

GETTING READY FOR PACK

Creative and Performing Arts (Level 2)



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

WHAT YOU WILL STUDY

Final Production	The purpose of this unit is to prepare learners with the skills to audition for a production, plan, rehearse and participate in a final production.
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.
Performing Text	The purpose of this unit is to develop the skills necessary for analysing a piece of dialogue in dramatic writing and to be able to perform it appropriately giving learners practical experience in these skills, using both modern and classic texts.
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.
Ensemble Dance Performance	The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style. This unit aims to introduce and develop learners' skills in a selected dance style and improve their ability to reproduce and perform technical movements with a group and develop and perform a style specific sequence.

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	
	<p><u>General</u></p> <p>All:</p> <ul style="list-style-type: none"> - Laptop or Tablet - Notepad - Pen - Pencil and rubber - Highlighters
	<p><u>Clothing</u></p> <p>All:</p> <ul style="list-style-type: none"> - 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. <p>Girls:</p> <ul style="list-style-type: none"> - Black Leotard - Black Sports Bra - Black Footless Dance Tights - Tan-Coloured Convertible Tights - Black Character/Theatrical Shoes (3" heel)  <p>Boys:</p> <ul style="list-style-type: none"> - Black shorts - Black jazz pants  <ul style="list-style-type: none"> - Black (Tight Fitting) T-shirt (or leotard) - Black Jazz Shoes

ENRICHMENT	
Trips	Compulsory and non-compulsory theatre trips will take place throughout the year, and you will be informed by letter and email.
Guest Speakers	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.

Events	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.
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SUMMER WORKING TASK INFORMATION	
Completion Date: First Lesson Week Commencing 08/09/25	
<p>This pack will help you make the best possible start to studying this subject.</p> <p>The tasks in this pack:</p> <ul style="list-style-type: none"> • should take you about 10 hours to complete. • should be handed into your teacher when teaching starts from 8th September 2025 with your name on it for assessment. <p>If you need help: 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 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.</p>	

SUMMER WORKING TASK	
Skills Focus	Reflective analysis Research Performance
Task 1	<p>Planning for a Career in the Creative and Performing Arts - Skills Audits</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>
Task 2	<p>Solo Music Performance</p> <p>Prepare a solo song of your choice in any style to present individually to your teacher (you will not 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"> - Make sure that you are familiar with the song - Make sure that it is within your vocal range - Make sure that you can relate to the lyrics <p>Useful resources to help you get started: (these are just a starting point for your research)</p> <p>Show Audition Song Guides – Musical Theatre Resources 40 Best Songs to Sing in an Audition and Win Everyone's Heart - Melodyful</p>

	50 Best Songs for Vocal Auditions with 16 and 32 Bar Audition Cuts — Musicnotes Now Download your instrumental songs in MP3 format - Custom Backing Track - Karaoke Version
Task 3	<p>Performing Text</p> <p>Please complete the document attached called: Task 3 Vocal Techniques. 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	
<p>Musical Theatre: A History Publisher: Bloomsbury Methuen Drama (2nd Edition) Author: J, Kenrick - 2017 ISBN: 9781474267007</p> <p>Acting Through Song: Techniques and Exercises for Musical Theatre Actors Publisher: Nick Hern Books Author: P, Harvard - 2013 ISBN: 9781848422292</p> <p><u>Useful Websites:</u></p> <p>What Is Musical Theater? - History & Terms - Video & Lesson Transcript Study.com</p> <p>Playbill: Broadway, Off-Broadway, London News, Listings and Tickets</p> <p>London Musicals Guide & Touring Musicals Listings (musicaltheatrenews.com)</p> <p>Vocal elements - Describing voice - GCSE Drama Revision - WJEC - BBC Bitesize</p> <p>What is Theater Voice? A Guide to Vocal Techniques in Drama</p> <p>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</p> <p><u>Podcast:</u></p> <p>BBC Radio 3 - Sound of Dance, Origins of Jazz Dance</p> <p>Making a Musical: The Future of British Musical Theatre Podcast</p> <p>The History of Musical Theatre Podcast • A podcast on Anchor</p>	

Task 1

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

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

Cognitive skills			
Movement memory			
Focus and commitment			
Concentration			
Confidence			
Effective rehearsal process			
Planning for rehearsal			
Response to feedback			
Capacity to improve			
Safe working practices			
Safe execution			
Clothing – Inc. absence of jewellery			
Footwear			
Hairstyle			
Warm-up			
Cool-down			
Nutrition			
Hydration			
SINGING Skills, techniques, and practices	Level of competence 1– 10 (low) (high)	Explain your current experience and abilities in each area	How will you improve and develop this skill/practice?
Physical skills			
Posture			
Body language			
Gesture			
Facial Expression			
Technical skills			
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			
Safe working practices			
Safe execution			
Warm-up			
Nutrition			
Hydration			
ORGANISATION Skills, techniques, and practices	Level of competence 1– 10 (low) (high)	Explain your current experience and abilities in each area	How will you improve and develop this skill/practice?
Time Management			
Meeting Deadlines			
Responding to emails			
Updating professional social media			
Self-discipline			
Working with others			

Task 3

Vocal Techniques

Vocal Qualities	Presenting	Radio Broadcasting	Live Theatre Performance
1. Intonation & Melody Variation in tone and melody is vital. Decide which words and passages deserve extra attention and increase the tone to emphasise these points.			
2. Volume 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.			

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

6. Pacing 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.			
7. Tone Setting the right tone for the speech overall can ensure better understanding and relevance to the audience.			