

**Edexcel GCE**

# **Applied Performing Arts**

**Unit 7: Production Delivery**

Paper Reference

**6986/01**

**The project must be completed and assessed between  
1st April and 30th June of the relevant examination  
series.**

*Turn over* ►

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# **GCE A2 Performing Arts**

## **Unit 7: Production Delivery**

For this unit you must work as part of a group to develop, rehearse and deliver a complete production. Using the brief below you must apply your knowledge and understanding of the performing arts industry, develop and acquire new and existing techniques and demonstrate them through the production. Your role may be as a performer, a member of the production team or as an administrator.

The finished production will be a polished piece of work but each member of the group will be assessed individually. The production may use any combination of the performing arts and any range of conventions, devices or techniques.

It is perfectly acceptable and indeed likely that each member of the group will contribute to more than one of the following roles:

- 1 Administrator (including Front of House)
- 2 Designer
- 3 Performer
- 4 Stage manager
- 5 Technician

Where there are no designers or technical support candidates the group should not spend time on complicated staging concerns but it is expected that simple lighting, costume and sound will be provided to support the demands of your Production Brief.

Each group must prepare a written response to the brief on the attached pro-forma and hand this to the external moderator prior to the performance. This should confirm your group's source material and anticipated outcomes in relation to the target audience and will be used to help measure the success of your production.

Each Performer must prepare a supporting document that explains the group's interpretation of the source material and details your involvement in the creative process, which will be given to the external moderator, prior to the performance.

If you are working in a design or support role you must prepare and deliver a short presentation (no more than ten minutes) to the teacher assessor and moderator that clarifies your contribution to the production.

The work must stem from the existing artistic repertoire and be performed in a context defined by the group for an appropriate audience. It may be performed at your own venue or any other location as appropriate but it must facilitate the examination/moderation process.

## PRODUCTION BRIEF

Taking inspiration from the existing repertoire in the performing arts (music, dance or drama), explore the source material to create a production that illuminates it from a different perspective and develop new meanings for your target audience.

### Preparation:

In order to create a production that has meaning for an audience it is essential that all members of the team work towards the same aims and intended outcomes in an effective and co-operative manner.

You will need to focus on:

- the target audience and the venue where your performance will take place
- what you hope to achieve through the production
- the practical constraints such as budget, skills range, venue and technical facilities
- negotiation and agreement of a set of aims and objectives for the production

Each group member will need to be fully involved throughout the process and undertake thorough preparation during rehearsals in a creative, accurate and supportive manner. The supporting document will evidence their contribution.

It is important to understand the value of:

- being present and involved at all decision-making sessions
- working hard in a focused manner
- paying attention to feedback from all sources
- advancing the work between rehearsals
- planning and maintaining an effective rehearsal schedule
- being prepared to develop your performance
- thorough preparation and understanding of the source material and your contribution

## Assessment Requirements:

Your assessor (from the centre) and moderator (from EDEXCEL) will use the established criteria to assess the quality of your work as it was evident in the supporting document and production. Clearly performance work, design and technical contributions will be apparent in the production but when a candidate has managed aspects of administration the assessors will rely on the individual's supporting document and presentation with supporting evidence in any appropriate form.

Although working as part of a group candidates will be assessed individually on their contribution to the live performance.

Your work must include evidence of:

- 1 a performance, in response to the Production Brief, planned for a live audience
- \*2 exploration of the required skills using the supporting document/presentation
- 3 communication with other members of the ensemble and the audience

The assessment Criteria are shown in the specification and are applied to all centres.

\*You will be assessed on the quality of your written communication.

## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(a) (AO1)	Show incomplete or inappropriate knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (0-3)	Show basic knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (4-7)	Show secure knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (8-11)	Show thorough and detailed knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (12-15)	15
(b) (AO2) QWC (i-iii)	Demonstrate inadequate or inappropriate level of skill and technique development relevant to the demands of the production. Demonstrate working practices that may be inconsistent and a reliance on other group members.  Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.  (0-3)	Demonstrate a basic level of skill and technique development relevant to the demands of the production. Ensure that working practices are adhered to and group co-operation evident.  Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy.  (4-7)	Demonstrate a secure level of skill and technique development relevant to the demands of the production. Reveal a secure and consistent application of working practices and management of group interaction.  Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.  (8-11)	Demonstrate assured ability in the development of skills, techniques and attitudes relevant to the demands of the production. Demonstrate a commitment to working with others effectively to optimise outcomes.  Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.  (12-15)	15

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(c) (AO3)	<p>Demonstrate limited ability to communicate effectively with members of the production team in a performance context. Skills and techniques will be insecure and/or inappropriate. Communicate with the audience in a limited manner and indicate through the style of the work a restricted range of interpretative approaches to the creative process.</p> <p>(0-6)</p>	<p>Demonstrate basic communication between members of the production team in a performance context. Skills and techniques will be applied appropriately. Communicate with the audience in an effective but not entirely consistent manner and indicate through the style of the work a basic understanding of the creative process.</p> <p>(7-14)</p>	<p>Demonstrate secure communication between members of the production team in a performance context. Skills and techniques will be applied effectively and consistently with some understanding of professional practice. Communicate with the audience in an effective and sustained manner and indicate through the style of the work a secure understanding of the creative process.</p> <p>(15-22)</p>	<p>Demonstrate confident and effective communication between members of the production team in a performance context. Skills and techniques will show a committed personal style and a thorough understanding of technical, aesthetic and production factors reflecting professional practice. Communicate with the audience in a totally engaging manner and demonstrate an innovative approach to the creative process and a high degree of flair and imagination.</p> <p>(23-30)</p>	30
<b>Total marks</b>					<b>60</b>

(For description of AOs see *Appendix D.*)

Dance example of the pro-forma to be handed to the moderator before the practical assessment.

UNIT SEVEN: PRODUCTION DELIVERY			
<b>Initial Source Material:</b>		'The Nutcracker'	
<b>Aims and objectives for the work:</b>		To create a version of the story that is accessible to young audiences through the style of dance that is used.	
<b>Areas of investigation:</b>		Research into the original story and Matthew Bourne's version of the piece. Exploration of the work of DV8 Dance Company, Richard Alston Dance Company and Jonzi D Productions.	
<b>Style of performance:</b>		A combination of physical and street dance/hip hop.	
<b>Target Audience:</b>		Teenagers as the dance style is very youth focused.	
<b>Venue:</b>		Local schools.	
Candidate Name	Role(s)	Area of expertise	New skills learned
Katy Armitage	Snow + Sweet + Toy	Dance	Extension of contemporary dance techniques into physical theatre. Incorporation of hip hop and street dance into our choreography. The process of choreography for a larger group.
Nina Weston	Clara	Dance	
Carey Olna	Snow + Sweet + Toy	Dance	
Shiobhan Maltby	Toymaker	Dance	
Susan Davies	Snow + Sweet + Toy	Dance	
Simon Akers	Fritz + King	Dance	
Gregory Symonds	Prince	Dance	
Chantelle Smith	Snow + Sweet + Toy	Dance	
Abdul Chotai	Lighting	Design and control	Use of the lighting memory facility.

**Pro-forma to be handed to the moderator before the practical assessment.**

**UNIT SEVEN: PRODUCTION DELIVERY**

<b>Initial Source Material:</b>			
<b>Aims and objectives for the work:</b>			
<b>Areas of investigation:</b>			
<b>Style of performance:</b>			
<b>Target Audience:</b>			
<b>Venue:</b>			
<b>Candidate Name</b>	<b>Role(s)</b>	<b>Area of expertise</b>	<b>New skills learned</b>