

General Certificate of Secondary Education  
June 2006



**APPLIED PERFORMING ARTS (SINGLE AWARD) 3880/2/TN**  
**Unit 2 Showcase Performance**

**TEACHERS' NOTES**

**For immediate release to teacher(s) responsible for GCSE Applied Performing Arts (Single Award)**

All teacher-assessed marks to be returned to AQA by 31 May 2006

**This document contains:**

- general guidance
- details of the Production Brief

## Assessment

The mark awarded to a candidate must be seen to reflect accurately the assessment marking criteria for the unit. The performances of the sampled candidates will be observed and assessed. Design, technical or stage management candidates will be assessed as part of the sampled performances. If necessary, the teacher and moderator can observe these candidates working by standing at the side of the stage or by removing parts of the scenery. Candidates must be aware that the teacher, acting as commissioner, will have been observing them working and so will have made decisions on the skills development and professional conduct criteria.

As far as possible, a holistic view of the whole process should be taken into account. A good, fluent performance should reflect good professional working habits in keeping with the vocational context of the work. However, where the candidate has performed effectively on the day without being fully committed to the process, then that should be taken into account and used to inform the final mark.

Candidates should be made aware that information downloaded from the Internet is only of value if they use it to develop ideas. Direct imitations of a group, or of an individual performer's work is very limiting. Karaoke style singing along to records should not be allowed. However, backing tracks are permissible. Candidates should be encouraged to take care to ensure that the selection of material is relevant to the brief.

The distinctiveness of the award is in the vocational context of the work. Emphasis should be placed on the importance of professional methods of working and on the evaluation and presentation of the performing arts skill chosen. The following should be stressed to candidates:

- **organisation** of the research and the development of ideas
- **presentation** of the final performance and its appropriateness in fulfilling the production brief
- **evaluation** of the final piece

## Time allocation and delivery

The time allocation is meant to be flexible and to take into account the size of the group and timing of the school year. Teachers are aware of the candidates' working styles and whether they require the full-time allocation or a shorter period. The brief should be presented to the candidates in the first production meeting at the beginning of the preparation, research and planning period. This initial research and planning phase should take approximately 15 hours. This should include research into performance space available in community centres, sports arenas, leisure centres and other spaces as possible venues. The target audience age range must also be decided.

The rehearsal and preparation period is to take approximately 30 hours, which should include dress and technical runs. The completed performance should take place in front of a suitable audience in a suitable space which must reflect the chosen venue.

The presentation and marking of the Showcase evaluation sheets should be completed and marked before the moderated performance. The Showcase evaluation sheets must be marked and made available for the moderator at the time of the visit.

It is important that the candidates are fully prepared before undertaking the production brief. Candidates should have developed an awareness of how to:

- **plan** a response to a brief and research suitable materials, including the work of others
- **select** and use suitable materials from different sources
- **choose** and develop ideas, using relevant techniques, or learn new methods where necessary to produce the final piece
- **present** the final piece to the highest possible standard
- **evaluate** the response to the brief

**It is *not* expected that the performances will be carried out at the locations offered. However, the organisation and development must be carried out as if they were to take place at these locations.**

The performance, for example, could take place in the school hall or on the school field marked out to the given dimensions and carried out as if it were in the chosen location.

For further guidance on this unit, refer to the unit specification and the assessment marking criteria.

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**The following sections are reproduced from the Candidate Guidance document**

**What you have to do**

Read the brief. Hold an initial production meeting to discuss the most appropriate materials for inclusion in the Showcase that will allow the group to demonstrate their skills. Carry out individual research into sources of material for your own contribution, paying particular attention to the constraints and considerations of the Showcase. You could research other performers, artistes, designers or technicians to see how they carried out similar ideas, and adapt suitable ideas. A second production meeting will allow you to present your ideas for your contribution to the commissioner (the Teacher in role). The group, led by the commissioner, must then assess the suitability of the ideas or suggestions and the final choices will form the basis of the Showcase.

The group will then need to consider the roles and responsibilities needed for the project management, contingency plans, health and safety issues and an action plan. You must then work appropriately on your chosen skill to ensure that you are ready for the performance of the Showcase.

The Showcase will be performed in front of the teacher and external moderator, and an audience, if appropriate.

A brief evaluation of your contribution to the planning and preparation of the pieces and your skills development will be presented on one sheet of A2, or two sheets of A3, or four sheets of A4 paper.

During the preparation period, you will work *appropriately on developing your skills* and carry out the relevant tasks in preparation for the Showcase. You should be aware at all times of the *standard of your work and what you can do to improve it*. For example, research and experiment with an appropriate range of techniques, media or materials to help improve or develop your abilities.

You will *keep records* of your working practices and progress and these will form the basis of the final display. It is expected that *regular meetings* will be held to ensure that all deadlines are being adhered to and rehearsals are being carried out effectively.

There are **three** phases in the development of the Showcase that must be linked together to produce the final performance. They are:

- **planning** and research, including looking at other people's work and your own preparation and developmental work to meet the brief
- **performance** of the Showcase, which includes the setting up and striking of the performance area
- **presentation** of the evaluation

The work that you present must be of a **suitable professional standard** in keeping with the accepted practice of the performing arts industry.

The teacher will have been **observing your working habits and practices**. This will be used in the discussions with the external moderator.

You will ask **three** people with whom you have worked or who have seen your work to provide **brief witness statements**. These will be in addition to the specified evaluation.

## **INTRODUCTION**

**Your group will be in a role as a performance company. You will need a suitable company name.**

You must show that you can work as a member of a team and that you know and understand its various roles and responsibilities.

You should be aware of all the elements that go into a production and how your contribution fits in.

You should be looking for ways to improve your techniques, for example, by seeing how other people work and by trying their ideas.

**You should take account of the constraints identified in the brief and you must ensure that all work produced is suitable for inclusion in the final performance.**

**Turn over for the Production Brief**

**Turn over ►**

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**The Production Brief**

FROM – THE PRINCE’S TRUST

YOUR COMPANY IS CORDIALLY INVITED TO JOIN THE ‘XL CLUBS’  
PERFORMANCE EVENTS ON SATURDAY 24<sup>TH</sup> MAY,  
FROM 12.00 NOON TO 4.00 PM.

THE THEME IS ‘GET MOVING’ AND THE INTENTION IS TO PROMOTE  
SPORT, HEALTH AND FITNESS FOR YOUNG PEOPLE OF SCHOOL AGE.  
THE CONTENT MUST BE SUITABLE FOR THE GENERAL PUBLIC AND  
FOR YOUNG PEOPLE IN PARTICULAR.

PERFORMANCES WILL BE HELD IN COMMUNITY CENTRES, SPORTS  
ARENAS AND LEISURE CENTRES IN YOUR AREA.

FOUR 13 AMP POWER POINTS WILL BE PROVIDED AND STAGING OR  
PLATFORMS WILL BE AVAILABLE IN INDOOR VENUES.

WE LOOK FORWARD TO YOUR CONTRIBUTION.

Your company will produce a Showcase in response to the production brief. The length of the performance will be suitable for the number of performers in the group to demonstrate their skills. Where appropriate, the production and technical elements must be sufficient to also allow the non-performers to demonstrate their skills.

**It is expected that:**

- you will decide upon the age range of the target audience, for example, Key Stage 2 or 3. Your audience will include teachers, but you must decide whether the parents will also be invited
- there will be a wide range of items included, for example, songs, dance, scripted pieces or different performance styles and genres suitable for your chosen target audience
- set and costumes will be provided by your company where appropriate
- your company needs to consider the technical equipment necessary for performing in community and sports leisure venues
- your stage management and crew will run the performance

Your company will research the community venues available in the area and choose **one** of them in which to perform the Showcase.

The performance may take place outdoors. The size of the performance area, stage or platform will depend on the venue chosen. You must consider health and safety at all times.

## Individual Briefs

- 1 As a performer** you will research and select the most appropriate material or performance pieces for inclusion in the Showcase. You will choose suitable methods of rehearsal to improve your techniques and allow your skills to be shown at their best.

You will be aware of the reasons for the choice of materials or the running order. You will take responsibility for your equipment, props and costumes.

Performing for the general public has potential problems so these should be identified and prepared for.

- 2 As a designer** you must prepare either the set, props, costumes or other items necessary for the performance that will be suitable for the chosen venue. Identify the problems for a designer for a community production.

The theme of the Showcase should be researched and appropriate responses produced. If there is more than one designer, there should be collaboration on an overall approach so that there will be a cohesive response.

It is assumed that there will be only one set design realised but there should be an indication of any individual requirements or design solutions for a selection of scenes if needed. Set designs should take into account the needs of the performance as a whole. Only one of these designs needs to be realised practically.

Props designers must make two major props for the performance. Notes detailing the research and design process for these props should be produced. Costume designers should produce designs for four costumes, one of which must be made (or assembled) and worn for the performance.

Other design elements will be identified, designed and made as appropriate, for example, masks, make-up and puppets.

- 3 As a technician** you must be aware of the demands of the Showcase and the range of equipment required to support the performers. Other equipment should be identified if it is necessary.

The lighting or sound rigs must be portable, and the equipment must be chosen and prepared carefully to fulfil the necessary health and safety regulations. You can choose to be responsible for either lighting or sound unless the demands of the show are manageable by one person.

Diagrams to show how to stow and rig the equipment must be produced as well as necessary cue sheets. Another crew-member should be able to follow these in case an emergency arises. You should identify potential problems and prepare contingency plans.

- 4 As a stage manager or other backstage crew member** you must be aware of all the elements involved in running the Showcase. You will have the book or other prepared cue sheets or documents relating to your tasks. You will have attended rehearsals and production meetings to find out exactly what is required.

You will have collected or made props if appropriate.

You will know where and when set changes are needed and carry them out efficiently.

You should enforce health and safety regulations, and identify potential problems.

**Turn over ►**

**Assessment requirements GCSE Applied Performing Arts (Single Award) Unit 2: Showcase Performance**

**You should produce work that shows:**

- research and development work to meet the brief
- the final piece of work, suitably presented
- three brief witness statements of your working practices by people with whom you have worked
- a brief evaluation of your contribution to planning, preparation and skills development, presented on one side of A2, or two sides of A3 or four sides of A4

<b>Level 1:</b>	<b>Level 2:</b>	<b>Level 3:</b>
<p><b>Skills development and professional conduct</b>                      Show an awareness of professional conduct. Be appropriately prepared to participate in all sessions, respond to direction, be on time, carry out all tasks, including clearing up/striking. (0–6 marks)</p>	<p>Demonstrate a professional attitude towards your work. Be thoroughly prepared, reflect on your contribution, and work to improve your skills. Take responsibility for tasks during the performance and in clearing up/striking. (7–13 marks)</p>	<p>Demonstrate self-direction in your approach to developing your skills and working towards professional standards. Take initiative in working with others in all aspects of the performance and in clearing up/striking. (14–20 marks)</p>
<p><b>Final performance/designs</b>                      Apply what you have rehearsed or developed accurately, with an acceptable level of skill, to the audience. (0–6 marks)</p>	<p>Demonstrate effective creative control when presenting or carrying out the prepared skill for the audience. (7–13 marks)</p>	<p>Demonstrate an accomplished, imaginative response to the final work and present or perform it with flair and fluency. (14–20 marks)</p>
<p><b>Evaluation of own work</b>                      Comment on your contribution to the Showcase. Using appropriate technical terms, identify the skills that were used. (0–3 marks)</p>	<p>Explain your contribution to the Showcase. Clearly identify the skills you used, using appropriate technical language and show how you have improved them. (4–6 marks)</p>	<p>Clearly explain and evaluate your skills and how they contributed to the Showcase. Explain the improvements you have made using correct technical language. (7–10 marks)</p>

**END OF TEACHERS' NOTES**