

General Certificate of Secondary Education  
June 2008



**APPLIED PERFORMING ARTS (DOUBLE AWARD) 3880/3/4/TN**  
**Unit 3 Working to a Commission – Preparation and Development**  
**Unit 4 Final Performance/Designs for the Chosen Commission**

## **TEACHERS' NOTES**

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

All teacher-assessed marks for Unit 3 to be returned to AQA by 15 May 2008

All teacher-assessed marks for Unit 4 to be returned to AQA by 31 May 2008

**This document contains:**

- general guidance
- details of the commission.

**Assessment**

The portfolio will be marked in accordance with the criteria set out for Unit 3.

Candidates must be aware that the teacher, as commissioner, will be assessing their working processes.

The vocational context of the work must be fully accounted for, with emphasis placed on the methods of working, evaluation and presentation of the performing arts skills chosen. The importance of the following should be stressed:

- research and development of ideas to fulfil the commission, which should include the work of professionals and others in the performing arts industry
- professionalism while working on the development of appropriate materials
- preparedness for the performance.

**Time allocation and delivery**

See guidelines in specification.

**Guidelines for delivery**

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

The performance could, for example, take place in the school hall or other suitable area marked out to the given dimensions and carried out as if it were in the chosen location. The main consideration is that of having to perform in different locations and the effect this will have on the final piece.

The research must be done on the problems and constraints of the chosen venues, and these must be taken into consideration in the planning, especially for contingencies.

**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 **two** proposals for a performance in response to the commission and present them to the commissioner (the teacher in role). The commissioner will make the final decision on the content.

The commissioner's choice of proposal must be clearly stated.

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 any other areas of expertise required.

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

Your research must include work produced by others, and there should be evidence of experimentation with materials and techniques to develop your ideas.

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

**Turn over ►**

## What you have to do

The teacher will act as the commissioner and present the commission in an initial production meeting. This will allow you to discuss the most appropriate response and to make some decisions about areas of research for materials to include in the performance. You will be able to ask questions.

You should:

- **explore** sources of material and develop creative opportunities, paying particular attention to the constraints and considerations of the commission
- **research** the work of other performers, artistes, designers, or technicians and adapt suitable approaches
- **select** a range of technologies, equipment and designs to enhance the performance
- **present** the materials to be included in the performance to the commissioner
- **decide** on the suitability of the ideas or suggestions and make the final choice
- **consider** the roles and responsibilities needed for the project management and performance.

Group members will usually take on more than one role: for example, helping to prepare publicity or props while undertaking a performance role. Contingency plans and action planning will ensure all areas are on target.

You must then work appropriately on your chosen area or skill to ensure that you are ready for the performance of the commission. The prepared response to the commission will form the content of Unit 4: Final Performance/Designs for the Chosen Commission and will be performed in front of the teacher and an audience. Planning and preparation will be recorded in your portfolio for Unit 3.

During the preparation period, you should be working as effectively as possible on developing and improving the skills and techniques that you have already learned. However, it is the teamwork involved in developing and preparing the response to the commission that should be considered at all times. The work that you produce should be in keeping with accepted professional standards for your chosen area of performing arts.

Health and safety issues must be thoroughly considered as part of your risk assessment.

For Unit 3, there are **four** phases in the development of the response to the commission:

- **clarify** the requirements of the commission and carry out effective research of materials and sources to support the creation of the performance
- **develop** and **refine** your contribution to the performance
- **review** your own work and that of others to ensure that the outcome is fulfilling the commission
- **evaluate** whether the final outcome has met the commission.

You should be fully prepared at the end of the rehearsal period to perform the finished performance for Unit 4.

For further guidance, you should refer to the unit specification and the assessment marking criteria grids.

## The Commission

Your company has been commissioned by the local careers service to produce a performance event to raise awareness of the career opportunities. You will be expected to perform at the careers convention in a local venue.

- The theme is '**Choices**'.
- The target audience is students and their parents from schools and colleges in the area.
- The objective is education through entertainment.
- The constraints are:
  - you will research appropriate venues and choose one for your performances
  - you will be expected to put on **three** performances of your completed work during the careers convention, at 11.00am, 2.00pm and 6.00pm. You must take into consideration time for get-in and get-out.

Your company must present **two** performance proposals for consideration by the commissioner. You should include the following:

- evidence of research into the needs of the target audience
- evidence of research into the facilities and layout of the venues
- evidence of the range of materials which are suitable for inclusion in the performance
- indications as to how the style and type of performances suggested will be suitable for the commission.

### Assessment requirement for GCSE Applied Performing Arts (Double Award) Unit 3: Working to a Commission – Preparation and Development

#### You need to produce a portfolio.

This should be a practical working record of your response to the commission, which includes:

- a record of the two proposals for the commission, and reasons for the final choice
- notes on the way in which you have been influenced by the work of others
- evidence of your contribution to the overall programme and your work during the rehearsal or preparation for the performance
- two observations of your working practice during the preparation period, **one** by the teacher, and **one** by a peer.

Level 1:	Level 2:	Level 3:
<b>Planning and research</b> Decide on materials which will be appropriate for the commission and collect relevant information. (0–3 marks)	Make an informed choice about the effectiveness of the final proposal, and research appropriate materials which will produce a satisfactory solution. (4–6 marks)	Offer a range of innovative responses, select the most effective, and research materials which will meet the requirements of the commission, in an accomplished manner. (7–10 marks)
<b>Skills development and professional conduct</b> Agree your initial skills base and put into practice a relevant development programme. (0–3 marks)	Clearly identify your existing skills and others you need to learn. Show some independence by planning and developing an effective programme of research and practice. (4–6 marks)	Clearly identify and evaluate your skills. Decide which skills will improve your range, and prepare a programme which demonstrates an accomplished approach to preparation, practice and working towards professional standards. (7–10 marks)
<b>Preparation for final performance or designs</b> Ensure you are ready, appropriately prepared or rehearsed for the final performance, and your skills are at an acceptable level. (0–6 marks)	Demonstrate an effective use of the time during the preparation period to ensure you are well prepared, focused and confident in your skills. (7–13 marks)	Demonstrate an accomplished use of the preparation period to ensure you are ready to present your skills with flair and fluency. (14–20 marks)
<b>Knowledge and understanding of work-related aspects</b> Show an awareness of the way in which some professionals work in the industry and how you have used their ideas. (0–3 marks)	Experiment with the ideas of professionals within the industry and explain how they have influenced your work. (4–6 marks)	Demonstrate clearly how you have experimented with professional ideas and explain why they have influenced your work. (7–10 marks)
<b>Evaluation of own and others' work</b> Comment on your own and others' contribution during the development of the commission. (0–3 marks)	Explain effectively your own work and that of others and how it has contributed to the success of the preparation of the commission. (4–6 marks)	Show full awareness of the effectiveness of your work and that of others and evaluate the development of the commission. (7–10 marks)

**Assessment requirement for GCSE Applied Performing Arts (Double Award) Unit 4: Final Performance/Designs for the Chosen Commission**

**For the external assessment, you should respond to the commission. You should produce:**

- 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
- the final piece of work, suitably presented, that meets the requirements of the commission
- three observations of your working practices during rehearsals by people with whom you have worked

In preparation for the assessment, you will have prepared a response to the commission set in Unit 3.

<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/ (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 commission. Using appropriate technical terms, identify the skills that were used. (0–3 marks)</p>	<p>Explain your contribution to the commission. 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 commission. Explain the improvements you have made, using correct technical language. (7–10 marks)</p>

**END OF TEACHERS' NOTES**

**There is no text printed on this page**