

CRAVEN COLLEGE



# PERFORMING & PRODUCTION ARTS

## LEVEL 3 DIPLOMA



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# OVERVIEW

The Level 3 Diploma in Performing and Production Arts has been designed to provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the performing arts.

It provides an opportunity for those who have an interest in the performing arts to explore, develop and test their creativity within a qualification structure which is stimulating, demanding and provides a supportive transition from general to more specialised study.



# COURSE DELIVERY & CURRICULUM

To achieve the Level 3 Diploma in Performing Arts students need to complete eight units, completing units 1-7 first before completing Unit 8 the Collaborative Performance Project which is your final major project. The units are delivered through various projects which take place throughout the academic year. In the year you will also take part in various workshops, educational visits and also Work Experience. This is a series of planned activities that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

- Project 1 | Step into Performing
- Project 2 | Step forward in to Progression
- Project 3 | Step in to Musical Theatre
- Project 4 | Step into the Community
- Project 5 | Step into your Final Major Project

## TIMETABLE

|       | Monday                               | Tuesday                                       | Wednesday   | Thursday   | Friday                               |
|-------|--------------------------------------|---|---|--|--------------------------------------|
| 09:00 | Study day /<br>Industry<br>Placement | 09:00-10:<br>Prof. Practice<br>/Employability | 09:00-12:15<br>Musical<br>Theatre   | 09:00-12:15<br>Musical<br>Theatre                  | Study day /<br>Industry<br>Placement |
| 10:00 |                                      | 10:00-11:00<br>Tutorial                       |   |  |                                      |
| 11:00 |                                      | 11:15-12:00:<br>Context                       |   |  |                                      |
| 12:00 |                                      | Lunch   |   |  |                                      |
| 13:00 |                                      | 13:00-14:30<br>Maths<br>Workshop              | 13:00-14:45<br>English<br>Workshop  | 13:00-16:45<br>Developing<br>Performance<br>Skills |                                      |
| 14:00 |                                      |   |   |  |                                      |
| 15:00 |                                      |   | 15:00-17:00<br>L3 Prep<br>(Student<br>Support if<br>doing both<br>English &<br>Maths) |  |                                      |
| 16:00 |                                      |   |   |  |                                      |
| 17:00 |                                      |   |   |  |                                      |

## PROJECT 1: SEPTEMBER – DECEMBER 2020

# STEP INTO PERFORMING

This project will give you an understanding about protocol and on-stage etiquette which is essential to a safe theatre experience. While learning about an array of multiple disciplines and practices including creative, administrative and technological, this introduction will outline the potential roles and avenues that a student could pursue while also giving an appreciation to the scale of team commitment required in this challenging industry. This project will enable students to put into practice their taught skills about stagecraft through an introduction to drama and performance. This introduction will look at a layered technique.



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### UNIT 1 - PRINCIPLES OF PERFORMANCE

Provides students with an introduction to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of drama, dance and music and impart an understanding of performance as a collaborative activity.

#### Learning Outcomes

- Understand a range of activities in developing and delivering a performance
- Understand roles and relationships in a collaborative activity

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### UNIT 2 - ENGAGING WITH AN AUDIENCE

To provide the student with an introduction to oral, written and visual communication in performing and production. It will enable students to explore and analyse meaning and how to convey a message to an audience.

#### Learning Outcomes

- Understand the characteristics and conventions of a live performance
- Be able to communicate meaning to an identified audience

# STEP FORWARD INTO PROGRESSION

This project provides you with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the performing arts sector. It will introduce you to the importance of health and safety as integral to the performer and production and give an understanding of the characteristics needed for a career in the performing arts. You will also focus on obtaining work placements/ experience. You will also undertake an introduction to the investigation of both historical and contemporary contexts and perspectives that influence the development of ideas within the performing arts. Enabling you to understand why and what influenced writers and their works.

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### UNIT 3 - INTRODUCTION TO PROFESSIONAL PRACTICE

#### Learning Outcomes:

- Understand progression opportunities within the performing arts sector
- Understand and apply health and safety within the context of performing arts practice
- Be able to carry out roles and responsibilities consistent with professional practice

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### UNIT 4 - CRITICAL AND CONTEXTUAL AWARENESS

#### Learning Outcomes:

- Understand critical perspectives that influence the analysis of performing and production arts activities
- Understand the contexts within which the performing and production arts are positioned



# STEP INTO MUSICAL THEATRE

Every year Craven College puts on a full scale musical at the Mart Theatre in Skipton. This project will enable you to learn new skills and extend your current skills in the areas of acting, movement and singing. You will work with a live band and perform to an audience in a professional theatre. Most recent productions have included Chicago, The Wizard of Oz, West Side Story and Joseph.



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### UNIT 5 - PRODUCTION SKILLS AND CONTEXT

To enable students to critically analyse, integrate and apply knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in the performing arts.

#### Learning Outcomes:

- Be able to analyse and research a production design brief in the performing arts
- Be able to use an integrated approach to production design problem solving in the performing arts
- Be able to evaluate solutions to a production design briefs in performing arts

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### UNIT 6 - PERFORMANCE SKILLS AND CONTEXT

#### Learning Outcomes:

- Be able to analyse and research a performance brief in the performing arts
- Be able to use an integrated approach to performance problem solving in the performing arts
- Be able to evaluate solutions to a performing arts brief



# STEP INTO THE COMMUNITY

In this project you will be working on a community theatre production which will either be taken into the local community which surrounds the college or educational theatre performing in or around the community.

Community theatre refers to theatrical performance made in relation to particular communities—its usage includes theatre made by, with, and for a community. Community theatres range in size from small groups led by single individuals that perform in borrowed spaces to large permanent companies with well-equipped facilities of their own. Many community theatres are successful, non-profit businesses with a large active membership and, often, a full-time professional staff. Community theatre is often devised and may draw on popular theatrical forms, such as carnival, circus, and parades, as well as performance modes from commercial theatre.

## UNIT 7 - PREPARATION FOR SPECIALIST STUDY

To provide the student with an opportunity to critically analyse, integrate and apply the knowledge and understanding acquired in the previous units and to explore the specific skills and attributes required for their own personal practice

### Learning Outcomes:

- Be able to identify, select and use skills, techniques and processes appropriate to current level and subject and to inform future study
- Understand and apply the main elements, information and ideas to sustain creative development in chosen subject
- Use relevant presentation skills to communicate to appropriate audiences



## PROJECT 5

# STEP INTO THE GRAND FINALE! FINAL MAJOR PROJECT

This is your final project where it provides an opportunity for you to engage in a collaborative production and demonstrate your ability to competently use the range of skills, knowledge and understanding acquired throughout the course. It is expected that you will take greater ownership of your learning and through a process of discussion and evaluation respond positively to opportunities for individual expression and creativity. You will take on board a devised or scripted piece of work and by using research and practical skills develop this into a final performance piece which will be shown to a live audience. As well as acting you will also take on production roles such as director, stage manager, set designer, costume designer, lighting designer or marketing manager.

## UNIT 8 - COLLABORATIVE PERFORMANCE PROJECT

To provide students with the opportunity to make use of the skills, knowledge and understanding developed through the previous units in the completion of a collaborative project. The unit will provide students with a measure of self-directed learning and enable them to clarify their longer-term goals through their choice of an activity to explore in greater depth.

### Learning Outcomes:

- Understand the requirements of a collaborative performance project
- Understand roles and relationships in a collaborative activity
- Be able to use skills knowledge and understanding in the completion of a collaborative performance project.
- Be able to evaluate own and others contribution to a collaborative performance project.





# EXTRA CURRICULAR ACTIVITIES

At Craven College we recognise that success and learning does not just take place in the classroom and we value and encourage participation in a wide range of activities outside of normal lessons. These include visits to see performances at local and regional theatres and also workshops delivered by working professionals.



Street Dance workshop which was led by ex-student Kyle Hargreaves. Kyle was a competitive street dancer winning the United Dance Organisation World Championships and dancing at The Debbie Reynolds Studio in Los Angeles.

Students trip to see "Rent" and Chicago the Musical at the Bradford Playhouse.



West End performer Damien Poole paid Craven College a visit to run a triple threat workshop for our Performing Arts students. Having trained at the Arts Educational School his theatre credits include in the Kansa in Gypsy, Oompa Loompa, Charlie and the Chocolate Factory, The Mad Hatter, Shrek the Musical, Teen Angel in Grease (Piccadilly), Aladdin, Snow White and Peter Pan.



# OTHER ACTIVITIES

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## **LONDON EDUCATIONAL TRIP**

Every year the students have the opportunity to participate on the educational trip to London. This is a four day trip which includes theatre visits, workshops and educational tours. On our last visit Performing Arts students took part in workshops and tours at London Dungeons and the Globe Theatre whilst also visiting Covent Garden and the V & A museum. HM the Queen gave them a special wave as she drove out of Buckingham Palace and the students also went to see the musical School of Rock. More details regarding this trip are available on the enrolment section on the College website.

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## **WORK EXPERIENCE/INDUSTRY PRACTICE**

As part of your course you are expected to complete work experience/industry practice. The work experience week has been allocated to the week commencing 01 March 2021. However work experience can be done at other times of the year as long as it does not interfere with your learning in college. Your work experience must be linked with the course you are studying but tutors and college staff will be able to advise you further on this. In the past students have completed work experience with their past schools, local drama and dance schools, local Theatres and the Embsay Railway.

# OTHER INFORMATION

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## **PRODUCTION FEE**

A Production Fee of £30 must be paid on the day of enrolment. This fee covers extra workshops, tickets for shows and other extra costs which are required when undertaking this course.

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## **STUDENT SUPPORT**

No two students are the same and we understand the importance of valuing people as individuals and recognise that sometimes there are barriers that may get in the way of people reaching their potential. The support services within College exist to help remove those barriers where possible. Through our various services, we can provide a network of support to help you get the most out of your course.



# PROGRESSION ROUTES

- Academy of Live and Recorded Arts
- University of Central Lancashire
- Central School of Speech and Drama
- Sheffield University
- Leeds Beckett University
- University of Leeds
- Manchester University
- University of Bath
- London Academy of Music and Dramatic Art
- Arden School of Theatre
- Middlesex University
- SLP College Leeds
- London School of Musical Theatre



*Ashley Judge, Ben Wysocki, Alistair McDonough, Nathaniel McCartney*

Ashley, Alistair, and Nathaniel all appeared in High School Musical 10 years ago and have progressed to careers in the Performing Arts industries, Ben played Billy Flynn in the 2019 production of Chicago. Nathaniel will be joining the teaching team at Craven College in September 2019 as a trainee teacher whilst he studies for his Post Graduate in Education.



# Enriching lives through learning

Craven College  
Aireville Campus  
Gargrave Road, Skipton  
North Yorkshire, BD23 1US  
Tel: 01756 791 411

[enquiries@craven-college.ac.uk](mailto:enquiries@craven-college.ac.uk)  
[www.craven-college.ac.uk](http://www.craven-college.ac.uk)

