



**RSL LEVEL 3 in
ACTING**



We have an excellent performing arts department with specialist teachers in Drama performance.

Teaching Staff:

- Miss. A HallDrama Specialist
- Mrs. R WadsworthDrama Specialist
- Mrs. Z BissettDrama Specialist

Facilities

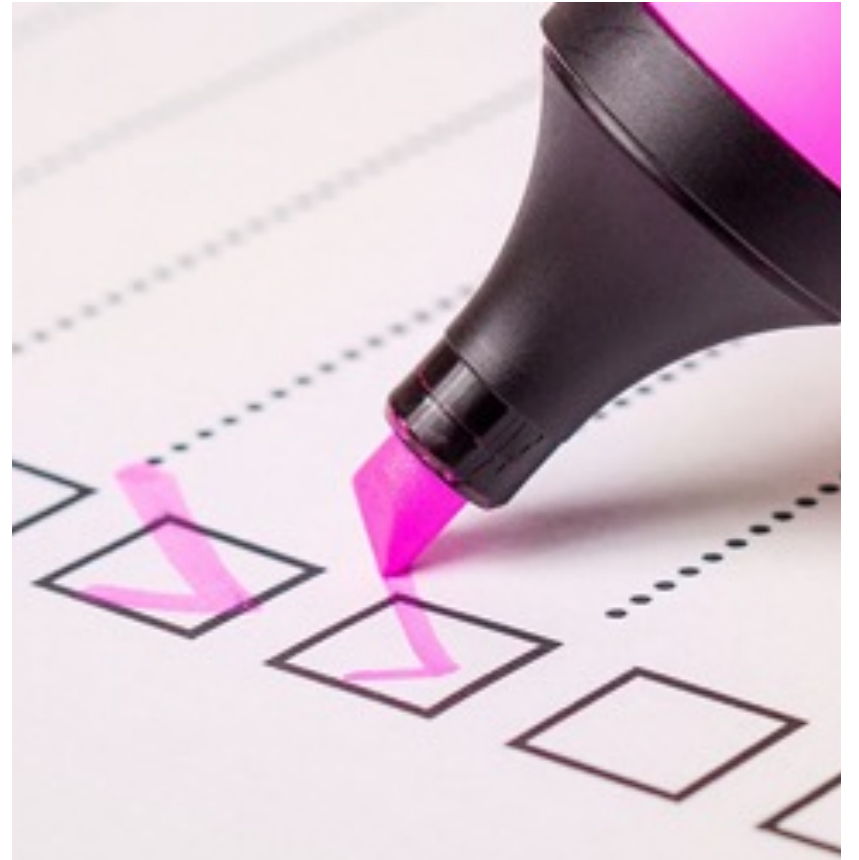
- 2 large & spacious Drama studios
- 1 Dance studio
- All practical spaces fitted with full length mirrors, blackout curtains and lighting equipment.

Entry requirements

In addition to the general Sixth Form Entry requirements students will need the following:

- GCSE English Literature or Language: Grade 4 or above
- GCSE Mathematics: Grade 4 or above
- Students will need a Level 2 qualification in Drama (e.g. GCSE grade 4 and above | RSL Merit and above | BTEC Merit and above).

If you do not have a formal qualification in Drama, but have had acting training or performance experience (e.g. LAMDA, attending external Theatre/Drama clubs) then you can still be eligible for the course.



**“CREATIVITY
IS
INTELLIGENCE
HAVING FUN.”**

-Albert Einstein-



This is equivalent to an A-Level and is both a **nationally** and **internationally** recognized qualification.

Two-year course is designed to integrate both **subject knowledge** with **practical application** with an emphasis on coursework modules and a live performance exam.

Course Details



Level 3 Diploma in Creative & Performing Arts in Acting

Modules studied

Creative and Performing Arts in Acting



Module	Credit	Details
Performance Preparation	30	Effective planning, rehearsing and collaborating with others for a successful performance
Planning a Career in Performing Arts	15	Ability to manage a career through careful planning.
Approaches to Acting	10	Acting workshops to develop skills introduced by leading practitioners.
Audition Techniques for Acting	10	Understanding the fundamental part of working as a performer, developing audition techniques.
Elizabethan and Jacobean Theatre	10	Drama history from 1580 - 1625. Learning Shakespeare and how he dominated the theatre history.
Contemporary Theatre	10	Understanding how contemporary theatre works. From West End to Touring companies.
Drama in the community	10	Ability to understand development of non-professional theatre in the community.

Assessment

Assessment will take the form of **practical and written** coursework and be collected through the course of the two years. You will produce a combination of the following:

- Videoed Performances
- MP3 Recordings
- Photographs
- Written assignments

You will complete the above by Easter of Y13 before your summer examinations, helping to reduce the workload and pressure!

Grading

✓ This qualification is accepted by UCAS

✓ At Distinction* the UCAS points are equivalent to 1.5 A-Levels

**A level UCAS points table (New
Tariff)^[2]**

Grade	UCAS Points
A*	56
A	48
B	40
C	32
D	24
E	16

Available UCAS Points

Qualification	Pass	Merit	Distinction	Distinction*
Level 3 Diploma	24	48	72	84

As well as being industry relevant, we understand the need for our qualifications to be recognised by the Department for Education. That's why we've ensured we have specialist Vocational Qualifications approved in **every one** of the Performance Table categories.

RSL has been an independently regulated awarding organisation in the United Kingdom since 2002. RSL is regulated by all four United Kingdom countries (England, Wales, Northern Ireland and Scotland)

Qualification Regulators	RSL Recognised Qualifications
Ofqual (England)	✓
Qualification Wales	✓
CCEA (Northern Ireland)	✓
SQA Accreditation (Scotland)	✓

Transferable Skills

- Collaboration / Teamwork
- Strong Work Ethic
- Confidence
- Creativity
- Performing under pressure
- Self Management
- Co-ordination
- Concentration
- Memory
- Communication Skills
- Critical Reflection and self evaluation

6 REASONS ARTS TEACH LIFE SKILLS

We need to wake up to the realization that the arts have a critical role to play in the development of the skills young people need to not only survive, but to thrive in the 21st century

by Lisa Phillips

1 THE ARTS DON'T FOCUS ON RIGHT OR WRONG

The simple fact is, if we learn mainly in an environment in which we pump out answers that are either right or wrong, with no middle ground or room for creativity, we will begin to see the whole world as black and white. We will expect every problem to have a right answer. Participation in the arts opens up our mind to the possibility that the world is full of color and there is more than one way to achieve a goal. When the pressure of needing to find the right answer is removed, it becomes easier to take a risk and try – and trying is the only way to succeed.



2 THE ARTS ARE INHERENTLY CREATIVE

The desire to employ creative people is not unique to Apple. The most successful companies assemble teams of people who are able to see the big picture, to make connections and to predict market trends. Even in a fiercely competitive job market, these skills will always be in demand. Unfortunately, our traditional systems of education are not designed to produce people with these skills. In arts education children are constantly being asked to try new things and think of alternatives. This kind of thinking goes a long way toward developing the essential success skill of creativity.



3 THE EMPHASIS ON PRACTICE

In the arts, it is understood that you will not be able to learn an instrument or be an incredible dancer over night. Developing these skills takes effort and hours and hours of practice. The arts environment encourages persistence through challenges towards mastery, a skill very much needed to thrive in the 21st century. When children participate in the arts, they will not shy away from learning things in their adult lives that are challenging, or take lots of time and effort. They would have already experienced the benefit of that level of practice through their arts training.



4 THE FOCUS ON FEEDBACK & CRITIQUE

Feedback is a constant part of the learning process in the arts. This helps children understand that feedback should not be taken personally, but that it is meant to challenge them to push beyond what they think they are capable of achieving. A good arts teacher's critique is specific; it tells the student what works, what does not, and what they can do to improve. If we are used to seeing feedback as fuel for improvement, our natural reaction when receiving feedback will not be to make excuses, but to ask for more feedback about how we can improve our performance.



5 THE MOMENT OF SUCCESS

If we are creating ourselves all the time, then it is never too late to create a discipline within the arts has its own method of performance or presentation – an art exhibit, a play, a dance show etc. This gives children a sense of accomplishment after all of their effort and practice. This acknowledgement translates into a strong boost of confidence and enhances their drive to continue learning and improving. They have experienced a moment of success and when that happens they are typically motivated to seek even more success.



6 THE COPING MECHANISMS FOR HANDLING STRESS

Mental health is a growing concern in our society and often people can become overwhelmed with stress. It is important to find ways to calm ourselves during those moments. Dancing, painting or playing the piano can be a great stress reliever. These activities help us let out our frustrations, and express ourselves without needing to use words. If children develop these skills early, then as adults they will naturally gravitate toward these and will have a way to deal with stresses that come up in their lives. The world is changing so rapidly and the rules in the job market are requiring a different set of skills in order to find success. Long gone are the days when a university degree was enough to guarantee a great career.



There are many things I don't know about life and how the world works, but there are two things I know for certain. The first is that young people are less prepared for the working world than they were 20 years ago. The second is that there is something we can do about it!

Freelance film maker
Lighting technician
Casting associate
Script supervisor
Stage manager
Film publicist
Runner

Conference organiser
Charity fundraiser
Wedding planning
Festival organiser
Events assistant
Public relations

Costume character
Cruise ship entertainment host
After (film/stage)
Voice over
TV Presenter
Corporate role play
Children's entertainer

Production

Organisation

Arts fundraiser
Exhibitions officer
Stage hand
Director
Playwright
Theatre manager
Sound engineer
Arts administrator

Performer

Careers

Arts

Education

Communication

Youth worker
Drama Teacher
Drama therapist
Workshop leader
Community arts worker
Community development officer

Law
Recruiter
Publisher
Tour guide
Advertising
Radio presenter
Media Researcher
Customer service representative

Arthur Terry Notable Alumni

- Studying at University
- Drama schools - LIPA, East 15, Italia Conti Academy, Arts Ed,
- Dance schools - Laine Theatre Arts, Northern School of Contemporary Dance, Ballet West, Midland Academy of Dance & Drama, Northern Ballet School, Bird Performing Arts College,
- West End Performers
- Actor - TV/Film
- Theatre Company Owner
- Performing Arts teaching (secondary)
- Teaching (primary)



Questions?