

## GETTING READY FOR PACK

### Level 3 Creative and Performing Arts

We are delighted you have chosen to study performing arts at Haywards Heath College

#### WHAT YOU WILL STUDY

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<b>Unit/Topic</b>	<p><b>Year 1:</b></p> <p><b>Solo Music Performance</b> This unit is to provide you with the opportunity to explore the process of preparing for and performing a solo performance. The aims of this unit are for you to understand how to create and follow a rehearsal schedule, select, and perform material for a solo performance and to reflect on the work.</p> <p><b>Vocal Techniques (Acting)</b> The aim of this unit is to develop vocal skills and techniques to use your voice effectively within the given performance space and scenario. The purpose of this unit is for you to work towards the creation of voice-overs, commentaries and broadcast material using the voice.</p> <p><b>Dance Techniques and Performance</b> This unit aims to develop your skills in jazz and your ability to understand, create, and perform jazz-specific techniques and sequences. The purpose of this unit is to provide you with the opportunity to practically understand the challenges of developing dance technique and performance as well as understanding the background and context of jazz dance.</p> <p><b>Performance Preparation</b> This unit prepares you for participation in a performance production by developing your understanding of the styles and contexts of performance genres, exploring, and developing a range of skills and techniques required for auditions/interviews for roles in performance productions, as well as developing your planning and rehearsal skills in collaboration with others.</p> <p><b>Planning for a Career in the Creative and Performing Arts</b> The purpose of this unit is to familiarise you with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link your overarching career aims with the opportunities provided within the course, defining the way that you engage with your learning.</p>

**Year 2:**

**Musical Theatre Performance**

The aim of this unit is to develop and refine the concept of 'acting through song'. The purpose of this unit is to work towards the development of relevant performance skills and the integration of singing, acting and movement/dance in a performance.

**Audition Techniques (Acting)**

The aim of this unit is to introduce you to audition techniques. The purpose of this unit is for you to develop practical skills in the techniques for auditioning in the performing arts.

**Approaches to Acting**

The aims of this unit are to introduce you to different approaches to acting and to enable you to incorporate ideas taken from one of these into your own performances. The purpose of this unit is to enable you to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.

**Vocal Techniques (Music)**

The aim of this unit is to help you to develop your own technique, understanding of repertoire and gain confidence in performance styles as a soloists and ensemble singer.

**Ensemble Music Performance**

This unit aims to develop your skills as a vocalist through practically rehearsing and performing within an ensemble. By reflecting on progress and developing strategies for managing ensemble rehearsal and performance, you will gain strategies for working within an ensemble in your future career.

**Choreography**

The aim of this unit is to develop your understanding of dance composition and choreographic principles and apply them to the process of creating, rehearsing, and bringing to performance a dance work. The purpose of this unit is to enable you to further understand and apply a range of principles and approaches to choreography and how you can use dramatic effect and music to influence and inspire dance creation.

**Final Production**

This unit aims to refine your production skills and to develop your capacity to take ownership of the entire process of a production. You will be provided with a range of opportunities to refine your skills, working towards the performance of a final production, and to evaluate your performance with the help of constructive feedback to inform your on-going development.

**Collaborative Cross-Arts Production**

The aim of this unit is to develop your own creative and collaborative style, working with creators across other art forms to develop your knowledge and understanding of producing a performance which has an

	equal focus across several art forms. The purpose of the unit is to facilitate the development of your creativity and to challenge your approach to creating original material, in collaboration with others, which reflects the whole creative team's artistic vision.
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WHAT YOU NEED	
<b>Kit List</b>	<p><b><u>Drama and Vocal Classes:</u></b> This needs to be loose comfortable black clothing that you can move easily in (no jeans). Ideally this would consist of a plain black t-shirt and black jogging bottoms or leggings.</p> <p><b><u>Dance and Movement Classes:</u></b> You will be expected to wear black leotard and black footless dance tights for your practical sessions. Foot thongs are allowed but you will all be expected to work barefoot in all dance classes. Boys can wear black shorts and black vest or tight-fitting t-shirt.</p>
<b>Course Supplement</b>	You will be provided with information regarding the studio fees for this course during your enrolment.
<b>Equipment</b>	Notebook and Pen Laptop or equivalent device

ENRICHMENT	
<p>You will be offered the opportunity to attend a minimum of 2 professional performances during each year of study.</p> <p>Tap dance classes will be available as short courses throughout your programme of study.</p> <p>Workshops and Q &amp; A with visiting professionals.</p> <p>Opportunities to build and develop your professional portfolio.</p> <p>The National Theatre 'New Views' script writing competition.</p>	

**SUMMER WORKING TASK INFORMATION**

**Completion Date: First Lesson Week Commencing 9/9/24**

This pack will help you make the best possible start to studying this subject. The tasks in this pack should take you about 4-6 hours to complete.

The tasks are designed to get a bit more difficult as you work through them as they are preparing you for studying at a higher level and to become an effective independent learner. You should try to get as far as you can working on your own but if you do need help, please email us at [info@haywardsheath.ac.uk](mailto:info@haywardsheath.ac.uk) telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.

**SUMMER WORKING TASK**

Skills Focus	Reflective analysis, research skills and analytical skills
<p><b>Task 1</b></p>	<p><b>Musical Theatre</b> Look at the different genres within musical theatre here: <a href="http://theodysseyonline.com">The Types of Musical Theatre (theodysseyonline.com)</a></p> <p><b>First</b> – Using the source above and others that you can find write a short definition for each of the following:</p> <ul style="list-style-type: none"> <li>• Concept Musical</li> <li>• Book musical</li> <li>• Jukebox Musical</li> <li>• Revue Musical</li> </ul> <p><b>Second</b> – Write a short synopsis of a musical that falls into each of the about genres including:</p> <ol style="list-style-type: none"> <li>1. What it is about? (the storyline)</li> <li>2. When and where was it first performed?</li> <li>3. Who wrote this musical (book, music and lyrics)?</li> <li>4. When and where was it last performed?</li> <li>5. What makes this a book, concept, jukebox or revue musical?</li> </ol>
<p><b>Task 2</b></p>	<p><b>Jazz Dance</b> Research the work of Bob Fosse and 1 other leading practitioner in Jazz Dance, choosing from the following list:</p> <ul style="list-style-type: none"> <li>• Jack Cole</li> <li>• Matt Mattox</li> <li>• Katherine Dunham</li> <li>• Jerome Robbins</li> <li>• Michael Bennett</li> </ul> <p><b>Write a report or film a presentation on the following areas for BOTH of your chosen practitioners:</b></p> <ol style="list-style-type: none"> <li>1. Research their background, training, accomplishments, awards won etc.</li> </ol>

	<ol style="list-style-type: none"> <li>2. What pieces/works have they created?</li> <li>3. Discuss their style and key characteristics of their work giving examples where possible.</li> <li>4. Find pictures and images to include in your research and demonstrate key characteristics of their style.</li> </ol> <p><b>Useful resources: (these should only be a starting point for your research)</b></p> <p><a href="https://www.masterworksbroadway.com/artist/bob-fosse/">https://www.masterworksbroadway.com/artist/bob-fosse/</a>  <a href="http://jeromerobbins.org/">http://jeromerobbins.org/</a>  <a href="#">The Jazz Master: Jack Cole – Dance Direct Blog. News, Reviews &amp; Advice About Dance</a>  <a href="#">Matt Mattox, Jazz Dance Master (danceadvantage.net)</a>  <a href="#">Katherine Dunham's Biography (thehistorymakers.org)</a>  <a href="#">Michael Bennett   American dancer and choreographer   Britannica</a></p>
<p><b>Task 3</b></p>	<p><b>Job Roles in the Performing Arts</b></p> <p>Look into one of the following job roles and create a PowerPoint presentation answering the questions below:  <i>(if you do not have access to PowerPoint don't worry – use word if possible, or if not then write it out on paper.)</i></p> <p><b>Possible job roles:</b> director, actor, singer, dancer, choreographer, composer, performing arts teacher, scriptwriter, musical director, set designer, costume designer, production manager, lighting designer, stage manager, theatre company owner, artistic director, rehearsal director.</p> <p><b>Use this online resource to help:</b>  <a href="https://discovercreative.careers/#/?search=&amp;context=careers&amp;tags=">https://discovercreative.careers/#/?search=&amp;context=careers&amp;tags=</a></p> <p><b>Questions to answer:</b></p> <ul style="list-style-type: none"> <li>• What are the skills and attributes required for this role?</li> <li>• Why is this job suitable for me? What skills and experience do I have that mean I am suitable for this job.</li> <li>• What qualifications do you need for the role?</li> <li>• Where can you study for these qualifications? Give examples of university or training schools, how do these courses differ from each other, which one do you prefer?</li> <li>• What experience do you need to enter this profession?</li> <li>• How can you gain experience required for the job role?</li> <li>• How is income generated? What are the rates of pay? Is it a sustainable income? Are these roles self-employed or contract based?</li> <li>• Is it a competitive job role- are there many jobs you could apply for or is it a specialist job role?</li> </ul>

**RECOMMENDED READING/WATCH LIST  
(not compulsory):**

Musical Theatre: A History  
Publisher: Bloomsbury Methuen Drama (2<sup>nd</sup> Edition)  
Author: J, Kenrick - 2017  
ISBN: 9781474267007

Choreography: Creating and Developing Dance for Performance  
Publisher: The Crowood Press Ltd  
Author: K, Flatt – 2019  
ISBN: 9781785006111

Fosse: The Biography  
Publisher: BBC Books  
Author: S, Wasson - 2019  
ISBN: 9781785944499

Acting Through Song: Techniques and Exercises for Musical Theatre Actors  
Publisher: Nick Hern Books  
Author: P, Harvard - 2013  
ISBN: 9781848422292

**Useful Websites:**

[What Is Musical Theater? - History & Terms - Video & Lesson Transcript | Study.com](#)

[Playbill: Broadway, Off-Broadway, London News, Listings and Tickets](#)

[London Musicals Guide & Touring Musicals Listings \(musicaltheatrenews.com\)](#)

[BBC Two - Bitesize Secondary, Dance - Choreography, Approaches to choreography](#)

[Bob Fosse | Biography, Style, Musicals, Movies, Awards, & Facts | Britannica](#)

[Various Clips of Bob Fosse Dancing - Bing video](#)

**Podcast:**

[BBC Radio 3 - Sound of Dance, Origins of Jazz Dance](#)

[Spotlight Podcast | Theatre Podcast | LondonTheatre.co.uk](#)

[The History of Musical Theatre Podcast • A podcast on Anchor](#)