

General Certificate of Secondary Education
June 2008



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 2008

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 the moderator can observe these candidates working by standing at the side of the stage or removing parts of the scenery. Candidates must be aware that the teacher, acting as the 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 of value only if they use it to develop ideas. Direct imitations of a group's 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.

The teacher will have observed the working habits and practices of their candidates and will give a mark out of 20 for skills development and professional conduct.

Time allocation and delivery

The time allocation is meant to be flexible and to take into account the size of the group and the 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 be approximately 15 hours. This should include research into performance spaces available in community venues. The target audience and 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 the target audience at a suitable venue.

The Showcase evaluation sheets for all candidates must be marked **before** the moderation and be made available for the moderator at the time of the visit. These must reflect the contribution to *Planning, Preparation* and *Skills Development*, not only the performance itself.

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
- **research** venues and 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 the performances were to take place at these locations.

The performance, for example, could take place in the school hall and be carried out as if it were in the chosen community location.

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

The following sections are reproduced from the Candidate Guidance document

Introduction

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

Your company will produce a Showcase in response to the production brief. The length and content of the performance will be suitable for all members of the group to demonstrate their skills. This includes performers, technical and stage management crew, set and costume designers and other areas of expertise required to carry out your Showcase.

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

You should be aware of all the performance, technical, design and stage management elements that go into a production and how your contribution fits in.

You should be looking for ways to improve your skills and techniques: for example, by seeing how professionals and others work in performing arts.

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.

What you have to do

Hold a production meeting to read the Showcase brief and to discuss the most appropriate approaches to the task.

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 and adapt suitable ideas.

Further production meetings will allow you to present to the commissioner (the teacher in role) the ideas for your contribution. Your production company, led by the commissioner, must then assess the suitability of the ideas or suggestions. The final choices will form the basis of the Showcase.

Your company will need to consider the roles and responsibilities needed for the project. You must work appropriately on your chosen skill to ensure you are ready for the performance of the Showcase which will be performed in front of the teacher and external moderator, and the target audience if appropriate.

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

During the preparation period, you will *work appropriately on developing your skills* and on carrying 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 observe your working habits and practices and will give a mark out of 20 for skills development and professional conduct.

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 of own work which you will produce.

Turn over ►

The Production Brief

Community Relations Event

Your production company is invited to perform to members of the community on Friday 16th and Saturday 17th May.

The theme for the event is 'The Four Seasons'.

The content should reflect the various activities, festivals and celebrations carried out in the community during the year.

Performances will be held in a community venue of your choice. You will be responsible for providing your own technical and design materials where required: for example, lighting, sound, set and costumes.

We look forward to your contribution.

It is expected that:

- you will research possible performance sites in your area and choose **one** in which to perform your Showcase
- you will include a range of items: for example, songs, dance or different performance styles and genres, suitable for the target audience
- you will use lighting, sound, set and costume where appropriate
- stage management and crew will run the performance.

Your company will consider the technical equipment necessary for performing in community venues.

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 to 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 personal 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 for the chosen venue the set, **or** props, **or** costumes, **or** other items necessary for the Showcase performance.

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.

Four designs should be produced, **one** of which must be made or assembled and used for the performance.

The designer must take into account the needs of the whole performance and any constraints presented by the chosen venue.

- 3 As a technician**, you must be aware of the demands of the Showcase and the range of equipment required to support the performers.

When lighting or sound rigs are portable, 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.

Diagrams to show how to stow and rig the equipment must be produced as well as the 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**, you must be aware of all the elements involved in running the Showcase.

You must prepare the book, cue sheets or other documents relating to your tasks.

You must attend rehearsals and production meetings to find out exactly what is required.

You must collect or make props if appropriate.

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

You must enforce health and safety regulations and identify potential problems.

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.

Level 1:	Level 2:	Level 3:
<p>Skills development and professional conduct 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>Final performance/designs 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>Evaluation of own work 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