

CORE

THEATRE ARTS TRAINING



Former apprentice in 'Recycle' Oxford, now runs her own physical theatre company.

"They are committed to excellence and integrity and I recommend them without reservation" (Richard Hasnip MA. St Andrew's University. Head of Performing Arts, Regents College Malvern)

"Excellent focus enjoyment, engagement and response." (Grade 1 Inspection report)

For more inspection reports and student feedback, please see the website www.ppat.uk

Welcome to CORE Theatre Arts Training!

Providing a dynamic, focussed and creatively explosive theatre arts training, CORE offers unique professional training and development. Admission is by audition and interview only where three key essentials required for the industry are assessed: Potential, Passion and Perseverance (minimum age to apply is 16)

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The CORE Training Model

The CORE programmes are designed to provide a unique tuition model based on the classic theatre arts **apprenticeship**, developing trainees to reach their full potential through professional level training and personal study, and receiving opportunities to gain highly valuable, relevant experience in professional contexts. Classes are kept small to enable individual development.



A Unique Professional Training Experience

The trainees will be inspired, challenged and nurtured by the tutors. They will be encouraged to seek out opportunities, and press-in with full commitment at all times. The trainee will need to be self-disciplined, focused, flexible, able to work alone, as well as with a team and be fully dedicated to the professional learning process. Quality tuition and one-one mentoring serves to make the trainee fully aware of what is required for working as a professional within the performing arts industry.

Year One: Foundations in Professional Practice

Hours per week: 14 (classroom) plus individual study/rehearsal and tutorials

Qualification: Trinity College NVQ Level 3

CORE's foundations programme focuses on the personal development of the individual, taking the trainee from their present stage of potential and onto the next stage of verifiable development. Trainees are taught on an individual and small group basis to enable this.

In addition to classroom training in their chosen modules (theatre, physical theatre or performance skills) and practical work experience, the trainee will also receive specialist vocational coaching and mentoring to help them make the right decisions regarding their future direction. All are prepared for interview and auditions to gain work in the industry or progression to the next level of study.



Apprentice in 'Something to Remember me By', Edinburgh Fringe 1997

"The whole experience with CORE is impacting; to see the growth of a person and artist all at once is truly inspiring."

Year Two: Intermediate Professional Practice

(Pre-Apprenticeship training)

Hours p/w: 21 (classroom) plus individual study/rehearsal and tutorials

Qualification: Trinity College Associate Diploma (NVQ Level 4/5).

CORE offers this training for those who have completed the *Foundations in Professional Practice* or for those who audition and show a level of ability at minimum level 3 standard.

The course focuses on preparation for a full apprenticeship into a performing company. However, as a full apprenticeship is very rigorous, this pre-apprenticeship Training prepares for this and takes the trainee significantly up a level, in order to bridge the gap between the more 'nurturing' focus of the Foundations course and the self-motivated learning process of an apprenticeship.

"I have grown to the point that I've actually surprised myself of what I'm capable of doing"

Year Three: Advanced Professional Practice

(Classical Theatre Apprenticeship Training)

Hours p/w: 35 including tutorials, rehearsal, teaching and work experience

Qualification: Trinity College LTCL (NVQ Level 6) Diploma in Teaching, Acting or Performing

CORE trainees will receive tutoring, be leading training sessions for the *Foundations* trainees (under supervision), be involved in professional company performance work and be given experience in areas such as backstage, technical production, marketing and front of house experience. Trainees will also be encouraged to take extra masterclasses and workshops in their chosen fields, and will be given work experience with our Partners. This level requires a full commitment and time flexibility by trainees.



Student/associate in Film 'Seeing Grace' 2017

What is a Classical Theatre Apprenticeship?

In the old days, the 'apprentice' learned alongside the 'master', not just being taught the skills of the trade, but being mentored, receiving increasing responsibility and hands-on experiential training in their craft. The theatre apprenticeship was considered a tough, but effective learning experience. From the Latin meaning to *seize, grasp or cling to* – the theatre apprenticeship is a very pro-active, vibrant and focussed programme. The apprenticeship model has been proven as one of the best and most effective ways of learning.

"I have noticed that not only has my confidence and trust in myself have grown - but my ability as an actor has grown too. "

Teacher Training

We not only provide for those wishing to become performers, but also for future teachers. During their Intermediate (2nd) year, students gain experience in observing and assisting the first years in class and production; practicing teaching skills and receiving tutoring. During the Advanced (3rd) year, those who opt for it lead classes themselves (under supervision) as they prepare for the **Licentiate Trinity College Level 6 teaching diploma**.

Theatre Arts Modules

Physical Theatre

(including Mime and Stage Combat)

Grotowski, Darius, Diakonos, Derevo, Complicite, Decroux, Boal

Physical theatre has been described as "movement-theatre-of-the-senses" - motivational and emotional states expressed through the body, of imagery, poetry and metaphor.

Trainees will gain a deeper philosophical as well as strong practical application and understanding of physical theatre, collaboration, improvisation and established and new contemporary performance

practice. It uncovers a performer's physical personality and presence on stage, to prepare work from a solid physical and instinctual base.

The training takes the actor beyond into a heightened state of physical awareness, expression and performance-skills development.

It particularly suits individuals who enjoy a dynamic next-level challenge and passionately want to explore the possibilities of peak performance, through a unique physical language, expression and performance.

“CORE is built and arranged around your individual needs... it allows you to become a part of a small family, learning and discovering together.”



Students and Associates improvise together

Acting, Theatre and Voice

Hagen, Spolin, Shurtleff, Boal, Stanislavski

Skills Training

Based on the pedagogy of Viola Spolin, this skill-oriented form of improvisation is a process-based approach, looking at developing concentration skills and intuitive action in a safe, non-judgmental environment. Trainees are encouraged in a focussed environment where mistakes are seen as stepping stones within the learning process, and where freedom of intuitive action and thought are encouraged. Trainees actively observe and learn to critique themselves and others, learning to widen their perspective on life and understanding of human nature, motivation and behaviour.

Character Work

Emphasis is given to building and “layering” a character, Trainees are guided through the process of developing a character: exploring physicality, voice, pre-scenario, sensory work and sub-text, with an emphasis on the ‘second skin’ of identification with the character, whilst maintaining a sense of the trainee’s own identity and exploring the differentiation between the two.

Monologues and Scene Study

Tuition includes; preparation for exams and auditions, as well as how to approach a ‘cold’ reading. Scene study will encompass classical/ modern, comedy/tragedy. In addition, Improvisation is used to broaden the trainees’ approach to the scene, the character and the various theatrical conventions.

“The class was amazing. The teacher is a great person and teacher, who taught us important things that we need to know on the stage and in our lives too”

Lecturing, Coaching, Personal & Professional Development

Lectures and Workshops

Subjects covered include: What is a Professional? Identity, Vision and Calling, Masks (identity) workshop, Practitioners and Systems of Rehearsal, as well as practical advice on setting up your own Company, Showreels, finding an agent and other industry-related topics.

Personal Development and Vocational Coaching

With an emphasis on three-dimensional training (mind, body, spirit and emotions), CORE seeks to develop the whole person, focussing as much on character and personal development as on artistic and skill development. Personal one-one mentoring and coaching is included in our programmes, and the nature and structure of this is agreed with the trainee at the outset. Trainees are given in depth advice and support on progression and personal development. Included in this is the SIMA™ career coaching programme.



All students gained distinction Level 3 & 4 Trinity Exams

Examinations & Qualifications

Securing work in the performing arts industry does not require formal qualifications, but rather an ability to show skill and perseverance. So, at CORE entrance into Exams is **optional**. For those CORE trainees who would like a formal qualification in performance or teaching, we prepare and enter students for NVQ levels 3 - 6 (to degree equivalent) with Trinity College London.

Trinity College offers **Reasonable Adjustments** for students who have **special educational needs**. All of the exams are vocational with the exception of the Level 4 and 6 Diploma in **teaching** which require essay writing.

“Another thing I have learnt is how to take and give constructive criticism. I have found it extremely helpful and relatable to real life situations and relationships.”

The Directors



Physical Theatre, Stage Combat, Mime

Danny Scott was expelled from school at 16 with no qualifications and barely able to read and write. However, his passion and ability to tell story through mime won him a double scholarship to study at the London Mime Centre under Adam Darius, and he gained distinction enabling him to launch his career as a mime/physical theatre artist. He now has a BA in Theatre Arts and an MA in Liberal Arts (physical theatre, devising and directing) and has been performing internationally since the mid-1980s. He devised and performed his debut show on the London West End in 1989 and has been working as a professional practitioner, director, trainer, lecturer as well as working within the corporate consultancy industry. Danny has given workshops and masterclasses in R.A.D.A, the Academy Drama School, Mountview Academy of Theatre Arts, alongside many other recognised performing arts training establishments, both in the UK and internationally. He was Vice-Principal for the Advanced Practitioner Programme at The Academy of Performing Arts, Ontario. He founded Diakonos Physical theatre, PointZero Physical Theatre and is the Co-Founder of Phoenix Performing Arts Trust with Mary.



Acting, Improvisation and Voice

Mary Scott started ballet at age 4 and classical voice at age 13 and was aiming for performing arts school to study dance and classical voice. After a back injury stopped her chances of a dance career – she changed tack and got a degree in German, then worked for a number of years as an administrator in the ‘market place’. Never being fulfilled with this pathway, she returned to the performing arts and trained as a mature student in acting at the Academy of Performing Arts, Ontario followed by a year's Apprenticeship with a professional theatre company. From 1995 she was acting professionally and teaching acting and drama skills, mainly in youth and student theatre contexts: Stagecoach, The XL Project, The Pauline Quirk Academy and Oxford Royale Academy amongst others, including training students for LAMDA/Trinity exams. Since 2007, Mary has been writing, producing and directing her own plays and she set up TouchPoint Productions in 2010. In 2017 she made an award-winning short film “Seeing Grace”. Mary has consistently been awarded outstanding (Grade One) for teaching skills. She qualified in 2005 as a career and personal development coach and has worked in learning support and career coaching with youth, adults and with forces veterans.

Specialisms

Sessional professional practitioners are brought in for specialisms eg. **Vocals (singing), production (light/sound), dance and musical theatre.**

Progression & Transferrable Skills

The courses are all aimed at helping trainees to find entry into the industry.



New Graduate in Seeing Grace (film) collaboration 2017

- **Foundation & Intermediate Trainees** immediately qualify for **Equity** Student membership as they are training upwards of NVQ level 3 as specified by The Equity Actors' Union.
- **Advanced Trainees** qualify for student membership of **Spotlight** upon Graduation
- **CORE** endeavours to assist and advise trainees, including working with their Partners to provide work experience and possible employment after graduating.
- **Exceptional Trainees** may be offered work with CORE's partner performing companies: *TouchPoint Productions* and *Threshold Physical Theatre Ensemble*.

Transferrable Skills

It is realistic to assume that not all students will decide to, or be suitable for the professional performing arts industry. However, a wealth of transferrable skills for other careers will be gained with CORE:

- **Literacy skills:** reading, analysing and performing texts, script-writing.
- **Numeracy skills:** are developed in technical production, building or planning stage space, setting and managing budgets.
- **Work experience:** Sales, advertising, promotions; customer service; managing money (cashier/box office); construction, electricals, mechanics (set, lighting etc.); resourcing (items for production); organisation and administration; team-building and communication.
- **Life and work skills:** team-work and healthy relationships; presentation skills, confidence with groups and individuals; leadership and teaching skills, positive role modelling; critical thinking; communication, giving and taking constructive feedback; healthy self-reflection; problem-solving and lateral thinking; self-discipline: commitment, reliability; time keeping and scheduling; freedom and confidence of expression (physical, emotional and spiritual)

Admissions Policy

CORE Training Academy is under the governance of **Phoenix Performing Arts Trust**, a registered charity www.ppat.uk. CORE's policy is of **full inclusivity**, including applications from those who are disadvantaged educationally or financially, including ex-offenders, or those with-out GCSE qualifications who are over the age of 16.

Fees and Scholarships

For next year's fees, please contact us. Phoenix Performing Arts Trust raises **bursaries and scholarships** for those unable to meet the costs of CORE courses and can award full or part scholarships to those who through audition show potential and full commitment to the learning process. Please contact this address for more information: training@ppat.uk



Students and professionals performing together on a production in 2006

Contact and Apply to Audition

Email: training@ppat.uk Tel: 07719 760924

More information, [Online Audition application form](#) or via the website: www.ppat.uk
Coventry, West Midlands.