulus, performing from a script, creating a portfolio, visiting the theatre and participating in workshops!

Misconceptions:

“I chose drama because it’s easy”

“Drama isn’t a real subject”



“Drama won’t help me in real life”

“Drama is only for people who want to become actors”

“Drama is challenging and will force me out of my comfort zone”

“Drama will help me in any career I choose”

“Drama will help me develop my transferable skills”

“Drama is for **everyone**”

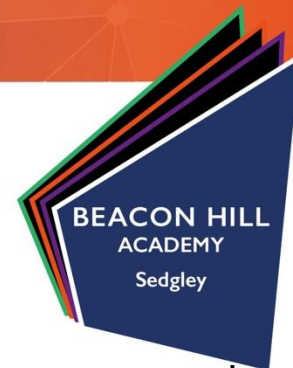


Photo of the drama studio:

We have installed LED lighting and a great sound system to explore roles such as lighting/sound design



Theatre Trips



‘A GHOST PLAY
GUARANTEED TO SEND SHIVERS
DOWN YOUR SPINE’
DAILY EXPRESS

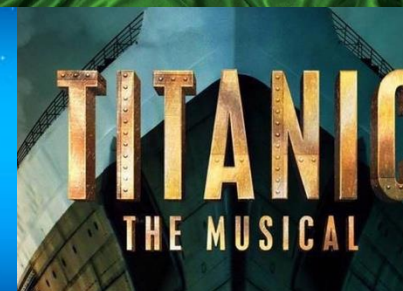
THE WOMAN
IS BACK



THE CURIOUS
INCIDENT
OF THE DOG IN THE NIGHT-TIME



TICKETS AT: ahmasontheatre.net



Don't just listen to us

I chose drama as it was a way for me to express myself, and since choosing this as one of my options it has widened my knowledge of the subject and I have been able to express what I've wanted to. If you are thinking about picking drama you must remember it's not the "easy" option. It's an option you should choose if you enjoy doing it and want to learn more.

(Former Year 11)

Drama has really helped me with developing my confidence. Before I was shy and struggled to work with other people but now I feel more comfortable. It is a space that feels safe and Miss makes it fun.

(Former Year 11)

I don't want to be an actor but drama developed my skills which I will be able to use in whichever job I choose. I want to go into Law and skills such as teamwork, leadership and staying focused will help me in succeeding in this job

(Former Year 11)

I really enjoy drama because it is a good mix of practical and theory. Also, you get to work with people in groups. It teaches good skills like memorising scripts and how to speak in front of a group of people without getting nervous.

(Previous student)





For more information see our
Options Booklet and email any
questions to:
mnandera@beaconhillacademy.org.uk

Faculty: Music

Qualification: BTEC Music

Practice



*Information as part of this presentation is based on current qualifications studied at Beacon Hill Academy



BTEC Music Practice

Explores a variety of music styles in a practical setting and to develop understanding of the techniques used to create and realise music, through a range of **performance**, **composition** and **music technology** skills.

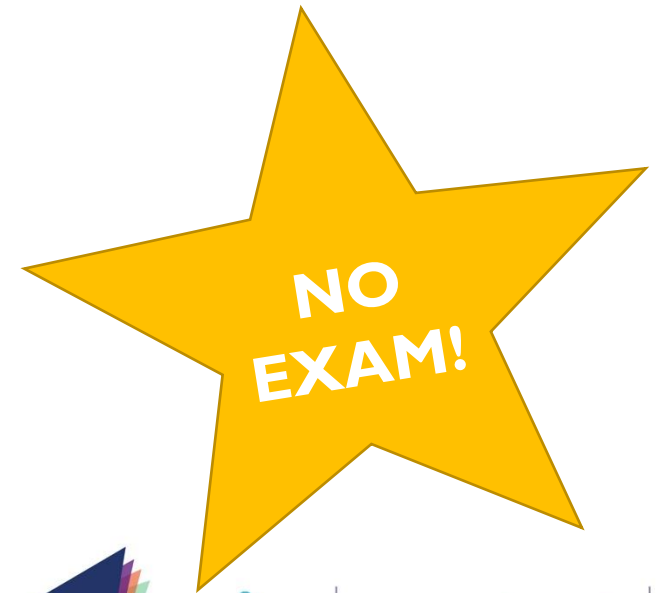
Assessment

You are assessed on three **non-exam** components

Component 1: Exploring Music Products and Styles

Component 2: Music Skills Development

Component 3: Responding to a Music Brief





Component I: Exploring Music Products and Styles

Component 1 Non-exam Assessment (30%)

Exploring Music Products and Styles

Task 1: Portfolio

Explore different styles of music and learn the unique features for each style

Styles:

- 50's & 60's — Rock & Roll, British invasion, Motown and Soul
- 70's & 80's — Disco, Reggae, Hip-Hop
- 90's to Present — Britpop, Pop Punk, Dance Music
- World Music — Samba, Bhangra, African Drumming
- Music and Media — Film, TV or computer games
- Classical Music — Baroque, Classical and Romantic Music
- Jazz and Blues — Delta Blues, Jazz, Swing, Big Band



ON HILL
ACADEMY
Wedgley



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Age of Technology



Component 1

Non-exam Assessment (30%)

Exploring Music Products and Styles

Task 2: Musical Products

You will create three short musical products 30 – 60 secs long:

- Instrumental Performance
- Original Piece of Music
- DAW arrangement (using loops)



Component 2: Music Skills Development



Component 2

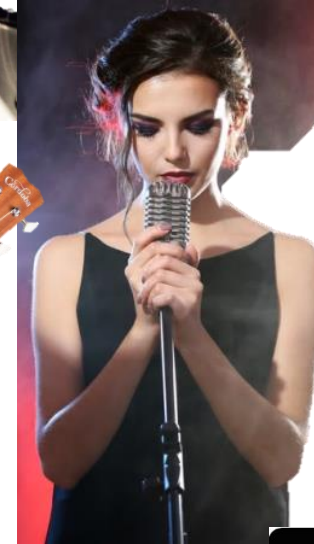
Non-exam Assessment (30%)

Music Skills Development

Consists of one task, where you will develop your musical skills choosing from **two** musical disciplines

- Music performance
- Creating original music
- Music Production

You will create a portfolio documenting how you developed your skills and work



Component 2: Responding to a Music Brief

The logo for Beacon Hill Academy is a dark blue shield-like shape with a white border. It is positioned in the top right corner of the slide. The text "BEACON HILL ACADEMY" is written in white capital letters, and "Sedgley" is written in white lowercase letters below it. The background of the slide features a network of orange dots connected by thin lines, and a blue geometric pattern on the right side.

BEACON HILL
ACADEMY
Sedgley

Component 3

External Assessment (40%)

Responding to a Music Brief

In Component 3 you will take an existing song and re-work into a new version.

The exam board will give a list of **10 songs** and **4 musical styles** to choose from

You will create your own version of your chosen song in your chosen style



Dua Lipa – recreated into a brit-pop style



Dua Lipa – recreated into dance music style

What next?

Further Education: B-TEC Level 3 or A levels

- Music Performing Arts
- Music Performance Media
- Music Technology Many others



Links to Careers

Music Production	The Record Industry	Music Business	Music Industry Touring	Film Music
Music Journalism	Music Education	Music Therapist	Music Industry Merchandising	Music Law
Music Promotions Manager	Radio & Television	Public Relations & Advertising	Facility, Arena & Club	Arts Administrator
Community Arts Worker	Roadie	Stage Manager	Sound Engineer	Broadcast Engineer

Transferable Skills:

GCSE music develops skills such as:

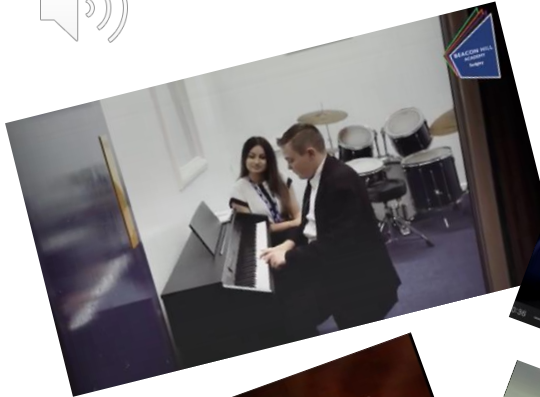
- ❖ Independent learning/working
- ❖ Discipline
- ❖ Team-work
- ❖ Performance and Presentation skills
- ❖ Listening Skills
- ❖ Analytical and essay-writing skills
- ❖ Confidence and self-esteem
- ❖ Creativity and self-expression

What to expect

Lessons will consist of practical workshops to develop knowledge and understanding.



 **Performance Composition Production**



FREE LESSON ON YOUR CHOSEN INSTRUMENT



Misconceptions



“Music is an easy lesson”

“I don’t want to be a musician”

“Music won’t help me in the future”

“I need to play a musical instrument”

- Music can be very enjoyable but takes hard work and dedication
- There are many different careers in the Music Industry that don’t involve playing an instrument
- Music develops many transferable skills that can be applied in any workplace
- Playing an instrument helps, but if you would love to learn an instrument and are willing to work hard. If you have computer skills, there are lots of Music Tech options

Don't just listen to us



"Music was a massive part of my time at BHA. It was my way of dealing with things as well as expressing myself through writing songs and music, and it helps massively with mental health if you're ever struggling. It was one of the best experiences studying it because you learn new types of music you never in a million years thought you'd enjoy. It's a great way to get out your creativity and develop skills you didn't even know you had. Doing music helped me focus more in other lessons. The atmosphere was always great, Mr Fenn was honestly one of my favourite teachers and it was just one of the highlights of my time there. I recommend taking music, it can give you so many new perspectives on what you want to do in life!"

Faith Clayton (Class of 2020)

"GCSE music is a creative break away from long writing subjects. You'll study music from around the world and see how music has developed over time, into what we have today.

Personally, music was one of my favourite lessons as you discover a talent you never thought you'd have before. From writing your own music, to playing challenging pieces, you develop so many new skills."

Cerys O'Shea (Class of 2020)



For more information see our
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options@beaconhillacademy.org.uk