Level 1 / 2 Performing Arts

(Technical Award)

Skills Audit



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.



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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 |  |  |  |  |