

General Certificate of Secondary Education  
June 200X

**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

**This document contains:**

- general guidance;
- details of the Production Brief.

SPECIMEN

## **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, or separately and in addition. If necessary the teacher and moderator can observe these working by standing at the side of the stage or 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. This will also be apparent from the performance.

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 produced the 'goods' on the day without being fully committed to the process, then that should be taken into account and used for discussion of 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 individual performer's work is very limiting. Karaoke style singing along to records should not be allowed, however, backing vocals are permissible. Candidates should be encouraged to be selective and specific in the selection of material to ensure it is relevant to the brief.

The distinctiveness of the award is in the vocational context of the work. Stress should be placed on the importance of vocational methods of working, evaluation and presentation of the performing arts skill chosen. These qualities will inform the overall assessment. 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
- the clarity and quality of the evaluation

## **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 research and planning period. This initial research and planning phase should take approximately 15 hours.

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 at a suitable venue.

The presentation and marking of the evaluation should be completed before the performance of the selected candidates to the external moderator and teacher.

It is important that the candidates are adequately prepared before undertaking the production brief. It is expected, therefore, that centres will have provided underpinning knowledge and guidance on how to work on a vocational production brief via similar activities as part of the coursework. 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
- make informed choices, 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

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

SPECIMEN

## **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 an audience. An external moderator may also be present.

A brief evaluation of your contribution to the planning and preparation of the pieces and your 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 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
- the performance of the Showcase which includes the setting up and striking of the performance area
- presentation of the evaluation

The work you present must be of a suitable professional standard that is in-keeping with the accepted practice of the performing arts industry. The teacher will have been observing your working habits and practices and they will be used in the discussions with the external moderator. You will ask three people you have worked with 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 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 what the various roles and responsibilities are. 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 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.

### **The Production Brief**

A performance company is required to produce shows suitable for children and families. It is intended to introduce live performances to families in community settings. Your company is invited to produce a Showcase in response to the production brief. It is expected that:

- there will be a range of items included, for example, songs, dance, scripted pieces or different performance styles and genres
- set and costume designs will be provided by the company where appropriate (if there are no design candidates then some indication should be given by the company of what these could be).
- the company needs to consider the technical equipment necessary for touring
- stage management and crew will run the performance

The company will perform the Showcase at a community venue of their choice.

### **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 props and costumes. Performing for children has potential problems and they should be identified and prepared for.
- 2 As a designer you must prepare a set or costumes that will be suitable for touring. The themes of the Showcase should be researched and appropriate responses produced. The set and costume designer should collaborate on an overall approach so that there will be a cohesive response. You must consider health and safety at all times. It is assumed that there will be only one set design for a touring show, but there should be an indication of individual requirements or design solutions for a selection of scenes. Designs for four costumes should be produced. This could be one group or four individual costumes. One must be made or assembled and worn for the performance. Identify the problems for a designer of a touring production.
- 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 when, or if, it is decided to use it. The lighting or sound rigs must be portable and so the equipment must be chosen and prepared carefully to fulfil the necessary health and safety regulations. You can choose one of the areas, unless the demands of the show are manageable with one person. Diagrams to show how to stow and rig the equipment must be reproduced with the necessary cue sheets. These should be able to be followed by another crew member 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 prepared 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, 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.

## Assessment requirements for GCSE in Applied Performing Arts (Single or Double Award) Unit 2: Showcase Performance

For the external assessment, you should respond to a set brief. You should produce work that shows:

- 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
- **three** observations of your working practices by people you have worked with

In preparation for the assessment, you will work on your skills by carrying out the briefs set by the teacher in Unit 1.

Level 1:	Level 2:	Level 3:
<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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(0-6 marks)</p>	<p>Demonstrate effective creative control when presenting or carrying out the prepared skill for the audience.</p> <p>(7-13 marks)</p>	<p>Demonstrate an accomplished, imaginative response to the final work and present or perform it with flair and fluency.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(7-10 marks)</p>