



General Certificate of Secondary Education  
June 2011

## **Performing Arts (Double Award)**

**48804/PM**

**Unit 4 Final Performance/Designs for the Chosen Commission**

## **Preliminary Material**

**To be opened and issued to candidates on 1 November 2010**

### **Instructions**

- Read the paper carefully. Before you start work, make sure you understand all the information.
- Read the commission and respond to it.
- The work submitted for this examination must be your own unaided work.
- The research and planning period should take approximately 15 hours.
- The rehearsal and preparation period should take approximately 30 hours.

### **Information**

- Your work will be marked out of 60.
- All your work, which includes the work done during the preparatory period, will be marked.

### **Advice**

- You should discuss your ideas with your teacher.

## Introduction

**All work carried out for the commission should be included in your Unit 3 portfolio.**

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.

Health and safety issues must be thoroughly considered.

## What you have to do

The teacher will act as the commissioner and will present the commission in an initial production meeting. This will allow you to discuss the most appropriate response and to make some decisions about the 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, designers or technicians and adapt suitable approaches
- **decide** on the suitability of the ideas or suggestions to be presented to the commissioner
- **present** the materials to the commissioner who will make the final choice
- **consider** the roles and responsibilities needed for the project management and performance
- **select** a range of technologies, equipment and designs to enhance the performance.

Group members may take on more than one role: for example, prepare publicity or props while undertaking a performance role. Careful action planning will ensure that all areas are on target.

You must work appropriately on your chosen area or skill to ensure that you are ready for the performance. The prepared response for Unit 4: Final performance/designs for the chosen commission will be performed in front of your teacher and an audience.

During the preparation period, the work that you produce should be in keeping with accepted professional standards for your chosen area of performing arts.

There are **four** phases in the development of the response to the commission. You should:

- **clarify** the requirements of the commission and carry out effective research of materials and sources
- **develop** and **refine** your contribution for the performance
- **evaluate** your own work and that of others
- **review** the final outcome and whether it has met the commission.

You must evaluate your contribution to planning, preparation and skills development. The evaluation should be presented on one side of A2, **or** two sides of A3, **or** four sides of A4.

In addition to your evaluation, you will include **three** observations of your working practices during rehearsals by people with whom you have worked.

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

Your teacher will observe your working habits and practices and will give a mark out of 15 for skills development and professional conduct.

Turn over ►

## The Commission

The National Rural and Community Touring Scheme is supporting performances in community venues in your area. Your company is invited to perform as part of this programme.

- The theme is 'Separation'.
- The target audience is local communities.
- The objective is entertainment.
- The constraints are:
  - you will research appropriate venues and choose one for your performances
  - you will perform on two nights
  - you will need to consider security issues of leaving equipment overnight
  - you will need to consider times for 'get-in' and striking.

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

- evidence of research into the National Rural and Community Touring Scheme
- 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
- an indication as to how the styles and types of performances will be suitable for the commission.

You must consider health and safety at all times.

## Assessment requirements for GCSE Performing Arts Unit 4: Final performance/designs for the chosen Commission

Candidates should respond to the externally set Commission. They should produce:

- the final piece of work, suitably presented, that meets the requirements of the Commission
- **three** observations of their working practices during rehearsals by people with whom they have worked
- an evaluation of their contribution to planning, preparation and skills development, presented on one side of A2, **or** two sides of A3, **or** four sides of A4.

Assessment marking criteria	Mark band 1 (13–15 marks)	Mark band 2 (10–12 marks)	Mark band 3 (7–9 marks)	Mark band 4 (4–6 marks)	Mark band 5 (1–3 marks)	0 marks
<p><b>Skills development and professional conduct</b></p> <p>Max mark: 15</p>	<p>Candidates thoroughly select their skills for the Commission at an excellent level.</p> <p>They take on roles and responsibilities for planning and research at an excellent level.</p> <p>They follow work-related rehearsal methods and respond to direction at an effective and creative level.</p> <p>They show a thorough understanding of their performance needs and equipment.</p> <p>They show a thorough understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates select their skills for the Commission at an effective level.</p> <p>They take on roles and responsibilities for planning and research at an effective level.</p> <p>They follow work-related rehearsal methods and respond to direction at an effective level.</p> <p>They show a good understanding of their performance needs and equipment.</p> <p>They show a good understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates select their skills for the Commission at a reasonable level.</p> <p>They take on roles and responsibilities for planning and research at a reasonable level.</p> <p>They follow work-related rehearsal methods and take direction at a reasonable level.</p> <p>They show a reasonable understanding of their performance needs and equipment.</p> <p>They show a reasonable understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates decide on their skills for the Commission at a limited level.</p> <p>They take on roles and responsibilities for planning and research at a limited level.</p> <p>They follow work-related rehearsal methods and take direction at a limited level.</p> <p>They show a limited understanding of their performance needs and equipment.</p> <p>They show a limited understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates agree their skills for the Commission at a basic level.</p> <p>They take on roles and responsibilities for planning and research at a basic level.</p> <p>They follow work-related rehearsal methods and take direction at a basic level.</p> <p>They show a basic understanding of their performance needs and equipment.</p> <p>They show a basic understanding of health and safety factors during the development of the Commission.</p>	<p>Work not worthy of any credit.</p>

<b>Assessment marking criteria</b>	<b>Mark band 1 (25–30 marks)</b>	<b>Mark band 2 (19–24 marks)</b>	<b>Mark band 3 (13–18 marks)</b>	<b>Mark band 4 (7–12 marks)</b>	<b>Mark band 5 (1–6 marks)</b>	<b>0 marks</b>
<b>Final Performance/ designs</b>  Max mark: 30	<p>Candidates demonstrate a thorough ability to apply skills and techniques consistently and effectively during the performance.</p> <p>The performance of the Commission is consistent, effective and perceptive with fluency and effective control.</p> <p>The work is rehearsed and creatively developed and shows excellent expression and control.</p> <p>Roles and responsibilities are carried out thoroughly and efficiently during the performance.</p> <p>An excellent level of communication with the group is evident.</p> <p>Candidates show a thorough understanding of communication with the audience.</p>	<p>Candidates demonstrate a good ability to apply skills and techniques consistently during the performance.</p> <p>The performance of the Commission is consistent and imaginative with fluency and control.</p> <p>The work is rehearsed and developed and shows good expression and control.</p> <p>Roles and responsibilities are carried out effectively during the performance.</p> <p>A good level of communication with the group is evident.</p> <p>Candidates show a good understanding of communication with the audience.</p>	<p>Candidates demonstrate a reasonable ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission is consistent and accurate with expression and control</p> <p>The work is rehearsed and shows reasonable expression and control.</p> <p>Roles and responsibilities are carried out at a reasonable level during the performance.</p> <p>A reasonable level of communication with the group is evident.</p> <p>Candidates show a reasonable understanding of communication with the audience.</p>	<p>Candidates demonstrate a limited ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission is accurate with limited expression and control.</p> <p>The work is rehearsed and shows limited expression and control.</p> <p>Roles and responsibilities are carried out at a limited level during the performance.</p> <p>A limited level of communication with the group is evident.</p> <p>Candidates show a limited understanding of communication with the audience.</p>	<p>Candidates demonstrate a basic ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission may show inconsistencies or lack of concentration.</p> <p>The work is rehearsed and shows a basic level of expression.</p> <p>Roles and responsibilities are carried out at a basic level during the performance.</p> <p>A basic level of communication with the group is evident.</p> <p>Candidates show a basic attempt to communicate with the audience.</p>	Work not worthy of any credit.
<b>Assessment marking criteria</b>	<b>Mark band 1 (13–15 marks)</b>	<b>Mark band 2 (10–12 marks)</b>	<b>Mark band 3 (7–9 marks)</b>	<b>Mark band 4 (4–6 marks)</b>	<b>Mark band 5 (1–3 marks)</b>	<b>0 marks</b>
<b>Evaluation of own work</b>  Max mark: 15	<p>Candidates show a thorough evaluation of their contribution to planning and research.</p> <p>Candidates show a thorough critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a thorough critical evaluation of the process of development of the Commission.</p>	<p>Candidates show a good evaluation of their contribution to planning and research.</p> <p>Candidates show a good critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a good critical evaluation of the process of development of the Commission.</p>	<p>Candidates show a reasonable evaluation of their contribution to planning and research.</p> <p>Candidates show a reasonable critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a reasonable evaluation of the process of development of the Commission.</p>	<p>Candidates show a limited evaluation of their contribution to planning and research.</p> <p>Candidates show a limited critical evaluation of their skills development for the Commission, using limited technical language.</p> <p>Candidates show a limited evaluation of the process of development of the Commission.</p>	<p>Candidates show a basic evaluation of their contribution to planning and research.</p> <p>Candidates show a basic evaluation of their skills development for the Commission, using basic technical language.</p> <p>Candidates show a basic evaluation of the process of development of the Commission.</p>	Work not worthy of any credit.

**END OF PRELIMINARY MATERIAL**

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