

## Component 2: Developing Skills and techniques in the Performing Arts

### Rehearsal/design process

- Health and safety
- Behaviours and attitudes when working with others, such as:
  - Cooperation
  - Being supportive
  - Listening to others
  - Punctuality
  - Consistency
  - Commitment
  - Reliability
  - Being prepared
  - Being respectful of others' opinions and skills
- Interpreting existing performance material such as scripts and repertoire.
- Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.
- Responding to peer feedback, absorbing and applying feedback and corrections.
- Exploring themes, ideas, styles or genres
- Interpreting performance material and repertoire as a designer, e.g.:
  - Experimenting with skills and techniques
  - Testing materials, for example costume fittings, lighting states, sound effects, set pieces
  - Developing props, materials, costumes, spaces and technical elements such as lighting and sound
  - Visualisation, such as model boxes, maquettes, drawings, virtual spaces, floor plans
  - Interpreting and realising design elements from existing performance material.
- Performer reproducing existing performance material such as scripts and repertoire, e.g.:
  - Being prepared, warming up and cooling down
  - Repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography
  - Interpreting and developing a character/role
  - Combining separate elements of a piece (score, choreography and libretto)
  - Developing the relationship between musical, lyrical and spoken elements.
- Responding to direction.

### Performance skills needed by performers

**Physical skills relevant to the performance discipline**, e.g. actions, body language, characterisation, communication, expression, facial expression, focus, gesture, mannerism, posture, phrasing, reaction/interaction with others, spatial awareness, use of weight

**Vocal skills relevant to the performance discipline**, e.g. accent, breath control, characterisation, clarity and articulation, emotional range, expression, inflection and modulation, pace, pitch, phrasing, projection, remembering lines, tone and vocal colour, use of pause

**Other performance and interpretative skills relevant to the performance discipline**

e.g. awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, projection, stage presence, use of space.

#### Review rehearsal process

Developing skills such as physical, vocal, and interpretative.  
 Responding to feedback, e.g. director, peers. Identifying strengths and areas for development. Actions and targets for improvement.  
 Reference to professional working practices.  
 Use of terminology appropriate to the discipline/style of performance

#### Review performance

Applying skills such as physical, vocal  
 Responding to audience feedback.  
 Identifying strengths and areas for future development.  
 Actions and targets for future performances.  
 Reference to professional working practices.  
 Use of terminology appropriate to the discipline/style of performance.

