

## GETTING READY FOR PACK

# Creative and Performing Arts (Triple)

We are delighted you have chosen to study Performing Arts at Haywards Heath College

### WHAT YOU WILL STUDY

#### Year 1

##### **Planning for a Career in the Creative and Performing Arts**

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.

##### **Vocal Techniques (Acting)**

The purpose of this unit is for you to work towards the creation of voice-overs, commentaries and broadcast material using your voice and the associated techniques.

##### **Solo Music Performance**

The purpose of this unit is to provide you with the opportunity to explore the process of preparing for and performing a solo performance. You will learn how to create and follow a rehearsal schedule, reflect on the development of your skills and techniques in singing and select and perform material for a solo performance.

##### **Dance Techniques and Performance**

The purpose of this unit is to develop your skills and techniques in Jazz Dance informed by a clear understanding of the history and context of this style. You will utilise feedback, reflection and rehearsal to develop your individual skills in this style of dance and apply these to both studio and theatre performances.

##### **Performance Preparation**

The purpose of this unit is to prepare 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.

##### **Musical Theatre**

The purpose of this unit is to develop and refine the concept of 'acting through song' to enable you to undertake a major role in Musical Theatre. 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.

<b>Audition Techniques (Acting)</b>	The purpose of this unit is to prepare you for auditions including developing successful strategies for preparation, organisation and time management to ensure that the audition runs smoothly and that you can be at your best. Audition techniques can also be applied more widely to interviews in the workplace where the ability to prepare and deliver a good interview relies on good planning and organisation as much as the techniques involved.
<b><u>Year 2</u></b>	
<b>Choreography</b>	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.
<b>Approaches to Acting</b>	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.
<b>Vocal Techniques (Music)</b>	The purpose of this unit is to develop autonomy in correcting and extending your own vocal technique through feedback and reflection. You will prepare and perform a wide range of repertoire for performance in multiple styles as soloists and as part of an ensemble.
<b>Ensemble Music Performance</b>	The purpose of this unit is to develop your skills as vocalists through practically rehearsing and performing within an ensemble. You will reflect on progress and develop strategies for managing ensemble rehearsals and performance.
<b>Collaborative Cross Arts Performance</b>	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
<b>Final Production</b>	The purpose of this unit is to refine your production skills and to develop your capacity to take ownership of the entire process of 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.

## WHAT YOU NEED

You are a blank canvas as an actor and performer, and it is important that your performances are not impacted by the clothing that you wear in terms of this restricting your movement or your characterisation. Therefore, all performing arts students (Drama, Dance and CAPA) are required to wear all black clothing to a practical lesson and be prepared to work barefoot.

### Equipment

### General

All:

- Laptop or Tablet
- Notepad
- Pen
- Pencil and rubber
- Highlighters

### Clothing

All:

- Black T-shirt
- Black Leggings or Jogging Bottoms
- Black Jumper (or cardigan) - These are available to purchase from the online store. Please see link below.

Girls:

- Black Leotard
- Black Sports Bra
- Black Footless Dance Tights
- Tan-Coloured Convertible Tights
- Black Character/Theatrical Shoes (3" heel)



Boys:

- Black shorts
- Black jazz pants



- Black (Tight Fitting) T-shirt (or leotard)
- Black Jazz Shoes

ENRICHMENT	
<b>Trips</b>	Compulsory and non-compulsory theatre trips will take place throughout the year, and you will be informed by letter and email.
<b>Guest Speakers</b>	Talks from industry professionals will take place as a part of our careers week in performing arts where students will get the opportunity to hear from a wide range of professionals from theatrical right managers to performers, directors and teachers.
<b>Events</b>	You will take part in a wide range of performances throughout the year from acting and dance showcases to a full-scale musical in term 3. You will also take part in college wide careers and open events.

SUMMER WORKING TASK INFORMATION
<b>Completion Date: First Lesson Week Commencing 08/09/25</b>
<p>This pack will help you make the best possible start to studying this subject. The tasks in this pack:</p> <ul style="list-style-type: none"> <li>• should take you <b>about 10-12 hours to complete.</b></li> <li>• should be handed into your teacher when teaching starts <b>from 8<sup>th</sup> September 2025</b> with your name on it for assessment.</li> </ul> <p><b>If you need help:</b> The tasks are designed to get you prepared 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 <a href="mailto:info@haywardsheath.ac.uk">info@haywardsheath.ac.uk</a> telling us which Getting Ready For pack you are working on and what help you need. Help is available throughout the summer holidays.</p>

SUMMER WORKING TASK	
<b>Skills Focus</b>	Reflective analysis Research Performance
<b>Task 1</b>	<p><b>Planning for a Career in the Creative and Performing Arts - Skills Audits</b></p> <p>Please complete the skills audits attached below rating your current organisational, acting, singing and dance skills. Please try and provide as much information of your knowledge of each skill in the boxes provided.</p>
<b>Task 2</b>	<p><b>Dance Techniques and Performance - Jazz Dance</b></p> <p>Carry out research into the origins of jazz dance using some of the resources below to guide you. You need to answer the following questions:</p> <ul style="list-style-type: none"> <li>- Why was jazz dance formed?</li> <li>- What are the key characteristics of this form of dance?</li> </ul>

	<ul style="list-style-type: none"> <li>- Where did it start?</li> <li>- What were its early developments and what impacted these?</li> <li>- Who are some of the key practitioners in the development of jazz dance?</li> </ul> <p>Please make sure that you explore key points when researching in depth e.g. if one piece of research mentions specific forms of dance, you will then need to research these forms in greater depth.</p> <p>You must be able to tell us where you got all of your information. Please submit these on a written document.</p> <p><b>This task can be presented as a written report, a PowerPoint presentation, a verbal presentation, blog, or video.</b></p> <p><b>Useful resources to help you get started:</b> (these are just a starting point for your research)</p> <p><a href="#">Rooted Jazz Dance - Google Books</a>  <a href="#">Jazz Dance - Google Books</a>  <a href="#">History of Jazz</a>  <a href="#">The history of Authentic Jazz dance (Part 1) (nationaljazzarchive.org.uk)</a>  <a href="#">History of Jazz Dance (youtube.com)</a>  <a href="#">What Is Jazz Dance? (youtube.com)</a></p>
<b>Task 3</b>	<p><b>Solo Music Performance</b></p> <p>Prepare a solo song of your choice in any style to present individually to your teacher (you <b>will not</b> have an audience for this). You must ensure that this is prepared as a performance with full consideration of your presentation. You must be able to present your song with a backing track or unaccompanied (these are not to be performed with an original track).</p> <p>Choosing your song:</p> <ul style="list-style-type: none"> <li>- Make sure that you are familiar with the song</li> <li>- Make sure that it is within your vocal range</li> <li>- Make sure that you can relate to the lyrics</li> </ul> <p><b>Useful resources to help you get started:</b> (these are just a starting point for your research)</p> <p><a href="#">Show Audition Song Guides – Musical Theatre Resources</a>  <a href="#">40 Best Songs to Sing in an Audition and Win Everyone's Heart - Melodyful</a>  <a href="#">50 Best Songs for Vocal Auditions with 16 and 32 Bar Audition Cuts — Musicnotes Now</a>  <a href="#">Download your instrumental songs in MP3 format - Custom Backing Track - Karaoke Version</a></p>
<b>Task 4</b>	<p><b>Vocal Techniques (Acting)</b></p> <p>Please complete the document attached called: (1.1 - Vocal Techniques – Acting). Fill out the document with the how you think each vocal technique applies to the voice for the actor for each of the performance disciplines.</p>

**RECOMMENDED READING/WATCH LIST**

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](#)

[Vocal elements - Describing voice - GCSE Drama Revision - WJEC - BBC Bitesize](#)

[What is Theater Voice? A Guide to Vocal Techniques in Drama](#)

[Unlock Your Acting Potential: Explore the Techniques of Influential Voice Practitioners - Online Course - Acting Techniques and Vocal Identity: The Power of the Voice \(jani dueñas\) | Domestika](#)

**Podcast:**

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

[Making a Musical: The Future of British Musical Theatre Podcast](#)

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

## Task 1

<b>ACTING</b>  <b>Skills, techniques, and practices</b>	<b>Level of competence 1– 10 (low) (high)</b>	<b>Explain your current experience and abilities in each area</b>	<b>How will you improve and develop this skill/practice?</b>
<b>Vocal skills</b>			
Pitch			
Pace			
Tone			
Volume			
Emphasis			
Articulation			
Accent			
<b>Physical skills</b>			
Body Language			
Use of Eye Contact			
Facial Expression			
Gestures			
Gait			
Spatial Proxemics			
<b>General Skills</b>			
Learning Lines			
Developing a Character			
Mask Work			
Use of Set and Props			

<b>DANCE</b>  <b>Skills, techniques, and practices</b>	<b>Level of competence 1– 10 (low) (high)</b>	<b>Explain your current experience and abilities in each area</b>	<b>How will you improve and develop this skill/practice?</b>
<b>Physical skills</b>			
Posture			
Alignment			
Balance			
Coordination			
Control			
Flexibility			
Mobility			
Strength			
Stamina			
Extension			
Isolation			
<b>Technical skills</b>			
Spatial awareness			
Clarity of actions			
Elevation			
Use of breath			
Transference of weight			
Timing			
Sense of rhythm			
<b>Expressive skills</b>			
Projection			
Focus			
Spatial awareness			
Facial expression			
Phrasing/musicality			



<b>Cognitive skills</b>			
Movement memory			
Focus and commitment			
Concentration			
Confidence			
Effective rehearsal process			
Planning for rehearsal			
Response to feedback			
Capacity to improve			
<b>Safe working practices</b>			
Safe execution			
Clothing – Inc. absence of jewellery			
Footwear			
Hairstyle			
Warm-up			
Cool-down			
Nutrition			
Hydration			
<b>SINGING</b>  <b>Skills, techniques, and practices</b>	<b>Level of competence</b> <b>1– 10</b> <b>(low) (high)</b>	<b>Explain your current experience and abilities in each area</b>	<b>How will you improve and develop this skill/practice?</b>
<b>Physical skills</b>			
Posture			
Body language			
Gesture			
Facial Expression			
<b>Technical skills</b>			
Breath Control			
Pitching/Intonation			

Diction			
Vocal placement/Mix			
Tone			
Resonance/Timbre			
Projection			
Vocal range			
Characterisation/Interpretation			
Mood/Emotion/Atmosphere			
Physicality/Body language			
Style			
Phrasing			
Posture			
Confidence			
<b>Safe working practices</b>			
Safe execution			
Warm-up			
Nutrition			
Hydration			
<b>ORGANISATION</b>  <b>Skills, techniques, and practices</b>	<b>Level of competence</b> <b>1– 10</b> <b>(low) (high)</b>	<b>Explain your current experience and abilities in each area</b>	<b>How will you improve and develop this skill/practice?</b>
Time Management			
Meeting Deadlines			
Responding to emails			
Updating professional social media			
Self-discipline			
Working with others			

Task 4

Vocal Techniques

Vocal Qualities	Presenting	Radio Broadcasting	Live Theatre Performance
<b>1. Intonation &amp; Melody</b> Variation in tone and melody is vital. Decide which words and passages deserve extra attention and increase the tone to emphasise these points.			
<b>2. Volume</b> Projecting your voice to ensure everybody in the audience can hear you is essential. To draw the audience's attention to certain parts of a speech, try varying the volume – sometimes louder, sometimes softer – so that selected passages stand out from the rest.			

<b>3. Clarity</b> Don't forget to articulate every word, to ensure clarity on your part and understanding on the part of the audience.			
<b>4. Emphasis</b> Emphasising different words can change the focus of a message by altering meaning and/or implication.			
<b>5. Pauses</b> There are several purposes for which pauses can be used... <ul style="list-style-type: none"><li>• to give listeners a chance to absorb something</li><li>• to generate expectations about something that's going to be said</li><li>• to give the presenter a moment to focus</li></ul>			

<b>6. Pacing</b> If a speech is delivered too fast, it can hinder understanding and generate anxiety in the audience. If it's delivered too slowly, it can tire and bore people.			
<b>7. Tone</b> Setting the right tone for the speech overall can ensure better understanding and relevance to the audience.			