Level 1 / 2 Performing Arts

(Technical Award)

Skills Audit

A collage of people in different poses

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Please note that there is no requirement to use these and no expectation to have them included as part of the evidence submitted by learners. They are intended solely as a teaching resource should you wish to use them. They should not replace learners’ own reflection on their skills as part of development logs, but may be a useful starting point, particularly when selecting pieces of repertoire appropriate for their skills and interests.

A collage of a person

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| --- | --- | --- | --- | --- |
| **Acting / Devised Drama** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Accuracy |  |  |  |  |
| Coordination |  |  |  |  |
| Communication |  |  |  |  |
| Control |  |  |  |  |
| Dealing with mistakes |  |  |  |  |
| Interpretation |  |  |  |  |
| Interpretation and development of character |  |  |  |  |
| Clarity of chosen style |  |  |  |  |
| Pitch |  |  |  |  |
| Tone |  |  |  |  |
| Pace |  |  |  |  |
| Accent |  |  |  |  |
| Physicality |  |  |  |  |
| Eye Contact |  |  |  |  |
| Gesture |  |  |  |  |
| Use of proxemics |  |  |  |  |
| Interaction with other performers |  |  |  |  |
| Use of blocking / understanding different stage types |  |  |  |  |
| Structure, form and style |  |  |  |  |

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| **Music / Composition** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Accuracy |  |  |  |  |
| Coordination |  |  |  |  |
| Communication |  |  |  |  |
| Control |  |  |  |  |
| Dealing with mistakes |  |  |  |  |
| Interpretation |  |  |  |  |
| Technical control |  |  |  |  |
| Rhythm and pitch |  |  |  |  |
| Dynamics and balance |  |  |  |  |
| Expression |  |  |  |  |
| Use of melody |  |  |  |  |
| Use of harmony |  |  |  |  |
| Use of tonality |  |  |  |  |
| Use of form and structure |  |  |  |  |
| Exploration of sonority |  |  |  |  |
| Use of texture |  |  |  |  |
| Use of metre |  |  |  |  |
| Use of pitch appropriate to voice or instrument |  |  |  |  |
| Use of articulation |  |  |  |  |

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| **Musical Theatre / Choreography** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Accuracy |  |  |  |  |
| Coordination |  |  |  |  |
| Communication |  |  |  |  |
| Control |  |  |  |  |
| Dealing with mistakes |  |  |  |  |
| Interpretation and development of character |  |  |  |  |
| Singing vocal techniques, acting through song |  |  |  |  |
| Dance technique, application of style |  |  |  |  |
| Acting: Movement, voice, character |  |  |  |  |
| Interconnection between the disciplines |  |  |  |  |
| Use of actions |  |  |  |  |
| Use of space |  |  |  |  |
| Use of dynamics |  |  |  |  |
| Relationships |  |  |  |  |
| Motif |  |  |  |  |
| Narrative |  |  |  |  |
| Unison |  |  |  |  |
| Canon |  |  |  |  |
| Use of structure and form – binary, ternary |  |  |  |  |

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| **Music Technology / Composition Using Technology** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Accuracy |  |  |  |  |
| Coordination |  |  |  |  |
| Communication |  |  |  |  |
| Control |  |  |  |  |
| Dealing with mistakes |  |  |  |  |
| Interpretation |  |  |  |  |
| Technical control |  |  |  |  |
| Dynamics and balance |  |  |  |  |
| Effective use of chosen technology |  |  |  |  |
| Expression |  |  |  |  |
| Mixing and beat matching |  |  |  |  |
| Elements of music |  |  |  |  |
| Effects |  |  |  |  |
| Sampling |  |  |  |  |
| Panning |  |  |  |  |
| Sequencing |  |  |  |  |
| Live and recorded sound |  |  |  |  |
| Scores |  |  |  |  |

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| **Costume Design** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Understanding style |  |  |  |  |
| Use of colour to create mood |  |  |  |  |
| Use of appropriate materials |  |  |  |  |
| Use of texture |  |  |  |  |
| Creating a pattern |  |  |  |  |
| Measuring performers |  |  |  |  |
| Sewing skills |  |  |  |  |
| Use of equipment |  |  |  |  |
| Dyeing |  |  |  |  |
| Communicating ideas |  |  |  |  |
| Interpreting text |  |  |  |  |
| Creativity |  |  |  |  |
| Symbolism |  |  |  |  |

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| **Set Design** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Understanding style |  |  |  |  |
| Different stage types |  |  |  |  |
| Use of symbolism |  |  |  |  |
| Creating mood, atmosphere and location |  |  |  |  |
| Sightlines |  |  |  |  |
| Use of levels |  |  |  |  |
| Consideration of entrances and exits |  |  |  |  |
| Scale |  |  |  |  |
| Scale drawing / modelling |  |  |  |  |
| Construction methods |  |  |  |  |
| Communication |  |  |  |  |
| Creativity |  |  |  |  |

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| **Lighting Design** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Communication |  |  |  |  |
| Creativity |  |  |  |  |
| Use of colours to create mood / location |  |  |  |  |
| Understanding performance style |  |  |  |  |
| Rigging lights |  |  |  |  |
| Use of lantern types |  |  |  |  |
| Programming |  |  |  |  |
| Use of cue sheets |  |  |  |  |
| Creating effects |  |  |  |  |
| Use of focus |  |  |  |  |
| Use of angles |  |  |  |  |
| Use of gobos |  |  |  |  |
| Use of effects, for example creating shadows, using barn doors |  |  |  |  |
| Positioning |  |  |  |  |

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| **Sound Design** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Creating mood and atmosphere |  |  |  |  |
| Creating location |  |  |  |  |
| Understanding performance style |  |  |  |  |
| Amplification of voices |  |  |  |  |
| Use of live sound |  |  |  |  |
| Use of recorded sound |  |  |  |  |
| Editing |  |  |  |  |
| Sound effects |  |  |  |  |
| Diegetic and non diegetic sound |  |  |  |  |
| Creating a cue sheet |  |  |  |  |
| Communicating ideas |  |  |  |  |
| Use of equipment |  |  |  |  |
| Programming |  |  |  |  |

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| **Make Up and Hair Design** | | | | |
| **Skill** |  |  |  | **Action to Improve** |
| Character analysis |  |  |  |  |
| Use of materials |  |  |  |  |
| Use of tools |  |  |  |  |
| Application techniques highlighting |  |  |  |  |
| Application techniques shading |  |  |  |  |
| Application techniques emphasis |  |  |  |  |
| Application techniques sculpting |  |  |  |  |
| Application techniques prosthetics |  |  |  |  |
| Special effects |  |  |  |  |
| Facial analysis |  |  |  |  |
| Choice of suitable products |  |  |  |  |
| Facial analysis |  |  |  |  |
| Wig / hair design |  |  |  |  |
| Communicating ideas |  |  |  |  |
| Creativity |  |  |  |  |