

Cambridge **TECHNICALS LEVEL 3**

PERFORMING ARTS

Summary Brochure
2017/2018
Version 3



PRACTICAL
CREATE
TECHNIQUE
AESTHETIC STYLE
MOVEMENT
CLASSICAL
CULTURE CHALLENGE
DIVERSE INTERPRET
PERFORM
DISCIPLINE RESEARCH

PRODUCE
QUALITY
PERFECT
VISION

CONTEMPORARY

OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.

Cambridge
TECHNICALS
2016

Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).

We are delighted to be working in partnership with Hodder Education to deliver you quality teaching resources.

www.hoddereducation.co.uk

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018 performance tables and 2019 performance tables
- Designed to meet the DfE technical guidance
- Attracts UCAS points at Level 3



Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey.

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

Our offer:

Subject	Level 2	Level 3
Art and Design	✓ (2012 suite only)	✓ (2012 suite only)
Business	✓	✓
Media/Digital Media	✓	✓
Engineering	✓	✓
Health and Social Care	✓	✓
IT	✓	✓
Science/Laboratory Skills	✓	✓
Media	✓	✓
Performing Arts	✓	✓
Sport and Physical Activity	✓	✓

The qualifications allow for a high degree of flexibility with the choice of units that make up the qualifications, so your students can specialise in the specific areas of the subject that interest them most.

LEVEL 3 CAMBRIDGE TECHNICALS IN PERFORMING ARTS

Launched for first teaching September 2016, our Level 3 Cambridge Technicals in Performing Arts qualifications allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an apprenticeship, or employment.

We've designed refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of your students in 2016 and beyond. To do this we've consulted with universities, employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

The Level 3 Cambridge Technicals in Performing Arts have been developed to meet the changing needs of the sector, and prepare your students for the challenges they'll face in Higher Education or employment. These qualifications are not just about being able to perform on stage; designed in collaboration with experts spanning the breadth of the sector they focus on the requirements that today's universities, professional vocational colleges and employers demand.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on Prepare to work in the performing arts sector, Proposal for a commissioning brief, Influential performance practice, Arts administration, and Original performance has resulted in focused qualifications. Depending on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications or A Levels, or may constitute the bulk of a two-year study programme.



Your students will practically apply their skills and knowledge in preparation for further study or the workplace; they will develop technical and performance skills; as well as theoretical knowledge and understanding to underpin these skills. Plus, they will be equipped with the skills to be able to research, apply elements to their own performance and set out project proposals. They will also gain a range of transferable skills that will underpin freelance work in their chosen field.

Students will also gain an understanding of how different businesses and organisations in the performing arts sector work. When it comes to progression or employment, your students will learn about the variety of opportunities available to them, and the roles and responsibilities of businesses and organisations within the sector. They will develop strategies, attitudes and survival skills for sustaining a career in the performing arts industry, as well as an understanding of the expectations of potential employers so that they can maximise their chances of getting work in a fiercely competitive environment.

The Qualifications

All qualifications across the Cambridge Technicals in Performing Arts suite, will have the ability to be co-teachable; allowing for flexibility within the delivery of study programme.

Level 3 Cambridge Technicals in Performing Arts

Scheme code	Qualification title	Guided learning hours (GLH)
5850	Level 3 Cambridge Technical Certificate in Performing Arts	180
5851	Level 3 Cambridge Technical Extended Certificate in Performing Arts	360
5852	Level 3 Cambridge Technical Foundation Diploma in Performing Arts	540
5853	Level 3 Cambridge Technical Diploma in Performing Arts	720
5876	Level 3 Cambridge Technical Extended Diploma in Performing Arts	1080

Diploma Pathways

The Diplomas have vocational pathways within them that can be followed. There are four pathways in the 540 glh Foundation Diploma, five in the 720 glh Diploma qualification and five in the 1080 glh Extended Diploma.

Acting

This pathway will prepare students for the modern demands of the acting industry, enabling them to be flexible and adaptive. Learning how to develop acting techniques and hone their performance skills. There are also opportunities to learn about script writing and an introduction to Theatre Directing.

Dance

This pathway will prepare students for the demands and exhilaration of showcasing live dance performance. They will focus on building a strong foundation in dance techniques and gaining a real insight into the realities of life as a dancer. They will also have the opportunities to develop choreography skills and immerse themselves in professional dance works in order to understand how they are structured.

Music

With the advances in technology, there are now many routes within music. Students can focus on creating music, mastering techniques as an instrumentalist, producing music using technology, singing or performance as well as an opportunity to explore writing songs or managing the equipment used in the music-making process.

Theatre Production

For every performer on stage there are eight people behind the scenes helping to make the 'magic' happen, so the backbone of every performance is the production team. Students will learn about the processes involved in the organisation and management of technical resources and people during a theatrical production. Through our work with LAMDA and RADA, we have developed units that will focus on the knowledge and skills needed to design and operate lighting and/or sound, design and realise characters and/or sets.

Musical Theatre – only available in the Diploma (720 GLH) and Extended Diploma (1080 GLH)

A key term in musical theatre training is learning to be a 'triple threat performer', which means the ability to act, sing and dance to a high standard. We have been guided by the Liverpool Musical Theatre School to build this pathway to ensure that students have the skills and experience to build a successful career in Musical Theatre.

Progression

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down different qualification sizes.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points*.

DfE Key Stage 5 Performance Measures

We've made the decision to position the Cambridge Technicals in Performing Arts in the 'Applied General' category outlined in the DfE's technical guidance.

*It is important to check individual course requirements when applying to university.

Applied General

You can be confident that we are working with universities to make sure that Cambridge Technicals designed to meet the Applied General characteristics will provide your students with the depth and breadth of knowledge, understanding and skills required for further study in that subject area at Higher Education. These qualifications will include a range of mandatory and optional units.

We're conscious that due to changes in A Level curriculum and assessment, some students who would generally undertake an academic qualification may benefit from taking an Applied General vocational qualification that is designed for progression to Higher Education.

The Cambridge Technicals in Performing Arts include AS and A2 equivalent size qualifications, which have nested units enabling your students to move from one size to the other. We're aware that the decoupling of the AS from the A Level may not provide the flexibility you need in order to offer a comprehensive study programme. Therefore, the Cambridge Technicals provide you with the solution you need in order to give students optionality within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university.

Collaborators

The Cambridge Technicals in Performing Arts have had support from a range of employers and universities. These include:

Employers	HEIs
Arts Council England	Bath Spa University
Association of British Orchestras	LAMDA
Birmingham Hippodrome	Liverpool Theatre School
Birmingham Repertory Theatre	RADA
Cities Variety Music Hall	Rotherham College of Arts and Technology
Custom Costume Company	University Campus Barnsley
Hyde Park Picture House in Leeds	University of Wolverhampton
Inspire School of Dance	
Mark Cordory Creations	
Music Education Council	
Roland UK	
The Grand Theatre & Opera House	
Theatre Royal Wakefield	

M = Mandatory O = Adaptable for any form PO = Pathway Optional					Applied General															
					Certificate 180 GLH	Extended Certificate 360 GLH	Foundation Diploma in Performing Arts 540 GLH				Diploma in Performing Arts 720 GLH*					Extended Diploma in Performing Arts 1080 GLH*				
Number of units needed					2	5	6-8				6-8					7-10				
							PATHWAYS				PATHWAYS					PATHWAYS				
Unit number	Pathway	Unit title	GLH	Assessment method			Acting	Dance	Music	Theatre Production	Acting	Dance	Music	Musical Theatre	Theatre Production	Acting	Dance	Music	Musical Theatre	Theatre Production
1	Core units	Prepare to work in the performing arts sector	120	E	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2		Proposal for a commissioning brief	60	E	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
3		Influential performance practice	60	E	-	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
32		Arts administration	120	E	-	-	-	-	-	-	M	M	M	M	M	M	M	M	M	M
33		Original performance	120	E	-	-	-	-	-	-	-	-	-	-	-	-	M	M	M	M
4	Any art form	Combined arts	60	I	-	M	O	O	O	O	O	O	O	-	O	O	O	O	O	O
5		Current issues in performing arts	60	I	-	O	O	O	O	O	O	O	O	-	O	O	O	O	O	O
6		Improvisation	60	I	-	O	O	O	O	O	O	O	O	-	O	O	O	O	O	O
7		Health and fitness for performance	60	I	-	O	O	O	O	O	O	O	O	-	O	O	O	O	O	O
8		Performing repertoire	60	I	-	O	O	O	O	O	O	O	O	-	O	M	O	O	O	O
9	Acting	Acting technique	120	I	-	-	M	-	-	-	M	-	-	M	-	M	O	O	M	O
10		Classical theatre performance	60	I	-	-	PO	-	-	-	PO	-	-	-	-	M	O	O	PO	O
11		Script writing	60	I	-	-	PO	-	-	-	PO	-	-	-	-	M	-	-	-	-
12		Theatre directing	60	I	-	-	PO	-	-	-	PO	-	-	-	-	M	-	-	-	-
13	Dance	Dance technique	120	I	-	-	-	M	-	-	-	M	-	M	-	O	M	O	M	O
14		Dance performance	120	I	-	-	-	PO	-	-	-	PO	-	-	-	O	M	O	PO	O
15		Dance choreography	60	I	-	-	-	PO	-	-	-	PO	-	-	-	-	PO	-	-	-
16		Dance appreciation	60	I	-	-	-	PO	-	-	-	PO	-	-	-	O	PO	O	O	O
17		Deliver dance and movement workshops	60	I	-	-	-	PO	-	-	-	PO	-	-	-	O	PO	-	-	-
18	Production	Production & stage management process	120	I	-	-	-	-	-	M	-	-	-	-	M	O	O	O	O	M
19		Stage lighting design and operation	60	I	-	-	-	-	-	PO	-	-	-	-	PO	-	-	-	-	PO
20		Stage sound design and operation	60	I	-	-	-	-	-	PO	-	-	-	-	PO	-	-	-	-	PO
21		Character design & realisation	120	I	-	-	-	-	-	PO	-	-	-	-	PO	O	O	O	O	PO
22		Set design & realisation	120	I	-	-	-	-	-	PO	-	-	-	-	PO	O	O	O	O	M
23	Music	Create music to perform	120	I	-	-	-	-	M	-	-	-	M	-	-	O	O	M	O	O
24		Instrumental music technique	120	I	-	-	-	-	PO	-	-	-	PO	-	-	O	O	PO	O	O
25		Music performance	120	I	-	-	-	-	PO	-	-	-	PO	-	-	O	O	M	O	O
26		Singing technique	120	I	-	-	-	-	PO	-	-	-	PO	M	-	O	O	PO	M	O
27		Singing performance	120	I	-	-	-	-	PO	-	-	-	PO	-	-	O	O	PO	PO	O
28		Songwriting	60	I	-	-	-	-	PO	-	-	-	PO	-	-	-	-	PO	-	-
29		Musicianship	60	I	-	-	-	-	PO	-	-	-	PO	-	-	-	-	PO	-	-
30		Produce music using technology	60	I	-	-	-	-	PO	-	-	-	PO	-	-	-	-	PO	-	-
31		Technical management	60	I	-	-	-	-	PO	-	-	-	PO	-	-	-	-	PO	-	-

*720 GLH and 1080 GLH unit content is currently draft until submitted to and approved by the Department for Education

UNITS – AIM AND PURPOSE

Unit 1

Prepare to work in the performing arts sector

The performing arts industry is a large and complex business. As well as playing a part in the cultural life of a country, it has significant economic benefits and impacts on the lives of most people; this could be when they watch a performance, play a CD or send their children to dance classes. It is hugely diverse and embraces many different art forms, jobs and types of organisations.

This unit will give your students an understanding of the range and diversity of this industry. They will learn about the jobs and organisations that make up the industry, how it is funded and how companies are supported and regulated.

The unit will give your students strategies, attitudes and survival skills for sustaining a career in the performing arts industry. They will learn to self-promote and respond to current employment opportunities, as well as learning when and how to adapt to a quickly changing economic landscape. It will also give them an understanding of the expectations of potential employers so that they can maximise their chances of getting work in a fiercely competitive environment.

The aim of the unit is to equip students with the knowledge and understanding of the wider business context for their chosen career route; this will be in the preparation of focused application materials and in recognising the organisations that will have an impact on that route. They will also explore the logistical and financial constraints that have an impact on the sector and therefore their place in it.

Unit 2

Proposal for a commissioning brief

Working as a community artist can be both challenging and highly rewarding, and community groups of all ages, abilities and cultural backgrounds have benefited from working with committed and creative young artists. This unit will equip your students with the range of skills to be able to set out proposals as a response to a given brief and then set up and pilot performances and/or workshops. It will also provide them with a set of transferable skills that will underpin freelance work in their chosen artistic field.

Students will be given the opportunity to develop a community arts project from a given brief. They will consider their creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants, who may otherwise have little access to the project's content. They will develop knowledge and understanding of administration and planning, as well as the appropriate creative skills and techniques applicable to a project, learning how to monitor development and pilot practical elements in a way that will support the potential project and put contingency in place.

The unit involves developing a project proposal that responds to a given brief. There is not an obligation to carry the project through to a full realisation with the community group, but students will need to deliver a final proposal and they may work on simulations, pilots and internal workshops. However, throughout the progress of the project, students will need to assume a realisation of the project to give it purpose and to make their proposal credible and realistic.



Unit 3

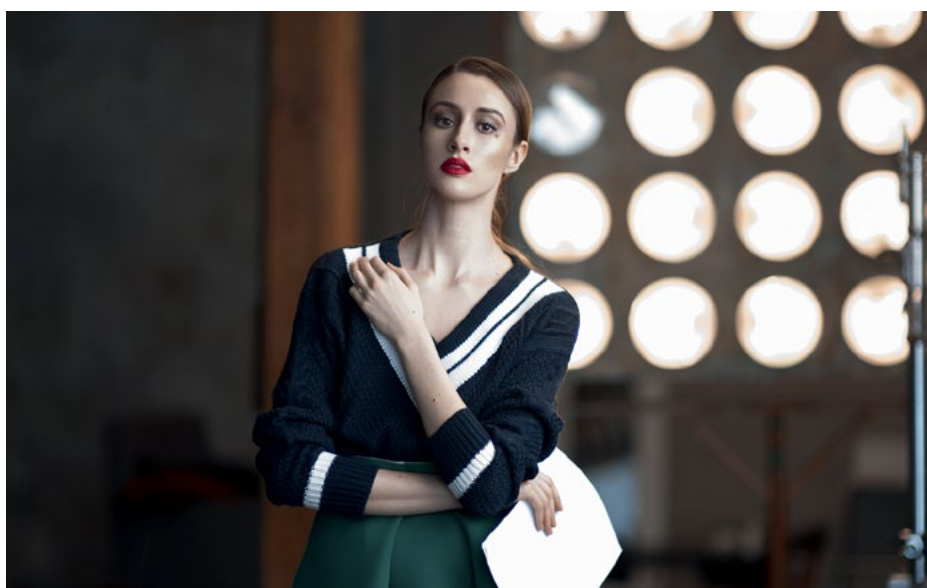
Influential performance Practice

This unit will give your students the framework that will stay with them for their entire career, placing themselves in the optimum position for employment and further training, and provide the attitude and professional perspective to build a firm foundation in the changing and dynamic working environment that is the performing arts.

Students will learn about genres, styles and periods, social, cultural and historical influences and significant theatrical/performance developments and practitioners. To help understand the demands of performing a piece of repertoire, they will need to be familiar with the context in which the piece was created and the stylistic conventions of the style or genre into which the piece fits. They will become familiar with a range of different styles and periods, e.g. Classical, Modern and post- Modern, within their social, cultural and historical contexts and will be able to select, adapt and apply elements of their research into their performance concept and practical performance.

In addition to learning about performance contexts, students will also develop research skills, thereby enabling them to access a wide range of resources through which they will be able to explore contexts, periods, styles, conventions and methodologies relating to production/performance. They will experience being able to select, organise and analyse the material they access, enabling them to present a reasoned argument and, in turn adapt and apply this knowledge into their own performance practice, directorial concept, choreographic concept or presentation concept, dependent on the discipline being studied.

The build-up across this unit will demonstrate an exciting journey that culminates in a practical performance and evaluative tasks that will be able to assist students future engagement in the arts.



Unit 4

Combined arts

Some contemporary performance companies don't want to be categorised. These companies don't want to be solely defined as 'theatre' or 'dance' companies, for instance, but would prefer to be known for the barriers they cross and for the integrated nature of the work that they do. Arts Council England (ACE) and other funding bodies acknowledge that this is a recognisable hybrid method and form of performance and fund it accordingly as 'combined arts'.

Your students' research into the history of new performance and influential artistic practice will reveal a long history of actors, dancers and musicians, extending their skills into other forms and beginning new creative movements and styles. Few performance companies that students see as part of their course will be exclusively defined by a narrow art form, and some companies positively seek to produce performances not easy to define. They will study these historical and contemporary examples to inspire them to make their own piece of combined art.

Whatever their principal art form is, this unit will give your students the opportunity to create a new performance by reinterpreting an existing piece of repertoire. They will integrate two or more different art forms or styles of performance into their new reimagined piece of repertoire. They may be an actor, dancer or a musician, work with masks or puppets, be a mime artist or musical theatre performer. In this unit they will be able to find innovative and dynamic ways of combining these to reimagine the existing piece and making it accessible and fresh for a contemporary audience.

Unit 5

Current issues in performing arts

In this unit your students will explore how the performing arts are influenced by the social and political environment in which they operate. They will explore practical ways to develop critical thinking skills, and integrate social and political perspectives into their understanding of the performing arts industry.

In this unit they will research national and local issues affecting the performing arts industry and produce a topical, in-depth report about how such issues may impact upon the performing arts industry and their own potential careers and professional progression.

Unit 6

Improvisation

Improvisation is an integral element of music, dance and drama technical development and performance processes. This unit allows your students to explore and develop the creative skill of improvisation and understand its place in the development process of performance. It will help them to extend their technical vocabulary and increase their ability to analyse and evaluate. They will begin to understand the demands and rewards of such work through a variety of research, practical workshops, rehearsals, reflection and refinement. They'll be supported to experiment and take risks within the performance space culminating in the realisation of improvisation performances for an audience.

This unit is designed to be approached through any performance discipline e.g. music, dance or drama or a combination of more than one, for example, physical or musical theatre approaches.

Unit 7

Health and fitness for performance

Performance is a demanding business both in terms of the physical and mental pressures. As a performer you need to ensure you maintain not just a healthy lifestyle, but one that prepares and sustains the physical demands placed upon you. This requires knowledge of the body's infrastructure and its requirements.

In this unit your students will study the science of the body and how it works in the preparation for, during and after performance. They will undertake a range of training activities relevant to their discipline, monitor their own fitness and ability and will learn about the prevention and treatment of common injuries.

Unit 8

Performing repertoire

Repertoire is the collected works of individual practitioners, a canon of work from an art form, the regularly performed pieces of a company or a term that reflects a wider style or genre. Your students will have an opportunity to work within the discipline and demands of a piece of repertoire and to put their own mark on the material.

In this context, repertoire texts and performance pieces are ones that have been performed before and perhaps reinterpreted to reflect the age in which they are revived. For your students as developing artists, it is important to get to know the repertoire in their chosen art form. This gives them a context and a history to their work and helps to shape and hone their own growing technical range and ability.

Once students understand the elements that define a piece of repertoire and can replicate these, they will be able to contribute with confidence and focus to dynamic reinterpretations, helping to make repertoire contemporary, up-to-date and engage new audiences.

Unit 9

Acting technique

Most modern actors have a range of acting techniques that will respond to particular texts or styles of performance. These techniques have been built to enable them to be flexible and adaptive in the many professional contexts they find themselves in; from the heavy demands of Shakespeare or Ibsen through to voice-over work, pantomime, role-play or commercials. But the idea of training in acting technique is relatively recent and responds to the need to find an 'inner life' or 'live' the part being played. Prior to the Naturalistic Revolution and the work of Stanislavsky, actors learnt their craft on the job and were expected to play roles almost immediately without years of training in conservatoires or schools.

This unit will encourage your students to trace the history of acting technique and to explore how it developed into something that can be learnt and honed. This will include how society as a whole viewed actors, how playwrights and influential theatre practitioners impacted on acting technique and how in contemporary contexts acting technique has to be the flexible thing described above.

Students will explore acting techniques in practical workshops and classes and begin to understand how some texts demand particular ways of performing and how some remain open to the unique approach of the actor. They will also need to perform with reference to a specific technique, responding to direction and keeping detailed documentation of the process of performance and the subsequent development of their relationship with the technique being applied.

Unit 10

Classical theatre performance

Classical theatre performance remains a staple of performance repertoire for the professional actor. The 'classics' are performed continuously in both the UK and around the world. It can be a tricky term to pin down but any study of the classics should start with Greek drama as this is where it all began. Where in history the definition should end is debatable but generally, the rise of Naturalism and the subsequent fragmentation of style and genre is an acceptable moment, around 1885. However, for the purposes of this unit, the definition of 'classic' can embrace the later nineteenth century works of Ibsen, Chekhov and Strindberg.

The unit provides opportunities for your students to become familiar with classical repertoire by applying research to performance. The substance of the unit is therefore a combination of theory and practice, with the ultimate aim of students being able to demonstrate their understanding of the key stylistic features of classical theatre, both in performance and in their ability to analyse and evaluate performance effectiveness. Central to that research is the socio-historical contexts which produced the distinctive performance features of the classical repertoire. Once this context is understood, they will be able to develop performances that are accessible to modern audiences by adapting and creating updated interpretations of their final chosen piece.

Unit 11

Script writing

Writing scripts can create history through producing a story that can be retold time and time again to new audiences. Scripts can be inspiring and even life-changing. Imagine the thrill of seeing or hearing your script being performed.

This unit will inspire your students to write for stage, screen or radio or to capture their devised narratives on paper to refine and record. They will explore the specific nature of writing for a performance and learn how to gather and use feedback to refine ideas towards creating a memorable and exciting script.

Unit 12

Theatre directing

This unit will enable your students to find and apply their own creative vision and methodology as a theatre director. They will learn how theatre-making is a collaborative process that develops and evolves by working on scripts with the actors and the production team. Directing involves acknowledging and integrating feedback into the working practice – this is a two-way process that underpins this unit.

Students will begin to understand how actors and performers work, the demands of texts created by playwrights, as well as the logistics and creative possibilities of staging. They will also learn to address how casting appropriately and productive teamwork can facilitate productions. They'll be given the opportunity to apply this knowledge and understanding in applied directing situations and will have responsibility for producing the show in time and on budget.

Unit 13

Dance technique

To be accomplished in your trade, it is necessary to follow the background journey that many other great dancers have followed through endurance and perfectionism to allow your body to be able to do what it will be required to do as a professional.

This unit will inspire your students to understand the value, process and importance of dance technique and will encourage them to develop technical and performance skills in a minimum of two dance styles. It will focus their discipline and a commitment to regular practice, whilst allowing for the development of their creativity and self-expression.

The unit also acknowledges the wide variety of dance styles, techniques and genres and provides students with an opportunity to develop existing skills or to explore new techniques that will demonstrate the versatility of performers required in the industry today.

This unit will reinforce their understanding and application of correct technique that can be used as a dancer, choreographer or teacher and encourages the appreciation of style and the demands of performance.

Unit 14**Dance performance**

If your students want to be professional dancers, audition for vocational colleges and jobs in the future or just love to perform, then this is the unit for them. This unit will give them opportunities to experience the demands and exhilaration of showcasing live dance performance and produce their own audition solo piece.

It requires commitment and hard work to achieve performance standard in the professional world and this unit aims to replicate that experience. It will give students real insight into the realities of life as a dancer and the need to execute a range of skills in various styles, including performing to a choreographer's intention and direction. This is not a choreographic unit and is designed for a dancer to learn how to react to the performance challenges of prescriptive paid work.

Unit 15**Dance choreography**

Choreography is the art of creating dances, forming movements into phrases and structuring them into longer sequences. Each choreographer develops their own style and approach to choreography dependent upon the dance technique, genre or culture in which they are working.

Your students will explore the science of choreography and the work of the professionals to develop their own approach and style in a sophisticated way. They will build an appreciation of dance and dance works with a practical application of their developing skills in a range of styles.

Unit 16**Dance appreciation**

Not just for the dancer, this unit is for anyone who enjoys or needs to know more about dance and be able to appreciate how it works. To appreciate dance fully you need to have experienced the process. This unit will give your students the opportunity to immerse themselves in professional dance works, equipping them with the technical knowledge and insights in order to break dance pieces down into their component parts.

It is a unit that is not only for those students who are aspiring to become professional dancers, where they will benefit from the rigour and discipline of the work, but also opens the door for a wider range of careers in dance and physical theatre. It will provide them with knowledge of the way dance is made and have a greater understanding of the languages and vocabularies of professional dance.

Students will unpick choreography and repertoire, reconstructing dances both as they were and as new forms and interpretations using the component parts. It will also give the budding choreographer the skills and techniques to develop greater competence and the beginnings of a unique personal style.

For aspiring choreographers, dance teachers, journalists or critics, this unit will provoke thought about the process and structure of choreography, opinion and the appreciation of works and professional choreographers.

Unit 17

Deliver dance and movement workshops

Every practitioner will at some point in their career be required to share their ideas with other artists and good teaching skills are vital to communicating artistic intention. This unit aims to equip your students with teaching skills and to provide them with a taste of the classroom from the perspective of the teacher, the workshop leader or the choreographer.

If teaching is a possible career option then this is the unit for your students, but it will also encourage the development of a range of transferable skills and knowledge that they can use in other areas of dance and performing arts.

Students will also gain personal confidence and have time to develop their own voice and style of delivery.

The skills that they will develop will help them to create and deliver appropriate teaching activities and the knowledge to help structure them into coherent dance or movement workshops.

Unit 18

Production and stage management process

Production and stage management is an umbrella term which describes the various processes involved in the organisation and management of technical resources and personnel during a theatrical production. Though these roles are to be found chiefly in the theatre, they are also present in the music and events industries which offer a wide and stimulating range of career possibilities.

This unit will give your students an understanding of the diverse range of skills demanded by these processes. They will learn about the role of the production manager and the role of the stage management team, as well as the techniques and methods that are used. They will also have an opportunity to fulfil aspects of these roles and develop your understanding of them further. They'll learn about people management and the coordination of the resources that contribute to a theatre production. Students will learn why stage managers need to be good planners and organisers and how they are central to the production team and the smooth running of a show or event. The skills that they will learn are transferable into a range of other professions.

Unit 19

Stage lighting design and operation

Stage lighting design and operation is an umbrella term which describes the various processes involved in the creative and practical aspects of lighting for the stage to communicate the intentions of the text and the director's interpretation of it to an audience. These processes are to be found in the theatre, television and film industries and offer a wide and stimulating range of career possibilities.

This unit will give your students an understanding of the diverse range of skills demanded by these processes. They will learn about the role of the lighting designer, the role of lighting operations technician and the techniques and methods that are used. They will also have an opportunity to fulfil these roles and develop their understanding of them further. They will learn how to create designs to a design brief and construct a lighting plan or plot which they will use in operating a show. The skills that they will learn are transferable into a range of other professions.

Unit 20

Stage sound design and operation

Stage sound design and operation is an umbrella term which describes the various processes involved in the creative and practical aspects of processing sound for theatre and other performance contexts. These processes are to be found in some aspects of the music events and exhibitions industry, as well as the music industry and offer a wide and stimulating range of career possibilities. The increasing importance of sound in the theatre is, in part, down to new and improved technologies, but the current trend to more immersive theatre has seen the reintroduction of low technology alongside state-of-the-art software and equipment. There is an increasing and significant crossover into film, TV and radio.

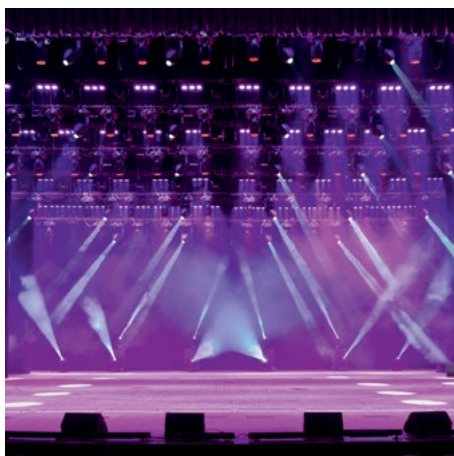
This unit will give your students an understanding of the diverse range of skills demanded by these processes. They will learn about the role of the sound designer, the role of sound operations technician and the techniques and methods that are used. They will also have an opportunity to fulfil these roles and develop their understanding of them further. They'll learn how to create designs to a design brief and construct a sound plan or plot which they will use in operating a show. The skills that they will learn are transferable into a range of other professions.

Unit 21

Character design and realisation

Character design and realisation is an umbrella term which describes the various specialisms of costume, props, masks and make-up which assist in the creation and maintenance of character, and help the performer to communicate a character's qualities and motives to an audience. These specialisms are to be found in the theatre, television and film industries and offer a wide and stimulating range of career possibilities.

This unit will give your students an understanding of the diverse range of skills demanded by these specialisms. They will learn about the jobs themselves and the skills, techniques and methods that are used. They will also have an opportunity to choose one of these specialisms and develop their understanding of it further. They will learn how to create designs to a design brief and see their finished design used in performance.



Unit 22

Set design and realisation

Set design and realisation is an umbrella term which describes the various processes involved in the creative and practical aspects of set production. These processes address the aesthetic and practical functions of the set to communicate the intentions of the text or notation and the director or choreographer's interpretation of it to an audience. These processes are to be found in the theatre, television and film industries and offer a wide and stimulating range of career possibilities.

This unit will give your students an understanding of the diverse range of skills demanded by these processes. They will learn about the role of the set designer and set construction team and the techniques and methods that are used. They will also have an opportunity to fulfil these roles and develop their understanding of them further. They will learn how to create designs to a design brief and construct elements of a set which they will see being used in a performance. The skills that they will learn are transferable into a range of other professions.

Unit 23

Create music to perform

There are many ways to create music, whether you're a composer, vocalist or an instrumentalist you'll need to make music to perform, be it in a nightclub or in a concert hall. This unit aims to provide your students with the opportunity, as a creative musician, to produce an individual style of creative composition or arrangement unhindered by stereotypes and conventions. Further, the unit does not limit expressive scope to traditional notation or convention. The unit outcomes allow them to explore a broad range of compositional ideas and influences to inspire current music creation possibilities, but at the same time, to reflect on the range from traditional western classical, jazz and popular styles as a creative stimulus. The scope of this creation and arrangement of music unit should allow students to express themselves in their chosen genre. This could encompass orchestral, choral, jazz, popular, gaming and also the more contemporary performance work employed by vocalists, rappers, DJ and VJ artists or electronic contemporary music makers.

Unit 24

Instrumental music technique

Mastering the techniques and skills required to be an outstanding instrumentalist is a vital skill for any musician. Understanding how and what to practice and continuing to develop your music theory is at the heart of being a working musician.

This unit aims to develop your students' technical music skills through exploring how a chosen instrument(s) works in theory and practice and in the application of skills and techniques. It will give them the knowledge and understanding of how their instrument can be cared for and how their music skills and techniques can be developed and enhanced with exercises and practice. In the Instrumental music technique unit, students will learn how to assess and monitor their skill level, the importance of regular practice, how to continually evaluate their development and relate their skills to the industry standards.

Unit 25**Music performance**

Being a musician is all about performing: performance is a result of the hours of practice and rehearsing to engage your audience.

This unit is all about performing and exploring the process it takes to get there. Your students will investigate different genres of music, then select pieces to prepare for performance as both a soloist and as a member of an ensemble, whether this be a rock band or as a duo or even full classical orchestra. They will experience the demands and exhilaration of live music performance.

To be a performer requires commitment and dedication to personal and professional improvement. To secure work, the musician will need to be competent in a range of styles and genres: this unit encourages the development of music skills in a variety of possible performance opportunities to prepare students for the realities of life as a performer.

Unit 26**Singing technique**

In order to maintain a healthy and versatile voice ready for performance, whether as an opera singer, musical theatre performer or in a rock band, you need to develop effective singing techniques. In this unit your students will explore how the voice works through the application of vocal skills and techniques.

The unit aims to give students the knowledge and understanding of how they can care for their voice for frequent use and how their singing skills and techniques can be developed and enhanced with exercises and practice.

The Singing technique unit will allow them to develop technical singing skills through a commitment to regular practice and will allow for the development of self-expression and creativity.

Unit 27**Singing performance**

Today's singers in the performing arts industry require commitment and dedication to personal and professional improvement. To secure work as a singer you will need to be competent in a range of styles and genres, such as pop, musical theatre or session work. This unit encourages the development of vocal skills in a variety of possible performance opportunities to prepare your students for the realities of life as a singer.

This unit aims to enable students to apply singing skills and techniques in different performance genres. It is about performing songs as a soloist, in different vocal groups and in different styles. The unit provides opportunities for them to experience the demands and exhilaration of live singing performance.

Unit 28

Songwriting

Songwriters become successful and established in the minds of the public because they create lasting memories. Music and songs surround us in our everyday lives, not only in chart music, but in tv, film and gaming and successful songwriters are the driving force behind this.

To study the art of songwriting you should understand the context that contributes to songs becoming successful and established in the minds of the public; the techniques, structures and narratives that work in a given market.

In this unit your students will gain the techniques, knowledge and understanding to be able to write songs. The aim is first to develop their understanding of what makes a songwriter prominent in their own time and genre. They will then produce a portfolio of original songs and present them in an appropriate style.

Unit 29

Musicianship

As a working musician you need to have the theoretical skills that underpin all elements of music and be able to apply them practically.

Your students will learn musicianship skills that will equip them for the world of professional work, especially as they develop their aural awareness and the ability to transcribe music using forms of notation, particularly staff notation.

Unit 30

Produce music using technology

The world of music production is increasingly linked to innovations within technology. To be successful within this field of work, you need to understand the technology and tools that are available to music makers.

By completing this unit your students will be equipped with the theoretical and practical working knowledge required when producing an audio/MIDI recording utilising a variety of studio-based equipment. They will familiarise themselves with the main components of current music production techniques and gain a comprehensive understanding of how they are used to create music.

Unit 31

Technical management

As a working musician or music technologist, it is essential that the equipment that is used in the music-making process is maintained to a high standard and can be relied upon. The more that you know about your chosen instrument or the technology that you are using, the more confident you can be in ensuring that it can be utilised to a high standard.

This unit will focus on helping your students to achieve the all-round competence expected of a typical technician working for smaller bands and studios, and throughout the wider live music industry. It is expected that they will be a musician or music technologist and indeed it is essential that technical personnel are able to play at least one instrument or use production tools to a reasonable standard.

As a musician they will gain a thorough understanding of how to care for and set up musical instruments and the equipment used for their amplification and enhancement on-stage. As a technologist they will focus on the selection and configuration of a typical DJ or studio set-up.

Unit 32

Arts administration

There are vital administrative roles in the performing arts that do not require you to perform. These professional roles in arts administration are integral to the smooth running of organisations and companies, projects and productions. The arts administrator's range of knowledge, understanding and skills is broad and reflects the diversity of the sector. Organisations require roles such as fundraising, marketing, programming and project management - just some of the areas covered by 'Arts administration'. These roles are needed whether the organisation is large or small, subsidised or commercial and irrespective of which art forms are involved.

In this unit your students will gain a greater knowledge of the broader supporting functions of the sector which facilitate performance work. Whatever role they take within the performing arts they will use this knowledge and understanding to underpin their career.



Unit 33

Original performance

This unit requires you to pull together the knowledge, understanding and skills your students have learnt from taking other units.

Creating and taking part in original performance work will give students the opportunity to work as part of a group to relate specific themes and ideas to an audience. They will be required to create a new and original piece; however it is likely that their work will be informed by the style and influences of practitioners and repertoire that they know of or have experienced. They will be bringing together all the knowledge and understanding as well as the skills and techniques that they have gained throughout the course in order to create this new and original work.

Students will respond to a given performance stimulus, explore their ideas practically and develop their performance skills and techniques. The stimulus will act as a starting point for their creative journey, and be an inspiration to generate ideas and interpretations.

The performance stimulus will motivate the student and their group to create original performance work for a specific target audience of their choosing. They will develop their ideas for a performance and develop and apply their performance skills and techniques in preparation for the performance to their selected audience.

They will need to consider both the form and the content of the piece. The performance skills and techniques they will then select and apply will be informed by style, genre and the influences of the work of others, and be developed through an exploration and development process of the performance material.

They will have the opportunity to record the process from the very first ideas to the post performance reflection.

To create new and original performance work requires time; students' time will be spent working as part of a group and also working as an individual so they can develop their ideas, skills and techniques between group classes and rehearsals. They will take part in the different stages of the work, such as exploring ideas and developing skills and techniques so the performance can successfully bring together all the elements of the work.



YOUR JOURNEY WITH US...

Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the customer support we provide for Cambridge Technicals.

Welcome process

All brand new Cambridge Technical centres will receive a welcome email to get you off on the right foot.

This will support you with locating on-line resources and training that's right for you, and make sure you have everything you need to start your journey with us.

Cambridge Technical introductory welcome videos

We have a number of support videos you can watch at your leisure. The 2016 Cambridge Technical introductory video provides you with an overarching guide to the suite and our wrap-around resources and customer support offer.

Each of the 2016 Level 3 Cambridge Technicals has a subject introductory video that guides you through each qualification size; including the structure, information on the externally assessed units, and our flexible internal assessment that puts your student at the heart of the process.

Advisory support

If your centre is intending to deliver or has already started delivering Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, *assessment methods, teaching and learning materials, and delivery ideas.

We provide our support in a range of different ways. This includes downloadable teaching and assessment materials, support videos, live online Q&A sessions, and face to face CPD.

*Please note that one thing we can't do is look at live student work.

CPD Training Events

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub www.cpdhub.ocr.org.uk you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event... don't worry, you can still download the materials free of charge.

Assignment Checking Service

To support your internal assessment we'll provide a model assignment for every mandatory unit in the specification. You can use these with your students, adapt it to meet your local environment, or use it as a basis to create your own assignment.

Because of the vocational nature of Cambridge Technicals, we believe that allowing you to create assignments that meet your students' needs and interests will benefit them more and give them greater success. Your assessment assignments should reflect the practical nature of the units, and your students should really feel what it's like to work in the sector.

But... if you're unsure, an Assignment Checking Service is available, and can be accessed through the CPD hub on our website; however it's not mandatory for assignments to be endorsed by OCR. We'll check your centre set assignment for you and provide feedback before you use it with your students.

Online Community

If you want to interact with other tutors you could try our online community.

Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.



TEACHING, LEARNING AND ASSESSMENT SUPPORT



Teaching and Learning Materials

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching and assessment. This will include:

Rule of Combination Calculator

An Excel based tool to help you make sure students select the right number and combination of units for their chosen qualification.

Progress Tracker

An Excel based tracking tool to help you monitor students' progress throughout the qualification.

Delivery Guide

A range of lesson ideas with associated activities you can use with students to deliver the content of the unit.

Lesson Elements

Task sheets and accompanying instructions for some of the activities within the unit Delivery Guide.

Resource Link

An e-resource providing you with a range of links to teaching and learning websites and materials.

Project Delivery Resources

Whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

Skills Guide

A range of generic skills guides covering topics such as Communication, Research Skills, and Exam Techniques.

Internal Assessment

The majority of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

Visiting Moderation

For the internally assessed units, we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

Sample Learner Work

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample – it's not exemplary or a 'gold standard'. The work has been looked at by our Lead Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too, this can be found on the qualification page of the OCR website.

External Assessment

We're working with subject experts to make sure that for externally assessed units we create assessment solutions that retain the vocational nature of the qualification and be relevant for the sector. External assessment across the Cambridge Technicals suite could involve written examinations including case studies, pre-release materials, controlled projects or tasks, or computer based tests relating to the subject which students will need to apply their knowledge and understanding to.

More information about each unit's external assessment can be found in the qualification Centre Handbook.

External assessment will be set and marked by us; there will be two opportunities for your students to take them, in January and June, so you can decide when they are ready to take their assessment.

Sample Assessment Materials

We have produced Sample Assessment Materials for each externally assessed unit. This will provide you with an idea of the type of assessment for each unit and give the opportunity for your students to practice.

Combined Past Paper

This resource is a combination of:

- Past Paper
- Mark Scheme
- Examiner Comments

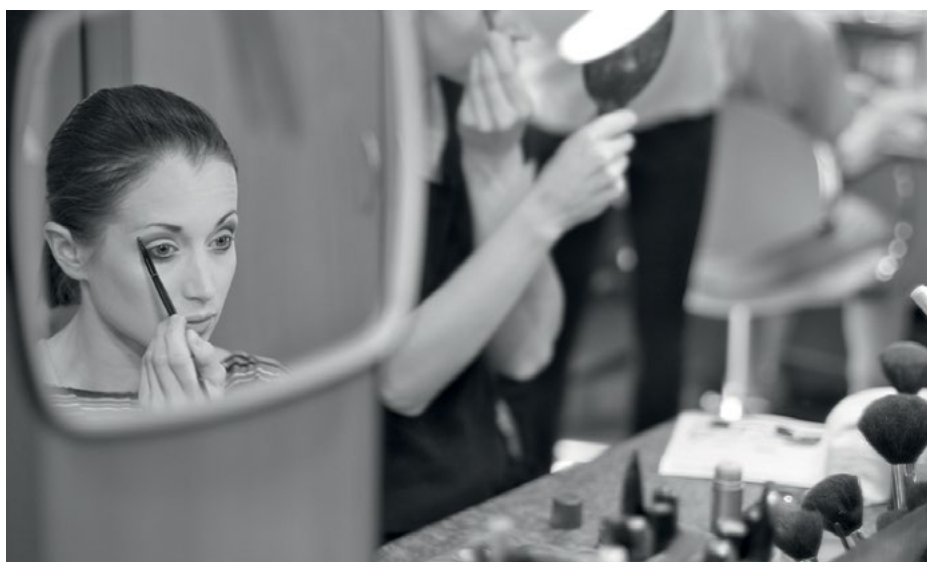
Following each exam series, we'll produce a Combined Past Paper so you can see the paper, alongside the mark scheme and examiner comments to demonstrate how students responded and where improvements could have been made.

Student Textbooks

Support your teaching of the new Cambridge Technicals 2016 suite with textbooks, developed in partnership between OCR and Hodder Education; the resources cover each specialist pathway for every subject and ensure your ability to deliver a flexible course that is both vocationally focused and academically thorough.



Working in partnership to deliver quality resources



To find out more
ocr.org.uk/performingarts
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



**Cambridge
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