



# **AQA GCSE Performing Arts**

**Teacher Standardising Meeting June 2011  
Examination**

**48803 – Portfolio B**

**GCSE Applied Performing Arts (Single or Double Award) 3880/3  
Unit 3: Working to a Commission-Preparation and Development**

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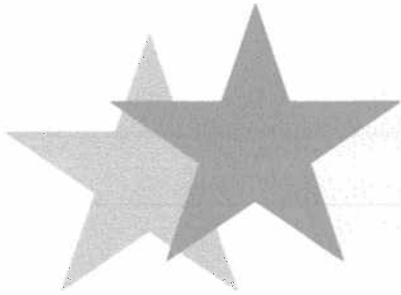
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PTO

Unit 3



**Nicole Cogbill**  
**11KM**  
**Performing Arts**



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# My Theatrical CV



**Name** : Nicole Danielle Cogbill

**Height** : 5' 3"

**Build** : Medium

**Hair** : Light brown, just below shoulder length

**Eye** : Green/Grey

**Skin tone** : Pale

**Playing Age** : 14 - 17

**Languages Spoken** : Standard English, Welsh and Spanish

**Accents** : Native South Wales, R.P, Liverpudlian

## Education

**Primary School** : Romilly School (1998-2005)

**Comprehensive School** : Bryn Hafren School (2005 - Present)

**Qualifications** : Maths

Spanish

English

Performing Arts

Science

Dance

Double Science

R.E

Welsh

Business Studies

**Previous Experiences** : - Changing Scene Dance Company (1997 - Present)

*Summertime 08 (Singing and Dancing)*

*Imagination (Acting, Singing and Dancing)*

- Comprehensive School Productions such as,

*Kaleidoscope (Dancing)*

*Gypsy (Acting, Singing and Dancing)*



**Previous Experiences Continued:** - Primary School Productions

*Jack and the Beanstalk*

- Sherman Dance Festival

- Family Fun Days at Amelia Trust Farm (*Dancing and Singing*)

- Popstars Dance School

### Interests

I am a confident, lively and bubbly person. I enjoy performing on stage and have participated in many productions (listed above). I do enjoy all aspects of performing including dancing, singing and acting. However, dancing is my strongest point. The main type of dancing I enjoy most is musical theatre and blocks. I dance as a hobby outside of school and I have been a pupil of a dance company since I was 4 years old. This dancing school (which includes all of aspects of dance, such as, jazz, tap, ballet, modern and musical theatre) has trained me to become a responsible member and I am well disciplined. I help out the younger children in the dancing school too. When approaching shows, I am expected to attend rehearsals on a regular bases which shows I am a dedicated person and realise the importance of teamwork. I am friendly and get on well with people. Overall I am an all round easy going person who has a passion for performing. ✓

### References

Mr J Coombs - Performing Arts Teacher

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Barry, South Wales  
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# Strengths and Weaknesses

## What is your best work up to date (In school/Out of School)?

In my opinion my best performance to date has been my unit 2 performance. In this piece I played a stereotype as a teenager whose dreams were to be performing on stage in London's West End. I performed this in a musical theatre style of acting and singing. I worked well with my group members and was able to connect with the other characters on stage. As I like to perform in Musical Theatre style, it was enjoyable to play a character like that. My group and I were able to select songs to sing and dance to from our favourite musicals. These included Billy Elliot and Hairspray. This meant we had to research these musicals first and this was quite an easy task as we were researching something we enjoy and new quite a lot about to begin with. Not only did we have to research in to musicals and have to excel in our performance, we had to try and encourage key stage 2 to read. At first this was quite tricky, as we wasn't sure the best way to show this, however when we found the perfect story line, my group and I found this quite an enjoyable task and found the research part of this unit fun and exciting. I felt I kept in character throughout the performance and when we performed in front of an audience, I kept focused and didn't let things distract me throughout the piece. I am able to choose my unit 2 performance as one of my best performances, as I gained a high grade in this unit. The examiner enjoyed the performance and so did the audience we performed to.

Also I have been involved with many productions outside school and I felt I performed with flair and fluency within them performances as well. Recently I performed a dance piece on Charlie Chaplin. There was no narrating involved so every movement had to be clear. This was difficult as I had to have the strong characteristics that people recognised him by. These were, his walk, always standing in first position, the way he circled his cane and his emotion he always portrayed through all his scenes. This was very difficult at first and I had to research a lot into him. Unlike my unit 2, this was not a topic that I was familiar with, however I did find it interesting. I watched many scenes to observe small gestures that were specific to him. Also as this character is known by many, it was important to make movements precise and make sure

that every gesture would represent and allow Charlie Chaplin to come through in my performance. Although this was very hard, at the end of the performance I felt proud as people were able to recognise who I was portraying. This was not something I was used to, as usually the dances I perform are abstract and not narrative. This was a challenge for me, however, I now believe it is one of my best performances, as it shows I developed my skills further.

## What do you enjoy the most and why?

I enjoyed playing my role in unit 2 as I felt I was able to relate to the part. I particularly enjoy musicals and to be able to play the part of dreaming about

# Strengths and Weaknesses

performing in one, was quite enjoyable as it was very true to life. In this unit I was able to dance and sing to songs from my favourite Musicals. This helped me to perform with flair and fluency as I was doing something I enjoyed. However, although my character may seem easy to play as it was very realistic, it was also a very challenging role. I was working with people who I had never worked with before and was quite scared to sing, dance and act in front of them at first.

As my group and I developed the performance over the rehearsal period, we became a lot more confident around each other and our connection as performers grew. I soon became confident to dance and act in front of my group members, however I always felt very nervous when it came to the singing part of the performance. My group members encouraged me and this was nice as I was able to see how supportive they were. The group became a lot stronger over the course of this unit and working with my group members became enjoyable. I especially enjoyed working as a team to choreograph dances and develop scenes together. As I enjoy dancing the most out of the three main performance skills, the work being done was very productive and also enjoyable. We were also able to use each others strengths to make the performance better. I would definitely like to work with my group members again, as I now feel we are able to further our skills and produce a high standard of work.

My group and I performed our unit 2 performance to our friends and family and this was something I really enjoyed. After all our hard work and dedication that we had put into this piece over the duration of this unit, it was then nice to be able to show off our skills and excel in our performance. The performance was very successful and the audience enjoyed it, just like we did.

During this previous year that I have been studying performing arts, I have not only enjoyed the performing aspect of this subject, but I have really enjoyed trying out other roles too. One of my favourite roles that I have experienced was in the first unit where I was sound and lighting technician. I had to learn the basics of using all the equipment, ensuring I always followed the health and safety rules at all times. I learnt how to use the lighting desk and sound equipment, which I felt helped develop my skills. When the performance had arrived I was successful in my role. I was able to follow the script and use the written notes to know when a change of lighting or sound effect was needed. I felt I really achieved during this unit as I followed each set of notes correctly for each group. I also had been able to expand my knowledge and understanding of a touring company and realise the importance of each role not just a performer. By taking on this role, I felt that I was contributing more into this final performance by having the responsibilities of other roles. I would like to further this skill in the next unit, as I really enjoyed this and feel I would find it interesting to be able to vary the light arrangements using more technical techniques.

# Strengths and Weaknesses

## What do you least enjoy and why?

Although I enjoy most aspects of performing arts, there are a few areas which I don't enjoy as much. The main thing being the written side of the subject. I feel I excel more in my performance skills and would prefer to be assessed on my performance skills, technical elements and even F.O.H roles (Front of house) than the coursework. I feel Performing Arts is a practical subject and has now become too heavily weighted on coursework. This leaves less time for pupils to be able to further their skills as there is not enough practical work involved. As there are few performances, it means many of the lessons are dedicated to coursework and not helping pupils to develop their skills. I find the coursework lessons often drag and would much rather be rehearsing or performing. People who are not academically talented may be very talented when it comes to performing, however it could lead to them not succeeding in the subject because of the coursework. This is very unfair and may result to them not being able to succeed in a career they would like to do, because they are unable to achieve the grades needed.

Another aspect of performing arts which I often dislike is monologues. I feel I am not a strong actress and one of my weaker skills is being able to perform solo. When performing monologues, I feel exposed in the performance space and uncomfortable as I would be the only person on stage. This meaning that all eyes of the audience would be on me and understanding this makes me feel scared and worried. I fear that if I was the only one on stage, if anything was to go wrong would I be able to improvise quickly. This is a skill that I need to develop and using techniques such as thinking on the spot games will allow me to practice improvising and will hopefully result in me developing this skill.

I also dislike singing on my own. When I started my first year studying performing arts, I used to have a huge fear of singing in front of people. Even if I was singing in part of a group, I would become very nervous. However, I have over come this fear but would still say I am not a confident singer and again feel this is one of my weaker skills in performing arts. I don't mind as much when singing in a group, as I feel the audience will not be able to just hear me and I have the support of the other singers, however I become very conscious when singing in front of people on my own. Just like performing a monologue, I fear that all eyes are on me and that if anything was to go wrong would I be able to improvise and cover it up.

## What would you like to do in your next performance and why?

In my next performance I would like to further my skills I already have. This is all a learning process for me and to be able to experience as many characters and roles in the performance itself would be a fantastic opportunity. Not only performing in different styles and genres but to be able to try out many of the responsibilities within the industry would be excellent and will allow me to improve and gain more skills, that I can take with me in further careers.

# Strengths and Weaknesses

I would especially like to further my skills in being an actress. In previous performances I have played characters that in many ways are similar to my own personality. I think it would be good to challenge myself and try and explore new skills. I could maybe try playing a serious part which would result in me having to perform with emotion and passion. This would be quite challenging and I would need to research different techniques in performing in this style.

Also I think I would like to explore "comic timing" and set myself the challenge of playing a comical character. Many of my class mates are very successful in this type of style of acting and I think it would be a good experience to try a role like this. My peers would be able to give me some advise and inform me with many of their techniques they use to be successful in this type of character. Both serious and comical characters, would be a challenge to me. This would be something completely new to try, however, I think with enough research and practice, I could become successful in these roles.

I would say my strongest skill in performing arts is dance, however, I feel I am still able to further and develop these skills even more. I particularly enjoy performing in a 'Musical Theatre' style and it may be a good opportunity for me to study in depth different choreographers who stylise in 'Musical Theatre.' I could then work with the other members of my group, who enjoy performing in this style and make some new choreography basing it on their particular movements. Examples of this would be 'Fosse' who choreographed Chicago. His technique would be very different to 'Peter Darling' who choreographed Billy Elliot, as 'Fosse' concentrates on the hands and particular hand gestures. I think this would be very successful if we were to use our research effectively. This would then show the audience another side to our dance skills.

## What is the standard of your work like?

I believe that the standard of my work so far is at a high standard. I am passionate about this subject which means I ensure that all my work is performed to the best of my abilities. Throughout the duration of the previous units I have tried to be as professional as possible in the rehearsal and performance period. The three main roles that I have covered so far throughout these units has been a Performer, part of the F.O.H team and a lighting and sound technician. Each ones of these has widened my skills in this particular area and I would definitely want to carry on developing these particular skills as I have found them very enjoyable.

Being a performer has allowed me to work in a group and in duets/trios. I haven't yet had the opportunity to perform solo pieces, however this may be a skill that I would like to further in approaching performances. I feel during performance my work maintains at a high standard and I always try to perform with flair and fluency. I feel I work best in a duet/trio as I connect well with my other group member and feel we are able to combine all of our ideas together.

# Strengths and Weaknesses

When working as part of the F.O.H team, I have worked as an 'usher'; and realised how difficult and tiresome a role like this can be. Standing for long hours, selling programmes and 'balancing monies' can be hard work. Also 'balancing monies' is a very responsible job to undertake and the company must be able to trust you to do this job at your highest ability. Making mistakes will not be accepted in this role as it may effect the companies income/outcome. I felt when I was undertaking this role, I performed to the high standard that was expected. I made no mistakes in 'balancing the monies' and the company was shown they are able to trust me to perform this role again.

The other role that I have experiences is being a lighting and sound technician. During unit 1, I was given this opportunity along with Ruby and Ashley to control the lighting desk and sound equipment for the other groups performances. This meant we had a huge responsibility to get this right, otherwise it would effect the other groups performances. I believe I was very successful in this role and performed to the best of my abilities. When the groups were performing I was able to adjust the lighting if they could not be seen etc. and the performance was able to run smoothly with the change of sound tracks as well. In my mock commission I hope to have this opportunity to expand my knowledge of what I know technically already by being able to operate the equipment again, this time using a lighting pot and sound queues.

## What would you like to improve?

In my next performance I would like to improve and vary my styles of performance. I think it would be interesting to explore different genres of acting and different dramatic techniques. I think it may good to try varying the tone of voice being used, maybe even portray a character who has a strong accent. It also may make the performance more interesting and dramatic if we use dramatic pauses and tableaux (Freeze Frames.) I have never played a very depressed character, so this could be a good experience and help me to widen my skills. As I may have to cry during the performance, this would be a technique that I would need to develop. When playing a more challenging character it would mean I would have to ensure I never stepped out of character at any time. As the character I would be trying to portray would be more difficult, not coming our of character may be something that I would need to work on, as I would want the audience to believe in the character I would be playing.

There are many other genres that I would like to explore too. These include comedy, tragedy, realism and surrealism. Although I believe that the style I have used the most would be realism, I would like to play a different character within this genre. A lot of the generation nowadays is categorised in to groups such as 'chav', 'emo', 'scene', as all of these characters are true to life they would come under the style of realism. It may be an interesting experience to play a character like these as I would have to change not only my physical features but the way I walked, talked and reacted to things.

# Strengths and Weaknesses

## In the planning/rehearsal process, what do you do best?

In the planning/rehearsal process I believe what I do best is being able to rehearse and learn my lines/song words in an effective way. I feel I have a range of good techniques for being able to learn the part I have to play and ensure my body language and facial expressions are clear and believable. To ensure this, I undertake many different techniques. Examples of these are:

- I look at myself in the mirror to observe facial expressions and body language.
- I practice my accents and projection of voice when in the performance space, by having a group member at the back to make sure they can hear me.
- I regularly stretch and exercise to keep my stamina high for the dance routines in the performance.
- I record myself on camera on my phone, video camera, camera etc. to observe the way I move and ensure all my gestures are clear.
- I record my lines onto a tape and listening back to them. This is especially good to just put on quietly when falling asleep.
- I record the other group members lines and leave space for mine. This is known as 'blank recording' where my lines go.

Before the performance I always ensure that I know where all the props and costumes are that are being used throughout the performance. This allows the performance to run smoothly for me as I know exactly where these costume and props will be throughout the performance. Also I always run through the performance a few times, this allows me to become familiar of the costume changes and when I need to be picking up props from their designated area.

I am always prepared to the best of my abilities both on stage and back stage. This will result of my performance being at a high standard at all times. By rehearsing as much as possible, means the performance can become faster, as the performers will become familiar of the running order. Hopefully there will then be no gaps, with things going wrong as everyone would of rehearsed thoroughly and no exactly where they need to be next. Also it allows everyone to become familiar with the performance space making them aware of how much space they have to perform in. By knowing where the entrances and exits are, will allow the performance to move on and off the stage quickly and smoothly too.

## In the planning/rehearsal process, what do you need to improve on?

In the planning/rehearsal process, I believe I should improve on a few things that will allow me to use my time even more effectively. Try not to talk as much in lessons, will allow the class in general to get things done quicker. Especially as most



# Strengths and Weaknesses

of the lesson time is used for coursework. This may be the reason many people get distracted, as a lot of written work is expected during these lessons. Less talking will allow the class to move forward through the coursework a lot quicker.

I think it is also important to listen to any constructive feedback and try and develop each point made, likewise I believe it is important for each member of the group to put forward their ideas and to have them listened too. By taking other peoples ideas in to consideration and by using the constructive feedback wisely, will allow you to come up with the most effective solutions for problems and perform to the best of your ability.

I think the most important thing to improve on is to manage my time effectively. Working quickly but productively will help this become easier to achieve. Wasting time is not acceptable when trying to work professionally, so using all the time we have wisely is important. When a variety of small jobs are needed to be done, giving group members a specific role to take on, is an effective way in which to do this. For example, one person could select the materials used for the costumes, whilst another person is designing the costumes. This is then showing that my group and I are working professionally as we are using our time effectively. This will also allow a minimum panic and worry to the group members and will result in the performers to have time to rehearse until its at a high standard. To help this be achieved, I think it is very important for all group members to be focused at all times and maybe setting ourselves achievable targets will keep us on track.

## What technical skills/F.O.H duties do I feel confident in?

I believe that over the previous year of performing arts I have gained many technical skills and now feel comfortable carrying out a whole rang of technical duties. From having the opportunity of being a light and sound technician for the first unit mean I now feel confident in using the lighting desk and sound equipment in the schools drama studio. I am able to adjust the lighting so it becomes dimmer or brighter, and are able to make sharp blackouts. Also from having this experience I am able to die down the music after a certain amount of time.

We are also very lucky to have a cyclorama wall in the drama studio and I feel I am able to operate the video projector to allow us to project images, videos and PowerPoint's on to the cyclorama wall. I have also had this duty in one of the groups performances and I manages to perform to a high standard. I am also able to use a video camera confidently to record rehearsals and also prepare and edit videos/PowerPoint's that we wish to project on the cyclorama wall during the performance.

Also I feel confident in carrying out F.O.H duties that may be needed for the performance. From having experience of the role of being a member of the F.O.H team during a previous performance, I am also able to confidently take on the role of

# Strengths and Weaknesses

An 'usher' - showing people to their seats and taking tickets from people on the doors. Also I feel I am capable of acting as a box office manager. This role is very important and relies on you to perform this role at your best abilities. You must be focused, to ensure that no mistakes are made when handling the money for programmes, tickets, drinks and sweets etc. At the end of the performance you are expected to make sure the 'takings' are balanced. This means adding the total sales of tickets, programmes and refreshments throughout the night and comparing the mark down totals. This is often a very difficult role as you have to deal with money in difficult situation, you have to try to be as quick as possible when giving change etc. However, as I have experienced this role I feel I am able to confidently carry these duties out again.

## What technical skills/F.O.H duties would you like to improve?

In the next unit I would like to develop my technical skills further. I would like to be able to hang the lights correctly and safely in the drama studio, as I now feel I am able to control them from the lighting desk effectively. I would like to learn how to create and edit sound effects as I feel this will help expand my skills and mean I would be able to make a performance more interesting. In the last unit I was able to know when a change of lighting was needed by reading brief notes I had made on the script. In the next unit I would like to be able to learn how to design a lighting plot, so I would be able to follow that instead. I haven't yet had the experience of being able to design costumes or sets and this would be something I would like to improve on. This would mean I would be able to think creatively about what I want the audience to feel when looking at the set and I think it would be interesting to research how costumes can make a huge impact on the audience thoughts about a character.

I understand that it will be hard to try and cover all these points in year 11, as I have so much to cover in an academic year. However, I would like to continue this subject at A Level where I would like to develop and further the skills I have and try and explore new ones also. By doing this will allow me to expand my range of skills that I will then be able to take with me and hopefully use in careers in the future.



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A very detailed account - you can clearly identify your own strengths and weaknesses and you have clearly set out an action plan to enable you to improve in areas you are weak in.

# Evaluating my strengths and weaknesses

In Performing Arts there are three main performance skills which I try to include and explore in each performance. These are Acting, Singing and Dancing. There are many other skills that can be developed as well, including all the skills that are needed to work backstage, in the lighting/sound box and in the F.O.H team however firstly I am going to evaluate the three main performance skills. ✓

I feel my strongest performance skill is dancing and I think it is important that in each performance I excel in this skill. To ensure I do this as I rehearse the dance routines with my group members regularly. Also to perform these dance routines to a high standard I must exercise daily to allow my stamina to build up and keep my body fit and flexible. By making sure that I do this will help me to dance with flair and fluency throughout the dance routines. ✓

Also to perform to a high standard I must have a strong focus. I must make sure that I have good posture and make sure I extend every movement. This will allow my performance to become a much higher standard. I feel I am quite a confident dancer and I believe I do make every movement clear and have a strong focus. Sometimes I feel my posture becomes a little weak and this is something I wish to work on for the following performance. ✓

I think my weakest skill out of the three main performance skills would be singing. Although I often sing in productions outside school this is something I lack confidence in and feel uncomfortable when performing this skill. During unit 1, I became more confident in singing as my group members encouraged me and also Ruby, one of the group members, was in the same position as me. However, I am now working with other people and have now become conscious singing in front of them. ✓

To overcome this fear, I need to practice regularly and gain encouragement from my group members. As two of the group members are the same from the previous unit, I feel confident to sing in front of them. However, if I wish to make a career in the Performing Arts Industry I must learn to have confidence in front of strangers, not just friends who happen to be part of my selected group. ✓

I think that after a few rehearsals I would again become confident to sing within a group and in front of an audience, as I overcame this fear in the previous unit. However I still feel I lack confidence in singing on my own. This is something that will take time to overcome this fear, as it is the same with acting and performing a monologue. If I start by limiting the number of people on the stage then hopefully it will improve my confidence in this area. ✓

I find singing with emotion quite difficult, as not only do you have to concentrate on the words and tune, you have to allow the character you are playing to come through in your performance. This was a skill that I had to work on during my unit 2 performance. I had to have a lot of practice to perform this skill to the best of my ability and had to use many techniques to help me reach this standard. ✓

# Evaluating my strengths and weaknesses

Some of these techniques being, watching my self sing in the mirror. This helps me to use facial expressions when singing and allow emotion to show through my performance. ✓

As I perform in productions outside of school I am used to having to project my voice so this is not a problem when I sing, however as a group I feel we need to make sure that all our voices are projected so the audience can hear each of us clearly. Also the contrast of our voices need to be correct, so nobody is over powering any one else, but everyone is loud and able to be heard. This is something that my group and I can develop over the next unit. ✓

I feel acting is one of my strengths as I am able to stay in character during a performance. I feel if I was given the challenge to portray an older woman for example, I would be able to change the way in which I spoke, walked and select many gestures to use throughout the performance to represent the character I would be taking on. ✓

However, I often find when having to play a character with a strong accent difficult as I sometimes lose the characters tone of voice and accent. This is something that needs to be developed because if this was to happen in a performance, it would mean I would have stepped out of character which is not professional.

As I previously mentioned there is not just the three performance skills that I can develop throughout the time I study performing arts. There are many roles and responsibilities that a lot of people are unaware of and these all offer a wide range of skills that can develop over time. ✓

There is the technical side of Performing Arts, the creative side and the F.O.H side. All of these areas can allow you to develop a whole range of skills throughout my time studying Performing Arts. ✓

The technical side consists of roles such as lighting and sound technician, controlling the projector and cyclorama wall, editing and creating video clips. I am lucky enough to have experience most of these roles already from previous units. I feel that I most excelled when I took on the duty of sound and lighting technician. I was able to use the equipment carefully and performed to my best ability. I would like to further this skill even more in the next commissions as I really enjoyed this. ✓

Also I was able to successfully use the projector and cyclorama wall. I had to do this for another groups performance and I was able to set it all up safely and know exactly when it was needed during the performance. When having to set the projector up I also had to ensure that I covered the leads with gaffa tape and then red and white stripe tape over the top, so it wouldn't become a safety hazard.

I haven't had much experience in the creative side of performing arts and this is something I would like to experience in one of the commissions. I have always

# Evaluating my strengths and weaknesses

suggested ideas to my group to help decide on the final costume/set design, but I haven't actually had the opportunity to create them. I feel that this would be something I would find rather challenging, as I wouldn't say art and design is one of my strengths. However, I would like to challenge myself, maybe explore different techniques and then try my best in one of the commissions and perform this duty.

One of the other sides to performing arts is the F.O.H team. This includes roles such as box office, ushers, selling programmes, working behind the souvenir/refreshment shop. I haven't experienced all of these roles yet, however I have acted as an usher in one of the previous performances.

I had to make sure that I was capable of directing the audience members to the schools drama studio. Also I had to make the audience aware of the leads connecting to the projector, to stop injuries from occurring. I felt I performed this role to the best of my abilities. I clearly made each audience member aware of the wire when entering the auditorium. I was polite to each audience member also when they were entering and exiting.

In the next commission I would like to further my F.O.H skills. Maybe this time try out another role. I feel I would be quite good at being in charge of 'balancing the monies' as maths is one of my stronger subjects. However, I think it would be challenging as you would have to think quickly and on the spot.

In the future I would consider having a career in this industry and I feel one of the roles would be perfect for me to undertake would be a choreographer. In a previous unit myself and Ruby (group member) choreographed two different style dances to be incorporated in the performance. Both dances were very different and I feel this shows that I have the ability to use different styles and still create a high standard of choreography. I particularly enjoy dancing and being able to create choreography for a cast number, or a small duet would be a challenge that I feel I would enjoy a lot.

Below are two pictures of me performing two of my most successful roles from previous performances, a dancer and a lighting and sound technician.



- Page 13 -

You are a confident performer in all areas both your singing and acting skills have improved during this process. You have also become an accomplished technician well done!

# Witness Observation

# Rehearsal

Name of Candidate *Ashley..Webber.....* Performance: *..Mock..Commissio*

I have observed the candidate after rehearsals and performance and can confirm that the candidate has:

Please tick appropriate box.	Always	Usually	Sometimes
Had good attendance except when genuinely ill.	✓		
Worked hard at all times.	✓		
Paid close attention to feedback from peers and staff and noted the comments for future reference.		✓	
Undertaken personal rehearsal in addition to group rehearsal.		✓	
Kept to deadlines and schedules.	✓		
Become familiar with the space and equipment used for the production.	✓		
Liaised with other embers of the team.	✓		
Prepared and planned appropriately.	✓		
Developed and contributed to ideas during rehearsal.		✓	

**Summary of candidate comments**  
 I think Ashley worked well during the rehearsal process in this mock commission. She has good attendance, although she is sometimes unable to attend personal rehearsals due to other commitments. She kept to deadlines and became familiar with the performance space and equipment used during the production. She prepared and planned appropriately but often lacked confidence when contributing to ideas.

Witness signature *[Signature]* Date *..12..12..09.....*

# Witness Observation

**Get Out**

Name of Candidate Ashley Webber..... Performance: Mock Commission :

I have observed the candidate after rehearsals and performance and can confirm that the candidate has:

Please tick appropriate box.	Always	Usually	Sometimes
Returned all borrowed equipment and resources.	✓		
Appropriately protected the working space during construction or painting.		✓	
Thoroughly made good the space when work is finished.	✓		
Left the workshop and performance space in a fit state for others to use.	✓		
Taken seriously any individual responsibilities for and aspect of the get out process.	✓		
Been willing to assist any member of the team when necessary.	✓		
Worked within the health and safety guidelines.	✓		

**Summary of candidate comments**  
 Ashley worked within the health and safety guidelines when clearing the performance space. She helped put away the borrowed props and costumes. If instructed to help other members she did so promptly. After the 'get out' the performance space was left clear and tidy ready for others. Also as Ashley helped in the lighting box during the performance it was her duty to make sure all the electrical equipment was turned off.

Witness signature ..... [Signature] ..... Date ..... 12.12.09 .....

# Witness Observation

# Performance

Name of Candidate Ashley Webber Performance: Mock Commission

I have observed the candidate after rehearsals and performance and can confirm that the candidate has:

Please tick appropriate box.	Always	Usually	Sometimes
Taken responsibility for personal property.	✓		
Properly prepared for performance and fully understands the importance of warming up.		✓	
Performed with accuracy and control.	✓		
Performed with an awareness of the audience.	✓		
Responded promptly to instructions during performance.	✓		
Observed health and safety practices during performance.	✓		

### Summary of candidate comments

Ashley gave a good performance in this mock commission. She worked well in a group and always listened and reacted quickly to instructions. She performed with an awareness of the audience and flaunted her strongest skill, which is singing. Next time she needs to continue her confidence not only through the singing piece, but the dance piece too.

Witness signature [Signature] Date 12.12.09



# Peer Evaluation of Rehearsal and Performance Process

Name of Candidate Ashley Webber Name of Peer Assessor Nicole Cogbill

Please tick appropriate box.	Always	Usually	Sometimes
Had good attendance except when genuinely ill.	✓		
Worked hard at all times.	✓		
Paid close attention to feedback from peers and staff and noted the comments for future reference.		✓	
Undertaken personal rehearsal in addition to group rehearsal.		✓	
Kept to deadlines and schedules.	✓		
Become familiar with the space and equipment used for the production.	✓		
Liaised with other members of the team.	✓		
Prepared and planned appropriately.	✓		
Developed and contributed to ideas during rehearsal.		✓	
Taken responsibility for personal property.	✓		
Properly prepared for performance and fully understands the importance of warming up.	✓		
Performed with accuracy and control.		✓	
Performed with an awareness of the audience.	✓		
Responded promptly to instructions during performance.	✓		
Observed health and safety practices during performance.	✓		

**Summary of Peer Assessors Comments** I really enjoyed working with Ashley in this mock commission because she worked very hard at all times. Her attendance was excellent, however sometimes she was unable to attend personal rehearsals due to other commitments. She always took responsibility for personal property and observed health and safety practices during <sup>the</sup> performance.

Witness signature Nicole Cogbill florinda Date 12.12.09

# Self Evaluation of Rehearsal and Performance Process

Name of Candidate *Nicole Cogbill*..... Performance: *Mock Commission*

Please tick appropriate box.	Always	Usually	Sometimes
Had good attendance except when genuinely ill.	✓		
Worked hard at all times.	✓		
Paid close attention to feedback from peers and staff and noted the comments for future reference.	✓		
Undertaken personal rehearsal in addition to group rehearsal.	✓		
Kept to deadlines and schedules.	✓		
Become familiar with the space and equipment used for the production.	✓		
Liaised with other members of the team.	✓		
Prepared and planned appropriately.		✓	
Developed and contributed to ideas during rehearsal.	✓		
Taken responsibility for personal property.	✓		
Properly prepared for performance and fully understands the importance of warming up.	✓		
Performed with accuracy and control.	✓		
Performed with an awareness of the audience.	✓		
Responded promptly to instructions during performance.	✓		
Observed health and safety practices during performance.	✓		

**Summary of Candidates Comments**  
*I have*

Witness signature ..... *flornib* ..... Date *12/12/09* .....



## Year 11 Performing Arts Observation Sheet

Pupils Name Nicole Cogbill ..... Date October 17<sup>th</sup> .....

Period/Month(s) September/October .....

	Question	Poor	Average	Good	Very Good
1	How would you rate your skills in performing arts at the start of this period?		✓		
2	How well do you think you have interacted with other members of the group?				✓
3	How well do you think you have implemented new skills that you have worked on over this period?			✓	
4	How well do you think you have improved as a result of feedback that you have been given over this period?				✓
5	Think of the new skills that you have worked on during the period. How well do you feel that you have implemented them in the performance project?			✓	
6	How would you rate your knowledge of other sectors of the Performing Arts Industry?			✓	

Teachers Comments Nicole is a model student! She excels especially in dance I am confident that Nicole will achieve a high grade at the end of Year 11. Nicole and her group have some really interesting ideas for the mock commission.

Teachers Signature [Signature] ..... Pupils Signature Cogbill .....



# Year 11 Performing Arts Observation Sheet

Pupils Name Nicole Coghill..... Date November 20<sup>th</sup>.....

Period/Month(s) October/November.....

	Question	Poor	Average	Good	Very Good
1	How would you rate your skills in performing arts at the start of this period?			✓	
2	How well do you think you have interacted with other members of the group?				✓
3	How well do you think you have implemented new skills that you have worked on over this period?			✓	
4	How well do you think you have improved as a result of feedback that you have been given over this period?				✓
5	Think of the new skills that you have worked on during the period. How well do you feel that you have implemented them in the performance project?				✓
6	How would you rate your knowledge of other sectors of the Performing Arts Industry?			✓	

Teachers Comments Nicole continues to improve in all areas she is always pushing herself to improve her already well developed skills in Acting, dance and Singing

Teachers Signature [Signature]..... Pupils Signature [Signature].....



# Year 11 Performing Arts Observation Sheet

Pupils Name Nicole Cogbill..... Date 15<sup>th</sup> Dec 2009.....

Period/Month(s) November / December.....

	Question	Poor	Average	Good	Very Good
1	How would you rate your skills in performing arts at the start of this period?				✓
2	How well do you think you have interacted with other members of the group?				✓
3	How well do you think you have implemented new skills that you have worked on over this period?				✓
4	How well do you think you have improved as a result of feedback that you have been given over this period?				✓
5	Think of the new skills that you have worked on during the period. How well do you feel that you have implemented them in the performance project?				✓
6	How would you rate your knowledge of other sectors of the Performing Arts Industry?				✓

**Teachers Comments** Nicole has always worked extremely hard to achieve high standards. her performance of the mode commission was outstanding I hope Nicole will continue with P.A. in The 6<sup>th</sup> form.

Teachers Signature [Signature]..... Pupils Signature Cogbill.....

# Preparation and Development for Mock Commission

Our company is called 'Only Girls Aloud' as my performing arts class is made up of all females. My class however, has split themselves into smaller groups. This is a lot easier as the smaller the groups the more manageable they become. It will also allow us to share the groups roles and responsibilities evenly, allowing each group member to have an overall experience of working in a production team. ✓

My role in our company is mainly as a performer as my main skills lie in the performance section i.e dancing, acting and singing. Although I enjoy being a performer I would like to experience many other roles throughout the duration of the rehearsal and performance period. As I am interested in pursuing a career in performing arts, I feel it is important to have experience in all areas not just your strongest skills. ✓

In this unit I have been given the role of choreographer and lighting and sound operator. I have been a lighting and sound operator before and I am looking forward to gaining more experience in this area, because this is something I may consider to continue later on in life. I enjoy working with the sound operator and perfecting all our cues to ensure a performance runs smoothly. Even though at times, this role can be quite pressurising, I enjoy being able to create different moods with the lights to fit the scenes being performed and would like to develop these skills more. ✓

I will obviously not be lighting and sound operator during my groups performance as I will be performing, however I will take on this role for the other groups in my class' performances. ✓

Taking on the role of a choreographer is very exciting as this is a role that I wish to develop my skills in also. Having the role as a choreographer also means I am able to use my strongest skills to work with my group members and choreograph some dance routines to a high standard. As I am taking on this role I have the duty of ensuring that all performers are able to perform the dance routines with flair and fluency. I must try to be creative when choreographing the routines and use movements that make the styles we are performing in, clear to the audience. ✓

Also on one of the performance I will be given the opportunity to observe the F.O.H team and usher members of the audience to their designated seats. Having the role of an usher, will be quite hard work as I will have to be on my feet for a long period and make sure I am helpful and always available, especially when problems in the auditorium occur. I need to ensure I am always understanding to all audience members and try to ensure problems are dealt with in an effective manner. ✓

Not only are the roles and responsibilities listed above important in the duration of this mock commission, but also duties such as, costume and set designers, prop

# Preparation and Development for Mock Commission

managers, runners and make-up artists etc. We have designated each group member a variety of roles for these following mock commissions. These are listed below.

Mr Coombs - Director

Nicole - Performer, Choreographer, Lighting Technician

Ruby - Performer, Chorographer, Sound Operator

Ashley - Performer, Usher, Costume and Set Designer

Bethan - Performer, Back Stage Manager, F.O.H Manager

I think that all of these roles are as important as one another. If none of our group members took on these roles, we wouldn't be able to go ahead with the production as we would have no one else. By giving each group member a specific role, means they are able to be committed to their role and be able to perform it to the best of their ability, without having to worry about all the other roles. ✓

My performing arts teacher will be the director for our mock commission, however throughout the development and rehearsal process I will ensure to keep a "prompt" copy of our script for our performance. This "prompt" copy of the script is a working document, which will allow us to expand and develop scenes throughout the development period. Also it will include everyone's notes, blockings, lyrics and dance movements/hand gestures. If anyone stumbles during a rehearsal/performance we are able to relate to this prompt copy to direct them and prompt them with their next line/movement. ✓

I will be working closely with Ruby throughout the groups rehearsal and performance period as we are sharing the roles of choreographer and working together in the lighting box. I have worked with Ruby previously and feel we are able to work effectively together as we both always perform to our best abilities. As she is taking on the role of a sound operator she may often have to wait for lighting cues or I might use her sound cues. ✓

As Ashley will be taking on the role of costume and set design she has to make sure that all designs are convenient and safe for our performance. The costumes must allow us, the performers, to move freely in, however still must represent the characters we are portraying. It is also her duty to find the best materials used and if need be sort out the hiring costs. Also being set designer, she must ensure that when using this in the performance it is clearly visible in black outs so it doesn't cause any hazards. If the set is being used to stand on, it must be securely held down so the performers are able to rely on it taking their weight, ✓

Bethan will be taking on a very important role, back stage manager. As she wont be able to undertake this role during our groups performance as she will be part of it,

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# Preparation and Development for Mock Commission

this role will be given to another member of our performing arts class. However, when the other groups are performing she will take on this role. She will be in charge of anything that happens backstage during the performances. She will often be expected to cue the lighting and sound operators and also work co-operatively with the back stage team. (Properties manager, make-up artists etc) She will also be expected to make sure all fire exits back stage are clear and free for any emergencies that may occur. ✓

When I am not performing on stage in my group in the rehearsal process, I will offer help to the other groups in my class. I will give them feedback on their mock commissions and help them to prepare themselves for the performance. By watching each others performances will allow you to make suggestions to not only their performances but it also might result in your altering your performances to make it more effective. Also, as I am not going to be on stage, it will allow me to be able to operate the sound and lighting box. This is what will happen during the final performance, so it is important that I practice both my roles on stage, but also back stage as well. ✓

As I have been given the role as a lighting technician I will need to rehearse this, as for each performance the lighting will differ. I will have to create my own lighting plot and work well with the sound operator as often the cues for both lighting and sound are the same. I must listen to exactly what the group members are wanting for their performance and try my best to make their suggestions possible. ✓

Also as I am a performer I have been given the responsibility to learn my own lines. To do this I have been using many rehearsal techniques that I am familiar with, to improve my performance. Some of the techniques that I have used include, recording my lines with my group member. We then all took a recording of this at home and listen to it before we go to sleep each night. We have also made individual recordings. This is where my group members record their lines and I leave my line out. When rehearsing at home I am then able to say my line in this blank area and I become familiar with whose lines I am after. ✓

At home I have performed my lines in front of my family and I asked for some constructive feedback. I have also used this technique in school by asking my performing arts teacher and peers to give me their opinion on whether they think my character is believable. This constructive criticism helps me to see areas of my performance that need a little more practice and helps me to understand things I need to focus on to improve. ✓

I have also practiced the song my group and I are having to perform in the mirror, as



# Preparation and Development for Mock Commission

I am able to see if I am singing with passion. I felt that in previous performances, I concentrate too much on the lyrics and tune and forget to stay in character. This technique has allowed me to pay close attention to hand gestures, body language and facial expressions throughout the song. Also I feel this technique has helped me to develop my character further when saying my lines too. ✓

Once the performance is finished and we are just left to run it a few times so we become familiar with the order of things, my group and I will record it and watch it back. This will then allow us to observe our performance in depth and see areas that need close attention to and improve more. Also if scenes are too long, or dance routines are becoming boring we are then able to develop them to make them more interesting and enjoyable. ✓

Another rehearsal technique I find useful, is hot seating. This is where a person is "in character", sat on a chair and is asked a variety of questions. The person must stay in character and answer the question in the way the character they are portraying would. This really helps you to develop your character even more, because you are 'creating a background' for that character and becoming familiar with the way your character thinks and reacts.

My group and I also find thought tracking a useful technique. This is when all of the characters are frozen on stage and one will say their thoughts and feelings on the other characters, This again is helping to develop the character you are playing further. ✓

The venue my group and I will be rehearsing in is our schools drama studio, as this has all the facilities that we will need for the performance. As a group, we will have to put in extra rehearsals, so we will practice in the drama studio during lunch time and after school sessions as well. The drama studio is one of the two options that I am looking into, to perform my mock commissions and my unit 4 performance.

I understand the important of warming up before each rehearsal and performance. By doing this will reduce the risk of pulling a muscle and could then result in a poor performance. I would say that Ruby and I are the most confident dancers in my performing arts class, so we have the role of undertaking the stretches and exercises each time. We will try to ensure we warm up each individual part of the body. We will do this by focusing on each body part individually, with certain exercises. ✓

Also, as a lot of my class mates are singing in their performances, including my group, I feel it is important to do vocal exercises before each rehearsal/performance. Bethan and Ashley are the most confident singers in the class so they are in charge of doing vocal and breathing exercises before each rehearsal/performance. ✓

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# Preparation and Development for Mock Commission

I have also been asked to come up with an idea for our companies logo. 'Only Girls Aloud' is our performing arts class' company name and each member has been given the task to create a logo to represent us. We will then gather everyone in the companies ideas and decide on the one we feel is the best.

Below is my idea for the logo with annotations that go with the design below it.



excellent!

I feel that my idea is simple but effective. The colours are feminine which is a key part to our group name and our bold. By having bold colours, allows the logo to stand out and become noticeable. I have decided to use the star as the key shape as it is a performing arts class and stars are very convenient with this type of company. Also by printing the company name 'Only Girls Aloud' in a curly black writing, to make it feminine but also noticeable. By having the black on the pink background makes it eye catching and the first thing for people to notice first. Which is exactly what we want!

# Genre/Style/Script Ideas for my mock commission

Below are four ideas for both my mock commission 1 and mock commission 2. I have written a little detail about each mock commission, explaining the different genres and style we will be performing in. I have also given a brief explanation of each performance. ✓

## Idea 1 - Mock Commission 1 'Billy Elliot'

This idea was based on the overall title for mock commission 1, Musical Theatre. This idea is using the music from 'Billy Elliot.' There will be three group members in my group and we will all perform a tap dance to 'Expressing Yourself' as this is one of the main songs in the West End show and will be most familiar to the audience members who enjoy musical theatre. We could portray the character he plays in this routine (dressing up as a girl) by wearing tutus, but also our basic costume that represents Billy Elliot. We will also be singing 'Electricity' in its original manner, however as this is usually sung as a solo, the three of us will all sing mainly in unison and may sing a few lines solo. In 'Electricity' there is an instrumental section, which we will perform a contemporary dance. In this song we can show emotion through our dance performance and concentrate on allowing our character to come through the moves we do. Although we will be dancing in the style of tap and contemporary, we will also combine musical theatre style throughout this devised piece to ensure that our genre is clear. Our target audience will be for all members of the public who enjoy musicals, especially Billy Elliot. The costumes we could wear, will represent the clothes that Billy Elliot wore in the original film, which we have researched. However, we also have to ensure that we are able to move freely in them. We could adjust the outfits slightly so instead of wearing ripped jeans, to indicate that he is poverty stricken, we could wear ripped jogging bottoms to allow us to be able to move. We could also include in our performance, multi-media. This will allow us to excel in another skill. We have put together a slide show of pictures from the minor strike, this major event occurred during the period when the film Billy Elliot was set and we will be projecting this on to the cyclorama wall. This will then show we are able to use these skills to a professional standard and to the best of our abilities. ✓

good.

## Idea 2 - Mock Commission 1 'Wicked with a twist'

This idea again will be based on the overall title for mock commission 1, musical theatre, however, this idea will incorporate all three aspects of performing which are, singing, dancing and acting. This idea will be a devised and scripted piece based on the original story of 'Wicked.' We have decided to perform the songs from the West End

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# Genre/Style/Script Ideas for my mock commission

show in their original concept, however we will be reversing the roles of the witches, Glinda and Elphaba, the two main characters. In the piece, as we will be including acting, there is more pressure and chance that we may come out of character, so we will have to use a lot more rehearsal techniques and practice regularly to ensure this doesn't happen. Also as we will be acting, we will be able to try a more serious genre of acting. The story of wicked is quite serious, so by using all these techniques, for example 'hot seating' will allow us to really understand the characters we will be playing and allow their characteristics to become clear to the audience in our performance. Our target audience for this performance, again would be people from the public who enjoy musical theatre style performances, however this time it might be aimed for more of the older generation, as the acting in this performance, will be serious and quite emotional. Again, like the first idea, we will research the West End show and try to use costumes like the ones in the West End production. This will help the audience to recognise the characters and understand that their personalities have been switched, giving the story line a twist. ✓

## Idea 3 - Mock Commission 2 'Malice in Wonderland'

This idea is based on Lewis Carols 'Alice in Wonderland.' The original story is of a young sweet innocent girl who falls down a rabbit hole into a fantasy world. My group and I have altered the character Alice, into an evil nasty child, hence the title 'Malice in Wonderland'. We feel that showing this contrast between the original character will help the audience to understand the moral more. Also I feel the audience are able to compare the two stories and see how by choosing the correct path can alter the experience you are about to have. Not only we will be changing Alice's characteristics but also we could try to make the whole performance into a modern interpretation of the story, including many of the technical equipment and modern language we use today. This will allow us to perform in a more comedy style and develop comical characters. This commission could be staged as a T.I.E project, showing the difference between good and bad. It can show the audience that there are many different paths to take in life and its important to choose the best one. As this could be a T.I.E project, our target audience would be primary schools, which we could invite to our groups performance. T.I.E stands for Theatre In Education and our adaptation of this well known story would meet the criteria as it would have a moral message to the story. The costumes will be loosely based on the original costumes in the film, however as it is a modern interpretation of this story, they could be a lot more modern. Example, using the same colours as the original 'Alice' but making the clothes fitted and fashionable. ✓

# Genre/Style/Script Ideas for my mock commission

## Idea 4 - Mock Commission 2 'Poor Little Eugene'

This idea again could be staged as a T.I.E project. As a T.I.E project must include a moral, the moral for this performance would be that everybody has different talents. I feel this is a very important moral to make young children aware of. As they grow up, many children will feel that they don't have a talent just because they can't dance or play football as well as their friends. This performance shows this is not the case. It is about a group of cavemen that all have different duties in the camp, for example, collecting good wood for the fire, cooking the food, making a shelter. However there is one cavemen called Eugene who feels he is always second best at all these tasks. The story continues and we are soon able to discover Eugene's talent. As I believe the best way to stage this would be as a T.I.E project, our target audience again would be primary schools. We could invite two primary schools, to visit our groups performance and then afterwards ask questions to see if they understood the moral and carry out a variety of tasks. We could try to include a comedy style performance too so it interests the younger children. This will also allow us to explore comical timing. Our costumes would try to allow our characters as cavemen to come through. As we want the moral to be made clearly in the performance we would have to perform in a realistic style, however we could also try to include some comedy in the performance, as we will be performing to the younger generation of the public.



I believe all four ideas meet the commission title and explore a whole range of styles and genres. I feel I am able to research each genre in more depth so I am able to create choreography that correctly suits that chosen style. All of these ideas would be performed to a professional standard as throughout the duration of this unit, it is important to act as a professional company 'Only Girls Aloud.'



Excellent ideas Nicole

# Health and Safety implications - for the performers

There are many health and safety issues that performers should be aware of for the duration of the rehearsals and performance period. They should be made aware of these implications at the very beginning of the rehearsal process, so they can ensure that for the whole time they are rehearsing and performing they are doing this safely. Below are a list of health and safety implications that will relate to the performers.

- The performers must be aware of all the entrances and exits into and out of the performing space. This can be done by making the performers familiar with these and ensuring that they are all visible, even in blackouts.
- 'Sight lines' should be clearly marked out with white gaffer tape. This will allow performers to see the edges of the stage and steps that may occur in the performance space.
- All scenery must be properly fixed down in the performance space, ensuring there are no hazards that may lead to it falling during a performance/rehearsal.
- Props are to be stored in a designated props area at all times for the whole duration of the rehearsal/performance. Not only making things easier for the performers to get hold of their props, but also this will ensure that there will be nothing that may cause safety hazards.
- All over head stage lights must be securely fixed onto the lighting bars and chains.
- The dressing room areas must be kept clean and tidy at all times. Again not only does this make it easier for the performers to find things quicker, it allows free space if there were to be a fire or an emergency.
- Any large props being used throughout the performers such as a large chest of draws or a dressing table, must be weighted down. Also white gaffer tape is often used for performers to clearly see these props during blackouts.
- Make-up artists must be aware of each performers different allergies. This may lead to performers using only a certain make-up so it doesn't cause reactions. Also with items such as eye liner it is often best to not share around this as it could cause eye infections.
- It is always important to have a first aider near by during a rehearsal or a performance. The first aider is most unlikely to be needed, especially if the performer has correctly followed the health and safety code of conduct, however it is always reassuring, just in case of an emergency.

# Health and Safety implications - for the audience

There are many health and safety issues that the audience should be made aware of as well during a performance. They must feel that they are able to exit the building safely in case of an emergency. Also when entering and exiting the auditorium, they must be made aware of any hazards e.g wires that could cause injuries.

- The group members must ensure that before any performance none of the fire exits are blocked, with props, scenery etc. This could be another job that one of the group member could be allocated to ensure that all doors are checked.
- Not only do the fire exits need to be cleared in ready for people to use, but also the group members must ensure that the fire exit sign is lit up. Especially when the performance begins, people still need to be aware of the exits, even in the dark.
- It is important for the audience to know exactly where the fire exits are. Stating them in the program or in a short announcement at the start of the performance can make the audience aware of them.
- All the audience chairs must be safely clipped on to each other. There will be an allocated seat number in each row and if people decide to try and move their chairs, this may result in them blocking a fire escape pathway or door.
- There should always be a center isle for audience members to exit safely. In bigger auditoriums, it is safer to have more than just one. This can allow all audience to leave the quickest way from their seats in an emergency.
- There must be enough 'F.O.H staff' at the beginning and end of each performance. If a performer is also taking on one of the F.O.H duties, in the interval they may be short of F.O.H staff. They would need someone to replace the performers second duty, or if she was given the job, for example, collecting and ripping the tickets, it wouldn't matter
- It is always handy to have a first aider near by throughout the performance. In our school performance, we have asked the care takers to stay behind, as they are qualified first aiders.
- If the performance is using special effects such as, strobe lighting etc, the audience should be made aware of it just incase people have epilepsy etc.
- All wires or leads that may inter fear with the audience space or pathways should be taped down with gaffa tape. Also they should have a strip of red and white striped tape, so it is made clear for everyone to be aware of it.

good - not everyone can understand how important it is to know your health and safety policy both as a performer and as a Technician -

# Ideas for Unit 3 performance space

When performing the commissions, I believe it will be good experience to perform in different performance spaces. Below are some ideas of performance space that I could take forward and develop for unit four.

## Performance Space

- In Bryn Hafren's main hall
- In Bryn Hafren's drama studio
- In Bryn Hafren's gymnasium
- On the School field
- In the local community venue
- In our community
- E.g - Memorial Hall
- E.g - Barry Islands promenade
- Barry Arts Centre
- Outside the civic offices



These are all possible venues that my group and I should consider, however we also need to consider the health and safety implications that occur, with each different venue.

Performing in the school's main hall, will allow us to have seating all around the hall. However, we must ensure that no fire exits were to be blocked. Also the main hall is used as a school canteen at lunch times, so making sure that all food and drink is cleared away so the performance space is clean before each rehearsal and performance is vital.

Performing in the school gym again you need to ensure that the fire exits are not blocked. Although the floor in the gym is sprung, making it ideal for dancing, shoes are not to be worn on it. So tap dancing and bloc work, would not be allowed.

Performing in the school's Drama Studio or in a local theatre, would be more safer, as they are all often used for productions. This would mean that all equipment should be correctly places and the fire exits would all be cleared.

Performing outside, on the school field, around our local community would all be interesting venues to perform. However, it would be very dependent on the weather. You would have to ensure there was space for your audience to watch the performance and all litter or hazards such as small branches are to be removed before any rehearsal or performance. Also, technical issues if using a sound and multimedia equipment may occur, for example, there would not be any sockets free to plug wires in. Also, lights may not be as effective and backstage would all be open areas.



# Research into two performance venues

## Venue 1 - Barry Memorial Hall

Our first performance venue that we are considering is the Memorial Hall situated on Gladstone Road, Barry. The Memorial Hall is Barry's local theatre and was built in ..... It is a regarded and well respected place. It is a working theatre and is used on many occasions during the year. As the name suggests Barry's Memorial Hall was built in memory of all those men and women in Barry who died in World War I and II. There are two entrances to the Memorial Hall, the main one being known as the cenotaph entrance. The other is at the side and is known as the box office entrance. Also before you enter the main stage there is a little room where the walls are listed all those people's names who were unfortunate to lose their lives in both these wars. The Memorial Hall is a registered charity, so if we wish to sell our tickets through them they will take a 15 pence for each ticket sold.

It is a large well preserved building and is multi purpose. Not only does it have a large stage for main productions but also smaller performance spaces. It is made up of a large auditorium with a 'main stage.' This auditorium also has a large balcony attached to it and including the balcony the main hall can seat over 1000 people. The seats in the main auditorium in the stalls and rear stalls are not fixed seating, so you can vary the layout to suit the occasion. There is a bar area for the public to use next to the main auditorium and there are also three other bars in the building on different floors.

The Memorial Hall is hired out to many amateur companies and school's for their performances during the year. Recently, Billboard staged their Christmas Pantomime in here. They left the seats in rows for their performances, however if a cabaret show was going on, they may wish to rearrange their audience around tables. Giving it a more intimate atmosphere rather than the traditional rows. Not only do the companies hire the Memorial Hall out for a performance space but also, regular dance classes take place here. Popstar's dance school rehearse every Sunday in one of the rooms on the second floor. This is known as the Glamorgan suite. This performance space has removable seating, however it can only hold up to about 120 people. In here there is also a small stage as well as a sprung, wooden floor which means it is suitable for dancing.

Also many occasions such as fashion shows, dog shows, business meetings and wedding fares are all regular events that occur here. Recently, one of the most popular events in Wales was held in this theatre, Mr Wales body building competition.

It has excellent facilities for people with disabilities. Both entrances are equipped with wheel chair access and have ramps and lifts to allow them to enter the building. Guide dogs are also welcome in all areas of the theatre. There is plenty of car parking spaces and there are designated ones for people with disabilities.

# Research into two performance venues

The Memorial Hall Theatre has a large proscenium arch stage built just after the first world war and is one of the largest stages in Wales only being eclipsed by the W.M.C (Wales Millenium Centre)

The backstage area of this theatre is quite large and has a total of eight dressing rooms. Four of these dressing rooms are situated throu double doors from the right hand stage. All being a reasonable size, however one is known as the make-up room. There are toilets on each level of the building, backstage and in the main building.

The main stage area consists of a good sized 'wing' space. The stage has an apron, this is an extension to th original stage but its permanently attached. There is also room above the stage to fly cloths in and out of a production. The 'flying' space above consists of eighteen bars. There are six main lighting bars with various size lamps and lanterns attached to them. However, usually when this is hired out, companies have to hire in more lights and also because of the size of the theatre, you usually have to hire microphones and sound equipment, which will all add to the total cost.

When hiring out the Memorial Hall the venue manager can put together a 'hire package,' in our case this would mean full lighting rig, microphones and dressing rooms would all need to be hired on top of the original hire charge.

The hire of the hall is not within our budget and therefore not a feasible proposition for us to stage our final commission in. However, as a group we have come up with the idea of undertaking a few fundraising events that may make it possible for this to happen.

Some of these ideas consist of:

- \* Cake breaks in school
- \* Bag packing in local supermarkets
- \* Sponsored silence
- \* Providing a school disco for ks3
- \* Swapping roles with a teacher for the day
- \* Raffles
- \* Car Washes for staff in school
- \* Sponsored walk
- \* Bryn Hafren's got talent
- \* Slave auctions

I feel that these are all suitable fundraising events that may help us to cover the costs of the hiring charge, however the hiring charge does not include costumes, set, props, make-up and also we would have to book sessions to rehearse in there.

These fundraising events may not be able to cover all of this charge so still it may not be feasible. However, I definitely believe that my group and I should still take this venue into consideration.

# Research into two performance venues

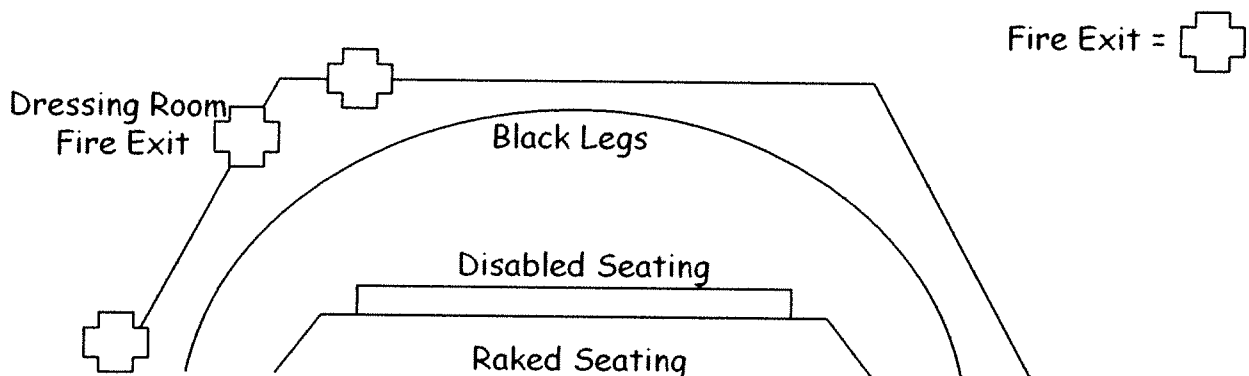
## Venue 2 - Bryn Hafren Drama Studio

Our second performance venue that we are considering is the Drama Studio, located on the bottom floor of Bryn Hafren Comprehensive School. This is the most familiar of the two venues, with my group and I as we have performed in this space on many occasions. Our school drama studio is a large performing space and has a large 'raked' seating area. It can fit about 80 seats. This is a very good feature for the drama studio to have on offer as it allows all members of the audience to have a clear view of the performance.

There are entrances to the drama studio that have features to allow wheelchairs to enter, however, the drama studio is located on the bottom floor of the school and the school has no lifts or ramps, just stairs to access the drama studio. There is also yellow walkways and steps for partially sighted pupils and visitors. Also in front of the raked seating is space for disabled seating, however this makes the performance space smaller.

There are three fire exits, that are all clearly marked. As two of these fire exits are back stage, it is very important that these are never blocked with any props, costumes, set etc.

Below is an aerial diagram of the schools drama studio, showing the above fire exits, disabled seating and raked seating. The drama studio is also fully equipped with a smoke detector and sprinkler system. There are also four fully functional and tested fire extinguishers.



When selling tickets for the performance, no percentage of the profit will need to be donated to the school as the drama studio does not offer box office facilities. However, this is a positive as we are then able to experience the role of a box office manager and our company 'Only Girls Aloud' will gain all the profit made.

The performance space is surrounded by black curtains, meaning there isn't any wing space. However there is enough room behind there to stand and not be seen.

# Research into two performance venues

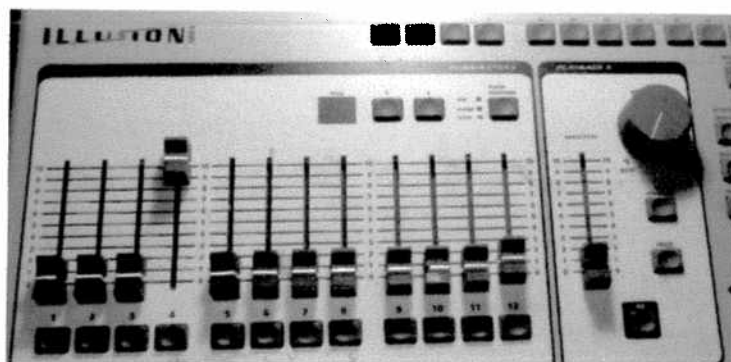
By having the black curtains around the performance space, allows the performers to use interesting entrances and exits. Also underneath the raked seating is another entrance way. This is another way in which performers could create the performance more exciting, by using entering and exiting the stage through this.

The drama studio is fully equipped with a lighting box, which contains a fully working lighting desk and sound equipment. We are able to use both these in our performances and experience the role of a lighting and sound technician, which all helps towards improving our existing skills in performing arts. ✓



The drawing above, clearly shows the technical equipment within the performance space, the lights, the cyclorama wall and the speakers. The cyclorama wall is an important facility that the drama studio offers as it enables us to produce PowerPoint presentations and project images or video clips on to the back of the wall. This will allow us to show that we are developing our skills in this area also.

Below is a labelled diagram of the lighting desk that I would be expected to use if I wish to take on the role of a lighting technician. ✓



excellent!

# Research into two Performance Venue's

My group and I have to choose the best performance venue for my groups performance, I have researched into two venue's which I think my group and I should consider. These two venue's being the 'Drama Studio' (located in our School, Bryn Hafren) and the 'Memorial Hall' (Barry's local theatre). Below I have highlighted the positives and negatives to each venue to allow my group and I to discuss which venue we feel is the most suitable for our requirements. ✓

## Positive points about the 'Drama Studio'

- We are able to rehearse in this space regularly, during lunch, break and after school.
- There is sound and lighting equipment located in the corner of the drama studio and we are able to use these in rehearsals as we have been taught how to use this equipment safely.
- There is raked seating and can hold about 80 people.
- There is a small dressing room.
- We are able to use the cyclorama wall and rehearse projecting images and video clips on to it.
- The performance space is quite intimate, which means the audience are near the performers, allowing them to engage with the audience.
- The raked seating allows everyone to have a good view, not just the front row.
- As there are curtains all around, it means we are able to have "interesting" entrances and exits during the performance. For example, the large walkway underneath the raked seating.
- It has full blackout facilities that can be used during the performance.
- There are main red tabs which we are able to use.
- There is a scaffolding tower, which is used in adjusting lights, however this could be a good use of scenery.
- There is also a stair case, again could be useful for scenery.
- There is a large cupboard at the back of the drama studio, that can store all the costumes and props.
- There is a double door entrance, which means it is not impossible to allow disabled access to the drama studio.

✓  
excellent The drama  
Studio has never sounded  
so good! Well done!

# Research into two Performance Venue's

## Negatives points about the 'Drama Studio'

- The size of the performance space may be a little small.
- As there is only enough room for 80 seats, this restricts our audience size.
- There is limited lighting.
- There is no backstage area behind the performance space, to store props or to have quick changes.
- The lack of space back stage, also effects the amount of scenery that can be used. Also usually the small back stage space that the drama studio does offer, is usually stored with other things from previous productions. This would have to be cleared if we wish to store scenery there.
- There is very limited disabled area in the audience.
- It would be very difficult to allow wheel chairs into the drama studio, as there are a lot of stairs involved in order to get there.
- There is no clear entrance to the drama studio, as it is in the middle of the school
- There is no area for front of house. (F.O.H).
- The projector that is used for the cyclorama wall is not fixed. This could cause a range of health and safety hazards.
- The floor in the drama studio is 'slightly raised', which can hider a dance or dancers. Tap dancing is also not suitable on this floor.
- No facilities to fly anyone or cloths. (Scenery <sup>cbms</sup> sheets)

✓  
good.

## Positives about the 'Memorial Hall'

- It is a very large venue which can hold up to 1000 people.
- There is many dressing rooms, all very large.
- The backstage area, is very large and enables you to store all props, scenery and undertake many quick changes.
- There facilities to fly in cloths and also people.
- Backstage is very accessible.
- Excellent facilities to allow disable people in and out of the venue. These including lifts, ramps etc.

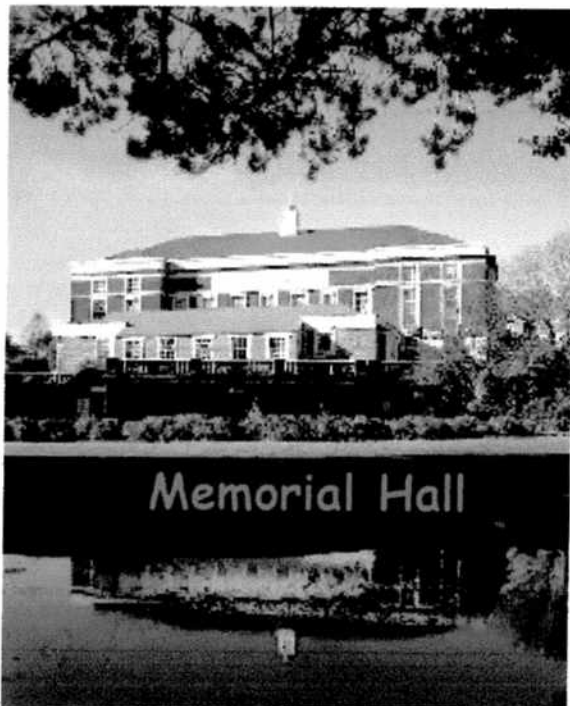


# Research into two Performance Venue's

- There is also an excellent F.O.H area, including box office, bar, area to sell programmes and refreshments etc.
- It has a large balcony which seats over 300 people.
- It has a main tabs facility.
- There is plenty of car parking space.
- Entrances and exits are all well marked and lit.

## Negative points about the 'Memorial Hall'

- It is far too expensive, 2 nights would cost over £1000
- The venue is too big, for our small groups performance
- Acoustics are very bad, unless you hire microphones, however, this will result in more money being spent.
- Seats over 1000 people which could be very difficult to sell every ticket.
- Every part of the Memorial Hall is hired separately, meaning, you would hire, backstage, the auditorium, the stage, the balcony, all separately, this would add up to be much more expensive too.



# Decision on chosen venue

After taking in consideration all the positive and negative points to each possible venue, our overall decision was Bryn Hafren school's Drama Studio. We feel that this is definitely the most suitable venue for our performance after we had researched both venues. ✓

We looked into hiring the Memorial Hall and it is run by the Barry Town Council - national trust, which means to hire just the main stage and auditorium it would cost us 'Only Girls Aloud' over £1000. This would be far too much as our budget must ensure that we can cover the costs of all the other things needed for the production, such as, microphones, sets, costumes and advertisement etc. These will all be added on top of this £1000 hire charge and increase the total cost for the performance even more. ✓

Unlike the Memorial Hall, the drama studio would be free for us to hire out as it is part of our school facilities. It can be often hired out to the general public and there would be a small hiring cost, however as we are pupils of Bryn Hafren School, we can hire it for free. This will allow us to spend the rest of our budget on things such as the set and costumes etc. ✓

Not only is our chosen venue saving us a lot of money, we will also be able to rehearse in the actual performance space when ever we need too. If we were to choose the Memorial Hall, we wouldn't be able to rehearse in the performance space regularly and we would have to book sessions. ✓

This would also mean throughout the rehearsal period we would be practicing in a different environment than where the actual performance will be held in. This would mean performers would become familiar with the space we would be rehearsing in and we would start to get used to our props, set and costume changes being in the same place. ✓

As we are in school 5 days a week, we will also be able to practice during break and lunch times in the Drama Studio and also after school. The Drama Studio has all the facilities we need for our performance, so we are not loosing any special effects. Also as we have performed in this space before and used some of the Drama Studios technical equipment, we are familiar with them. This will help us to rehearse more productively as we will not be learning how to use them from fresh, we will just be furthering and improving our knowledge and skills. ✓

Although the Memorial Hall seats more people, as this is just a small production, we will not be in need of a large auditorium. If we tried to fill the Memorial Hall, we wouldn't be successful and could end up loosing more money and not being able to cover the costs. ✓

These are all reasons why, we believe the Drama Studio is the most convenient venue for our production.

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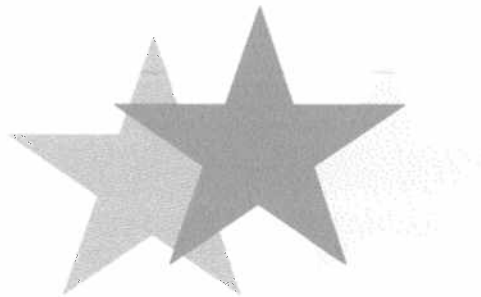
You and your group have clearly worked as a professional touring company weighing up all the 'pros' and 'cons' about your chosen piece and the venues well done!



*Commission 1*



**Musical Theatre -  
Billy Elliot**



# Ideas Page

Commission 1's title has asked us to stage a performance that includes musical theatre in some way. It has to be performed using 2 out of the 3 performance skills, dancing, acting and singing. The title was very vague and therefore didn't have a clear structure on what had to be achieved in the way in which we performed. As long as we included two out of the three performance skills and performed in a musical theatre genre it would be fine, which meant we were able to have a wide range of options.

For example we could perform a story from a musical theatre production and develop and alter it, it could be that the performance uses music to dance and sing to from musicals, or you could simply stage a musical theatre performance in its original context.

Some of the ideas my group and I came up with and discussed are listed below.

## Wicked

My group and I felt this is a very well known musical and has had lots of positive reports about it, so using music from this would result in the audience being interested in our performance. Instead of performing the whole show in its original context we could reverse the roles of the two main characters Glinda and Elphaba. They could swap views on things and swap different likes and dislikes. We could use some of the songs from the West End/Broadway Show, however alter the lyrics so it related to our characters. By doing this we would be using both acting and singing skills.

## Billy Elliot

This musical, my group and I once again feel is very well known and liked by many so in theory it should be successful with the audience members. My group and I feel there is a clear divide with strong skills in our group, two of us, myself and Ruby excel in dance, where as Ashley excels in singing. Because of this we think it would be a good idea to use two songs from the West End Musical. These being 'Electricity' which we would sing to and create a dance in the instrumental part and 'Expressing Yourself' which we would perform a tap routine to. sing one of them and perform a dance routine using Musical Theatre as the style moves. This would mean we would be combining both of our dancing and singing skills in this performance.

## Mamma Mia

My group and I believe that Mamma Mia has become very popular with all generations over the last few years because of the new film being released recently. We feel that this story line can relate to many of the general public and the music is quite upbeat which will allow us to choreograph musical theatre style dance routines. As the story ends in the film, our idea is to pick the story up where it ended and

# Ideas Page

continue it. We can develop some of the minor characters and create a story line about them to allow them to have more of a main part. This would mean we would be using acting and dancing skills throughout this performance. ✓

## Michael Jackson - Thriller

The final idea that my group and I discussed was the new 'Thriller' musical. As Michael Jackson died earlier this year, we felt this would be quite a moving performance. We wanted to use his music to sing and dance to. As we realised we had to keep to the title of this commission which was 'Musical Theatre' we feel that we must gain the skills of combining his movements with musical theatre style. This may be challenging but would be very successful if it worked.



Although my group and I felt that each idea would have been successful, we felt the best option would be Billy Elliot. We reversing the roles of Wicked would be very difficult as it would result in none of the songs making sense and would start to get confusing. Although carrying on the story from Mamma Mia would have been interesting the music has quite a steady beat making it difficult to create choreography that differed and was interesting. As our final idea Michael Jackson would have been very popular, we would have had to be very careful and make sure we kept relating the title to our performance. ✓

Myself and my groups overall decision was to choose the musical 'Billy Elliot.' All of us group members had been to see this musical in London's West End and thought it was an amazing performance. We all understand the importance of making the audience feel the passion and emotion we are trying to portray in our performance. As we are not acting it is also very important for us to tell a story and show the emotion in the character we will be playing. This may be challenging, however it will all contribute to helping us develop our skills in all areas of Performing Arts.

We have chosen to perform a tap dance routine to the song 'Expressing Yourself' as this is how it is performed in the West End. As we have chosen to keep this in its original context we have also decided to sing Billy Elliot's solo for his audition 'Electricity.' As this is usually sand as a solo we will be changing it so it can be performed as a trio. We will also be including a dance routine in the instrumental section of this song. ✓

# My Mission Statement

My chosen brief for you as a commissioner to consider is 'Billy Elliot'

I feel that after considering many different options to meet the title criteria 'Musical Theatre' this is the best idea my group and I have come up with. As we have to stage our performance in a certain way, we feel this musical will allow us to expand on our skills and try out new techniques. ✓

After careful consideration, my two proposals for my performance venues will be Bryn Hafren School's Drama Studio and the Memorial Hall. As these are both near by venues, I feel they are both convenient, however, the cost of the Memorial Hall is far over our budget. Also by choosing the school's Drama Studio will allow me to rehearse in this space as often as we require. It will also allow our budget to cover the costs of other things needed for the production, such as costume and sets. We will no longer need to worry about spending money on hiring any sound or lighting equipment, as everything we are in need of, the drama studio has to offer. ✓

I have selected a range of designs for your consideration during the performance. I wish to use a range of theatrical techniques such as film project on the cyclorama wall. This will include me using images from the minor strike and producing some small video clips that can be projected. Also I hope to use a range of lighting and sound effects, to make my performance more interesting. I intend to explore many different styles of dance throughout this commission, not just musical theatre. However, as musical theatre is the root of this commission, it is important that we incorporate this into the chosen genres throughout the performance. ✓

My target audience for you to consider will be my peers, friends and family. Also I believe you should consider any of the general public that enjoy musicals and like to view musical theatre style productions. As there will be no acting in this commission, our performance has to portray our emotions and feelings through the song and the dances. People who prefer to watch dances rather than scenes will enjoy our performance more. ✓

Within my group we have chosen to take on more than one role in the production team. I have taken on the role of being a performer, but also choreographer and lighting and sound technician for the other groups performances. As choreographer I have the duty of ensuring that every performer knows the dance and must also make sure that the choreography is interesting and stays within the genres we are performing in. ✓

As a lighting and sound technician I will be taking charge of the lighting desk, where my group member, Ruby, will be in charge of the sound equipment. This will mean I will have to follow a lighting plot and control the sound desk carefully. I must be observant to different cues and work as a strong partnership with the sound technician to ensure that the lighting and sound runs smoothly throughout the performances. ✓

# My Mission Statement

Not only do I have to perform this role to the best of my ability, but also I will ensure that I do so following the health and safety code of conduct. After each performance, I will make sure all technical equipment that has been used is turned off and put away safely, in ready for its next use.

My group and I have chosen to use the projector and the cyclorama wall and I feel that we have the duty to check that any wires being involved in the set up for the projector are taped down securely, this decreasing the risk of any hazards that may occur.

My group and I have decided on suitable costumes for the performance for you to consider. We feel it is important to portray the characters and wear similar clothing to them. However, we also feel it is important that our clothes do not restrict us from performing our dance routines to our best ability.

I have carefully considered the entire requirements for myself and groups needs to ensure that all my personal and group targets are met. I have ensured this happens by creating a plan of action list, to allow us to set our selves achievable targets throughout this commission. As a group, we have also decided to create a performance schedule to ensure we use our time appropriately and able us to work as a 'professional company' during the day of the final performance. We will also split our lessons in half so we ensure that we cover both practical and written sides to this subject.

During our rehearsal period, we will keep notes of all our blockings and entrances and exits. This way we will be able to hand the director of our production (Mr Coombs) a prompt copy of the script on the performance and it would include all out blockings, lights and sound cues etc.

We the members of 'Only Girls Aloud' fully understand that you as the commissioner have the final decision which commission we will perform and my group and I will follow your decision as young professionals.

Nicole Cogbill

Excellent.

# Commission 1 - Billy Elliot Ideas

After researching Billy Elliot in depth, my group and I have decided that we would like to create a performance on Billy Elliot. We have decided not to act during this performance but concentrate on improving our singing and dancing skills. Also our technical skills. ✓

## Music

As the title of this commission is musical theatre my group and I feel that we should use the accompaniment from London's West End Musical 'Billy Elliot.' The different music we have discussed is:

- Electricity
- Expressing Yourself ✓

We feel that both these songs show a real contrast and allow us to perform in two different manners. Singing and dancing. We also considered using the finale music for the West End show. This is quite a long sound track of a big melody of all the songs used throughout the performance, however, there would then be only one sound track and we wanted two separate ones, to allow a slideshow presentation in between. We also considered the 'angry dance' music to be played whilst the pictures were being projected on to the board. We were unable to find a copy of this accompaniment so we decided to leave this in silence as it allows the concentration to be directly on the pictures. ✓

## Technical Equipment

We, as a group feel it is important to develop other skills in performing arts not just the performance ones. This is the reason for why we have decided to use the cyclorama wall. On page ..... is a plan of what we intend to project on to the cyclorama wall during the performance.

My group and I also discussed using a smoke machine which we have decided to hire, as we feel this would be effective. However, we did consider using the fans but another group wanted to use these and there would be no time to prepare in between the two performances, so my group and I chose to use the cyclorama wall and the other group chose the fans. ✓

## Target Audience

I feel that the people who will enjoy our performance the most would be members of the public who are interested in dance and singing, or also people who enjoy watching musical production as all the music used will be from the well known musical 'Billy Elliot.' ✓

## Influence

I feel my main influences throughout this commission would be my performing arts

# Commission 1 - Billy Elliot Ideas

teacher, Mr Coombs and my group members Ruby and Ashley. At first, I was not a confident performer, however after the amount of encouragement and techniques I have been given by these three, I am a much more confident when performing.

The film I felt was a huge inspiration for me, as I gained so much information from it and feel I understand the character 'Billy Elliot' a lot more now. I feel this is very important to have the knowledge of the character to allow you to perform with passion.

Also myself and Ruby, went to see 'Billy Elliot' in London's West End to further our knowledge on musical theatre. I felt this was really inspiring to see all the professional performers given a phenomenal performance. It really inspired me to want to perform just like them and to choreograph breath taking routines like the ones we experience on this theatre trip.

## Rehearsal and Preparation for the Performance

My group and I have created a Performance schedule to allow us to keep focused on the day of the final performance. We will also create a rehearsal schedule to keep us all on track during the rehearsal process. This rehearsal schedule will lead us right up to the date of our performance. It will not only state the days we will be rehearsing but what we aim to achieve by the end of the rehearsal. This way we can see how long we have to learn each dance routine and song and ensure that we are working as a professional company, by not wasting any time.

I will ensure that I attend all lessons and I will try to keep on track at all times. I believe that my group and I should rehearse regularly in the drama studio and try to book time in there after school to rehearse on a weekly basis.

If we stick to our rehearsal schedule we can also set deadlines for tasks to be completed. For example, gathering samples for costumes, lighting plot to be written, final edited script for the prompt to keep a copy of.

## Overall contribution to the Commission

I will ensure that all the props, costumes, set and the back stage area is organised and complete in the run up to our performance, by checking that everyone is following the Performing Arts health and safety code of conduct when preparing these. I will take responsibility to check before each performance all the sound tracks for other peoples performances are there and that all our sound and lighting cues are correct and clear. As a performer I will be dedicated to my group to ensure that I am at all my lessons so we can complete our performance with enough time to run through the piece. I will make sure that at all times I am performing to the best of my abilities and to a high standard, to show I am working in a professional manner.

# Research for Commission 1

My group and I feel that it is important when devising a piece to research your chosen topic in depth to allow you to really understand the production you will be involved in. As I am a huge fan of musical theatre, I already had a good idea on the kinds of styles the performers dances and sing in. ✓

My group and I watched the film Billy Elliot for inspiration and to see how 'Billy Elliot' was portrayed as a character. We feel that it is important to show his personality through our performance. By watching the film helped us to understand the environment that Billy Elliot lived in and to see how people around him acted showed us this was not an easy time for him. ✓

In the film it shows a young 11 year old boy who lives in the fictional town 'Everington.' He wishes to be a dancer, however his family are very unsupportive and do not back up his dreams. As the film continues. Billy Elliot becomes a fabulous dancer but as soon as his dad observes him dancing from outside, he gets very angry. ✓

The reason of this anger is that his dad cannot accept Billy Elliot is not like all the other boys who wants to box. This is also quite a modern day issue as many people believe dancing is not for boys and football is not for girls, however this is not true.

It also shows the concept of how money was such a problem during this period. It is during the minor strike, so money was a shortage to many of the families. When his dad soon realises that this is his sons dream and he should support him, he still can't, because of the little money he has. ✓

From watching the film I feel I have gained a lot more information about the character I am playing and can see quite a lot of similar characteristics of myself in Billy Elliot. Although I am a girl, my family and I are from a working class background. I understand that pursuing a career in performing arts will be difficult as it will be very expensive and although my family would love me to follow my dream, they would not be able to afford the fees and other costs for it.

By watching the film it helped me with expressing my feelings through the dance routine and showing emotion. This is a key skill that I must develop when portraying a character through singing and dancing. The more emotion and feeling I use the clearer the character will become to the audience.

I also watched programs such as 'Grease-The school Musical' to help choreograph musical theatre style dance routines. Also they train the chosen children to sing with emotion when performing their solos or even just chorus numbers. I find this program shows the viewers many tips to help improve their skills. I find this useful as I am able to observe how this advice can develop the children to become fantastic performers and use this advice to improve my own performance. ✓



# The Miner's Strike

Billy Elliot was set in the time when the Miner's strike occurred. It was a very big part in history and plays a very big part in Billy Elliot. Billy's father is not able to pay for him to go to the ballet school because of the Miner strike. Below is some background information about this event.

- The Miner strike took place between the years 1984-1985.
- It was a major industrial action affecting the British Coal Industry
- In 1984 they announced they would be intending to close 20 coal mines this meant 20,000 jobs would be lost.
- The strike ended on 3 March 1985, nearly a year after it had begun.
- Events that prompted the end of the strike were brutal assault on a working miner in Castleford and the manslaughter of a taxi driver escorting a working miner to work in South Wales
- In several pits, wives of the miners organised the distribution of carnations at the gates on the day the miners went back. Carnations are the flower that symbolises the hero.
- There was ten deaths that occurred from events around the strike.



# Billy Elliot - The Musical

- Billy Elliot is a musical based on the film 'Billy Elliot' that was released in 2000.
- The music is created by Sir Elton John and the script and lyrics is written by Lee Hall.
- Billy Elliot is based in the 1980's during the Miner strike.
- Billy Elliot the musical came to London's West End in 2005 and was nominated for nine Laurence Olivier Awards.
- Its first appearance in London was in March 2005 at the Victoria Palace Theatre.
- Billy Elliot won four out of nine awards including: Best New Musical, Best Actor and Choreographer. It also won the Best Musical Award.
- Because of the success Billy Elliot has had in London, there is also now a musical version in Australia and they are working on one in Broadway.
- The musical in London is directed by Stephen Daldry and choreographed by Peter Darling.
- There is also an original cast soundtrack which was released on January 10<sup>th</sup> 2006.
- The musical opened at Sydney's Capitol Theatre on 13<sup>th</sup> November 2007.
- The production is scheduled to open on Broadway at the Imperial Theater on 1<sup>st</sup> October 2008

Billy Elliot in London is still showing in Victoria Palace Theatre. Reports have said that it cost £5.5 million to make. The set designer for the musical was Ian MacNeil, Nicky Gillibrand designed the costumes and Rick Fisher designed the lighting.

There is a variety of songs and dances throughout the show. Below is a running order of all the musical numbers that occur during the performance.

## Act 1

- 1) The Stars Look Down
- 2) Shine
- 3) Grandma's Song
- 4) Solidarity
- 5) Expressing Yourself
- 6) The Letter
- 7) Born to Boogie
- 8) Angry Dance

## Act 2

- 1) Merry Christmas Maggie Thatcher
- 2) Deep into the Ground
- 3) Swan Lake
- 4) He Could be a Star
- 5) Electricity
- 6) Once We Were Kings
- 7) The Letter (Reprise)
- 8) Finale

# Electricity Lyrics Annotated

Sat on  
levels

I can't really explain it,  
I haven't got the words  
It's a feeling that you can't control  
I suppose it's like forgetting, losing who you are  
And at the same time something makes you whole

Ruby stands - It's like that there's a music playing in your ear  
I stand - And I'm listening, and I'm listening and then I disappear

Ashley stands - And then I feel a change  
Like a fire deep inside

Something bursting me wide open impossible to hide  
Hand Up (left) And suddenly I'm flying, flying like a bird  
Drop left hand - Like electricity, electricity  
Sparks inside of me  
And I'm free I'm free

Me + Ruby  
walk forward [It's a bit like being angry,  
it's a bit like being scared

Ash walks forward Confused and all mixed up and mad as hell

walk to  
centre [It's like when you've been crying  
And you're empty and you're full

Centre - I don't know what it is, it's hard to tell  
walk  
backward [It's like that there's a music playing in your ear  
But the music is impossible, impossible to hear

Turn  
right [But then I feel it move me  
Like a burning deep inside

Tom left - Something bursting me wide open impossible to hide

Look forward [And suddenly I'm flying, flying like a bird  
Like electricity, electricity

walk to  
level [Sparks inside of me  
And I'm free I'm free

Dance ----- [P.T.O]

# Electricity Lyrics Annotated and Dance Moves

Jump off levels

Run forward

Split leap right, run

Turn - balletic arms

Stag leap left, run

Turn - balletic arms

Feet points forward, side, back

Plie

Run to chair

Arms in 5<sup>th</sup> position

Sit in canon

Fold over

Stand together, turn to right

Slowly walk backwards to levels.

Repeat last verse and Chorus

# Expressing Yourself

## Blockings for Dance

Ash turn - Is it sinful if you're blue

Ruby turn - To cheer up the place?

l turn - What is wrong with dressing up in satin and lace?

Get some earrings, some mascara, heels and a fan. - fan action

Both arms up - Pretty soon you will start to feel a different man. - shake

walk x 3 What the hells wrong with expressing yourself? wiggle

walk left - Being who you want to be? shimmy

slide backwards Will anybody die if you put on a dress? hips round

forward x 4 Who the hell cares if your blushers a mess? shoulder x 2

step, lift x 4 Start a new fashion, buck all the trends.

step, high kick - Emphasise integrate. turn, wiggle

great une - Cos what the hell is wrong with expressing yourself

shimmy walking to the right For wanting to be me?

Spanish hard What the hell is wrong with wearing a dress?

Turn and Pose - Being who you wanna be? step kick - arms around

Kick back + turn Who the hell is it you try to impress

step behind x 2 All you have to do is learn to care less

click x 2 Start a new fashion, buck all the trends

swing arm around Billy, sing something to me

hitch kick What the hell is wrong with expressing yourself?

Back x 2 For trying to be free. step forward x 2 jump

Into middle If you wanna be a dancer, dance big moves

Arms around If you wanna be a miner, mine turn right

Backward x 2 If you want to dress like somebody else,

clap

Fine, fine, fine.

slide

# Expressing Yourself

## Blockings for Dance

Box step It's not a big statement, it's not a weird act Turn around  
 Arms around right Just a good idea at the time  
 Pose We'll not complain about your boring life  
 Arms full around If you'll just leave me to mine.  
 into audience - If you wanna be a dancer, dance wiggle  
 Back to middle - If you wanna be a miner, mine 'L' shape hands

-- Tap Dance --

Down, shuffle 1, 2 → R

Down, shuffle 1, 2 → L

Down, shuffle 1, 2 → R

Tap foot around.

Time step × 3  
 Flap turning right ] Repeat on left

Fling × 4 - quarters

Shuffle × 8 to the front

Shuffle × 8 to the sides

Shuffle × 8 to the back

slide.

3 wings !

step kick Everyone is different step kick

step kick It's the natural state leg around

It's the facts, it's plain to see, wiggle back

kick low × 4  
 knee, straight The world's grey enough without making it worse  
 kick Jazz box What we need is individuality. shimmy back

# Innovative Ideas

Throughout the weeks of this commission my group and I have come across a few problems. We have had some really good ideas for our performance, however, we were unable to do some of them for a variety of reasons. We have tried to look into each problem and find ways are developing them to allow them to become realistic but often this is very difficult and due to health and safety reasons the ideas can not go according to plan. ✓

Below are some examples of the our ideas and reasons why it would be hard or even impossible to actually happen. ✓

I thought it would be a good idea to have a big copy of the 'Billy Elliot the Musical' logo on the floor of the drama studio. It would have been really nice to use this as it would be eye catching to the audience and make the set look effective, however, we would have to dance on top of this which could be quite dangerous. Especially tap dancing, this may tare the paper and cause parts of it to rip off. If this were to happen in a dance and other performers did not notice they could trip. Also we wouldn't be able to print that big a picture off on to a big enough size of paper. Our solution for this is that we have decided to project the 'Billy Elliot the Musical' logo on to the back cloth of the drama studio. We also might even include a few other pictures to do with our performance. ✓

Ashley thought it would be a really good idea if just like in the musical, we could all fly. Billy Elliot flies at the very end of 'Electricity' in the West End Musical and to make our performance breath taking just like the original it would be fantastic if we could all fly too. However, this is not possible as our drama studio in school does not have the equipment to enable us to do this. Instead we could use staging blocks or chairs to give us a bit of height and a variety of levels in our performance, just to make it a little more interesting. ✓

In one of the performances one of our formations involves us in a straight line, Ruby thought it would be a good idea if maybe one of us was in the isle of the audience, either to sing or to do a part of the dance. This would be tricky as the isle would have to be clear for health and safety reasons at all times and it could be often difficult as the steps are quite steep. Also there wouldn't be much lighting in the isle of the audience, which could be dangerous. Instead we have decided to go in to a horizontal line across the front so we can really relate to with the audience. ✓

Also Ashley suggested that for one of our performances we could use some of the music from the film. However the brief states that we must perform in a musical theatre style, so it would be better to use the musical accompaniment. We have chosen two songs which I feel our perfect to use in our performance, these being 'Electricity' and 'Expressing Yourself'

# Projection Plan

As seen on the previous page, whilst performing our routine we have decided to include a few pictures on the back cloth in the background. We are going to create a slideshow with these pictures and project it during the performance. This should make our performance different to everyone else's as we would have included a different type of skill. This also will help us to improve another skill during this topic in performing arts.

Below is a plan for the slideshow.

## During Electricity

First Verse: Billy Elliot the Musical logo

During Dance: Miner pictures

Last Verse: Billy Elliot the Musical logo

## During Expressing Yourself

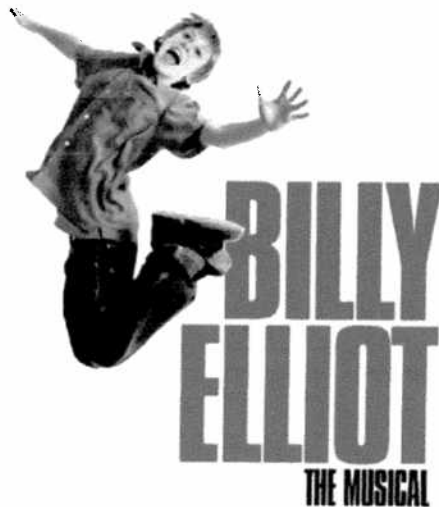
First verse: Billy and Michael dressed up (Film and Musical) Also other crossed dressers.

First Chorus: Us Rehearsing

Tap Section: Billy Elliot the Musical logo

Last Verse: Pictures from West End Musical and Film

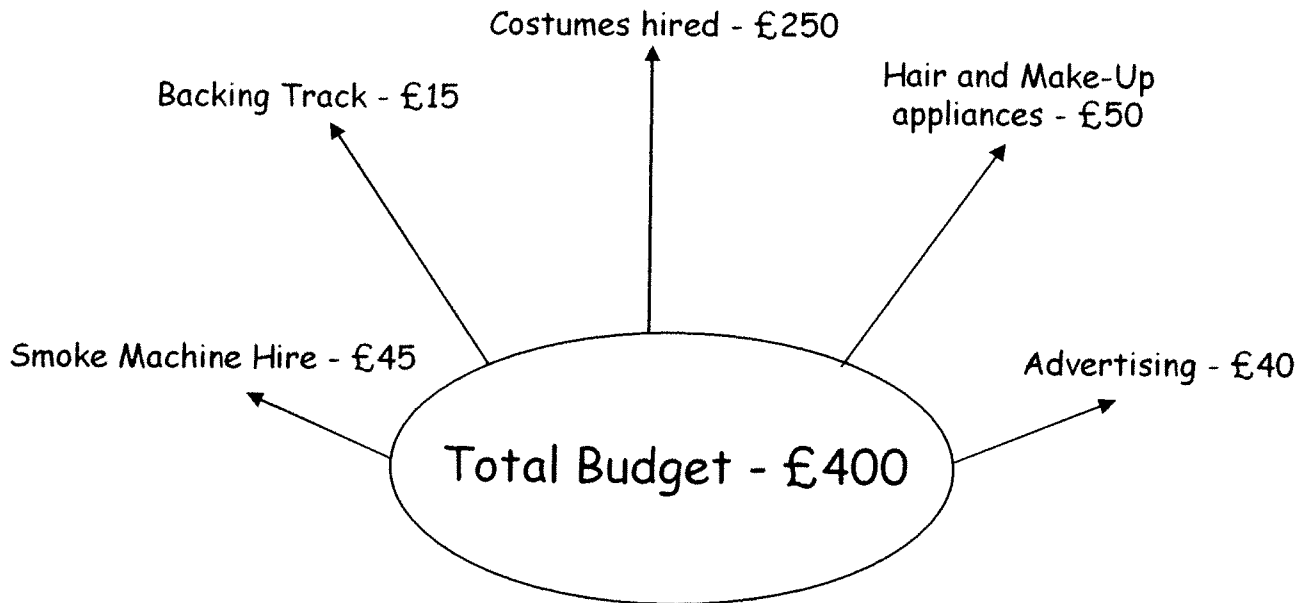
Last Line (Big Finish): Billy Elliot the Musical logo with a collage around it.





# Budget Sheet - Commission 1

Below is a budget sheet of the total costs that I am planning to spend during the process of commission 1. By keeping a budget sheet allows me to see exactly what my groups budget has been spent on and how much we have left to use. Our total budget amount if £400. Below our ways in which my group and I are thinking about spending our budget effectively.



The reason we have a total budget of £400 is by predicting the amount we will raise from ticket sales. The drama studio can hold about 80 people, so my group and I will charge each person £2 for a ticket. We have done research and are able to believe that all 80 seats will be filled for two performances.

$$80 \times £2 = £160$$
$$£160 \times 2 = £320$$

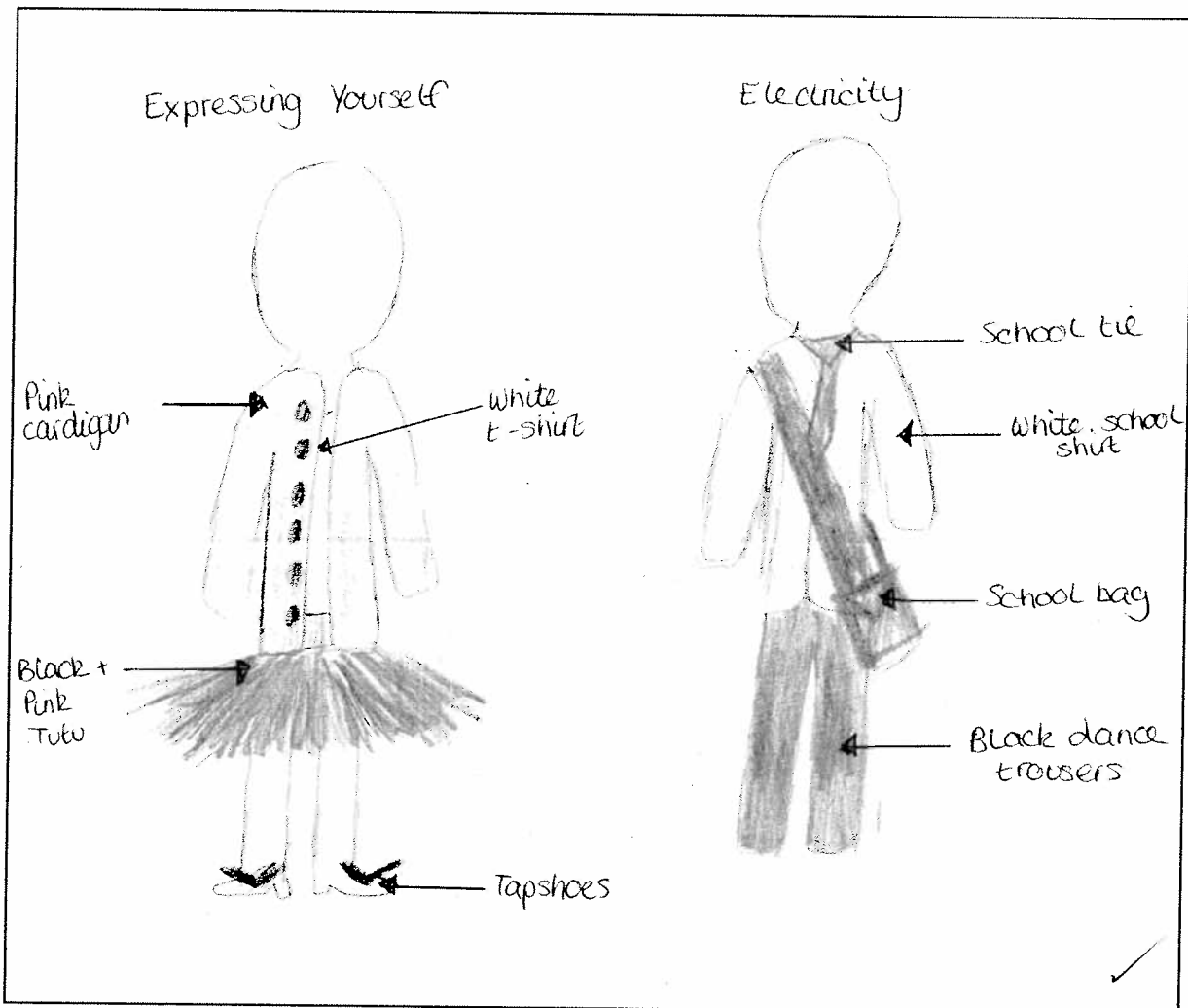
My group and I will also hold a raffle. The prizes will be donated and we predict we could sell £100 worth of tickets. We could also make more income by organising fund-raising events, such as, cake breaks, car washes etc, If we were to have 20 teachers and charge £1.50 for every car that would give us a total of £30. With the cake break on top if we sold each cake for 50p and sold 100 cakes that would be £50.

Adding all this profit up

- Tickets : £320
- Cake Break : £50
- Car Wash : £30

That would give a total of £400 to spend on this performance.

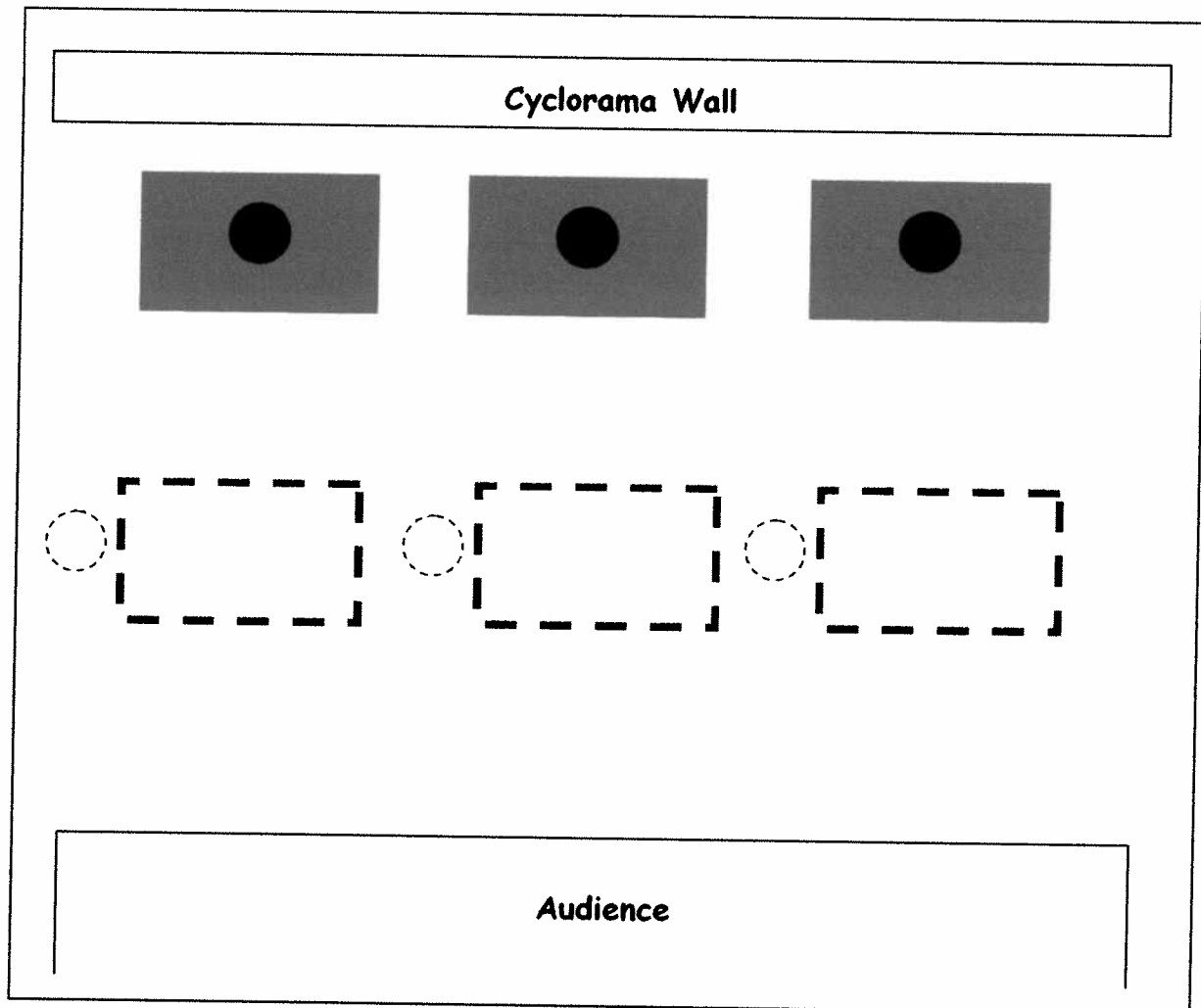
# Costume Designs for Mock Commission 1



Above are two costume designs for this mock commission. The first design is an idea for when we are performing the tap dance piece, 'Expressing Yourself.' In the musical this is the song where Billy's best friend Michael confronts Billy telling him that he likes to dress up as a girl. The two dress up in girl clothes and perform a huge tap sequence. I have tried to portray the girls clothes by adding a tutu to the school boy outfit.

The second costume will be for the second song 'Electricity.' This song is very emotional and is when Billy Elliot really decides he wants to be a dancer and doesn't care what anyone else thinks no more. As this song will be filled with emotion it was important to keep the costumes basic. By wearing the school uniform shows the audience Billy Elliot is still young. Also this costume had to be loose fitted as the dance being performed needs to be very passionate and the costume must allow us to perform with no restrictions.

# Set Design for Mock Commission 1



Above is an aerial set design for commission 1.

I think in this performance it is important to keep the set simple, to allow the focus to be on the performers. As there will be no acting it is important that throughout the dance routines and song the performers keep the audience believing in their character they are portraying. To help do this we have made sure that the set is simple, however effective. ✓

By using the cyclorama wall to project a slideshow presentation of images from the minor strike, the original film 'Billy Elliot' and the West End stage production will allow the audience to have an introduction and understand by observing these pictures the character we are portraying.

By using the levels and chairs in 'Electricity' makes the performances interesting as we are able to use these items as props during our dance routine. The dotted lines represents where the staging blocks and chairs will move to for this song. ✓

# Commission 1 - Performance Schedule

Below is a performance schedule for my commission 1 performance. I believe that this schedule is well structured and if followed correctly, it will allow my group and I to complete all the tasks needed in enough time before the performance. ✓

## Performance Day - Commission 1

8:30am = Arrive in the school Drama Studio

8:35am - 8:45am = Fill in register, including all performers, helpers, supervisors

8:45am - 9:35am = Dance warm up - lead by Nicole Cogbill and Ruby Hartery

9:40am - Arrive in the music room

9:45am - 10:45am = Vocal warm up - lead by Ashley Webber and Bethan Richards

10:45am - 11:00am = Prepare set, props and costumes ready for run through

11:00am - 12:00pm = Technical and Dress Rehearsal

12:00pm - 12:30pm = Lunch Break

12:30pm - 1:00pm = Preparation for final performance

1:00pm - 2:00pm = Final performance for examiner ✓

As I am taking the role alongside Ruby to lead the dance warm up, I have created a list of things that need to be covered, to ensure that there is a minor risk of anyone injuring themselves.

- Exercise using lots of space and pathways to allow the blood to flow around the body at a high pressure. (Everyone to run around, starting with a slow jog, when numbers are called out different actions are to occur, for example on number 1 a set of 5 star jumps, number 2 touch the floor, stretch high three times, number 3 two press ups.) ✓
- Individual warm up for each part of the body, working from the head all the way down to the ankles and feet.
- Travelling sequence from the two corners diagonally opposite each other. (Leg kicks, gallops, pirouettes.)
- Strength exercises, to build stamina. (Plank position for 30 seconds, stomach crunches)
- Shake out, stretch any tensed muscles and allow a few minutes to have deep breathing and a drink. ✓

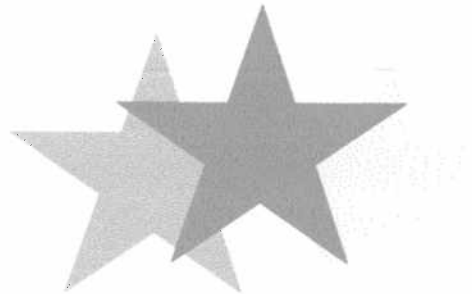
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Excellent again full of detail you have created an excellent idea on the title "Musical Theatre" well done!

Commission 2



# T.I.E Project - Poor Little Eugene



# Ideas Page

Commission 2 criteria is to make our performance into a T.I.E Project. This is very important aspect to consider when discussing ideas with my group members, as we have to make sure that our target audience will enjoy it. T.I.E stands for Theatre In Education, which usually suggests that it is aimed to the younger generation. It also means that our performance must have a moral to it, it must be something that the children can understand and learn from and is clear for them to pick up on it.

Because we must include a moral in our performance, this causes the difficulty of creating a piece from scratch to increase. However, we feel a good way of performing to younger children is to use stories that they will probably already know of. For example, fairy tales or just well known stories.

● However, another option is to use characters that come across very clear to the children and our quite comical. By using a moral that relates to the children is also another way of gaining the attention of younger pupils.

Below is a list of ideas my group and I discussed for our Commission 2 Project.

## Malice and Wonderland

Title taken by the well known story 'Alice in Wonderland' however, has been altered to 'Malice' we think could be a successful performance. We would base it on Lewis Carrolls 'Alice in Wonderland' which is about a small innocent child. We would still tell the story of a girl named Alice who falls down a rabbit hole into a fantasy world populated by peculiar creatures, however her sweet, angelic characteristics will be the opposite in to a bad and evil child. Towards the end of the story we shall re visit her kind and caring personality and show a huge contrast on how people treat you and how much better you feel about yourself when you're a caring person to a horrid child. This idea would show the difference between good and bad.

## ● Goldilocks and the three scares

This idea is again loosely based on the original story, however this time with reversed roles. When the three bears meet Goldilocks because she has the same name and know the story of how she ate all their porridge, slept in their beds and broke their chairs last time, they automatically assume this new Goldilocks has the same personality. However, they are actually wrong. Goldilocks has converted herself into a new girl, she may look the same but inside she has completely changed. The moral for this performance would be don't judge a book by it's cover, which I believe is a very important moral for children to understand.

## Snow White and seven who ?

Using the idea of having seven dwarfs and keeping the story fairly similar we thought would be a good idea, as the children will be able to recognise the story and know it well. Although instead of having seven dwarfs, we thought it would be

# Ideas Page

interesting to have seven different people with a variety of looks, interests, and characteristics. My group and I feel that many people nowadays judge people the way in which they look, be it the colour of the hair, skin, eyes, the shape face they have, the type of music they listen to or clothes they wear. We will still have seven people, however they will no longer be called Happy, Sneazy, Doc etc, but popular child names. Each character will have a difference in them, that we feel our quite often major points to why the person is singled out. This performance will hopefully demonstrate to the children not to judge a book by its cover. Everyone deserves a chance no matter what they look like and should be treated fairly. ✓

## Poor Old Eugene

As our mock commission states we must perform a T.I.E we feel that many groups will decide to use an original childhood story, like our previous three ideas. This is why my group and I came up with an alternative idea that didn't relate to any familiar storylines. This may be more of a challenge as we have to ensure we entertain the audience members, however we feel we are able to do this with our creative and imaginative idea. The title poor old Eugene, suggests a character that seems quite isolated and always left out. Eugene is a caveman who lives with many other cavemen too. Eugene believes that he is useless when it comes to helping out with the chores that need to be done in an everyday lifestyle of a caveman. He thinks that everyone is far better at all the other talents and that he is just pointless. This performance we feel would be very successful and would show the moral that everyone has talents. ✓

My group and I have discussed each idea thoroughly and feel that when creating a performance it is important to be creative and imaginative, especially when our target audience is children. This is why we have chosen to do Poor Old Eugene. As many of our audience members will be in year 6 or 7, it means they will soon be making a big change in their lifestyles, from primary school to comprehensive school. Secondary school is a big change and the new pupils will be introduced to many new subjects which hardly no one will be good at every single one. This is why it is important for the audience to take in to consideration the moral we are trying to show. ✓

We feel that it is also important to have comical characters within the performance and we have to remember the age we will be performing to and consider their sense of humour.

The story to poor old Eugene will be new and if we try to keep it simple it should interest the audience members. As long as the audience are involved and interested in our performance the moral will hopefully come through strongly. ✓

# My Mission Statement

My chosen brief for you as a commissioner to consider is 'Poor Old Eugene'

I feel that after considering many different options to meet the criteria in creating a T.I.E project, this is the best idea my group and I have come up with. As we have to stage our performance in a certain way, making sure that a clear moral comes through in the performance and that it is child friendly, my group and I have thought careful about the different options there are available. ✓

At first we had to choose the moral we were going to try and portray. The first we considered was that 'bigger isn't better,' however we felt this may not be easy to show clearly and feel that it is more important that the moral is clear to recognise. This is then when we have created our final idea 'Poor Old Eugene.' The moral to this is that 'everyone has a talent.' ✓

I wish that you, the commissioner, to consider this idea, as I feel my group and I will be able to create an effective performance with a strong meaning behind it, which is exactly what the criteria is for this commission.

My target audience for you to consider will be mainly for primary and secondary school children (KS3), but also family and friends that also wish to come and support our performance. As my group and I will be incorporating audience participation throughout the performance, I feel it is important to have a mixture of age audience members.

I wish to you consider the venue for our performance to be in the schools drama studio. We, as a group would also like to invite 2 or 3 Primary Schools to our chosen venue in the afternoon, for a matinee performance. We feel that this chosen venue which we wish for you to consider is ideal for the performance we wish to undertake.

It contains all the technical features we wish to use in our performance, for example, the electronic fans, the cyclorama wall, lighting and sound equipment. It also holds a suitable amount of seating area in an ideal manner. The audience would be quite close to the performers allowing the performers to break down the fourth wall and interact with the audience.

It will also save my group and I money by using the schools Drama Studio, as we will be able to rehearse in our free time for free. We will soon become familiar with the performance and will be able to rehearse as much as possible until it becomes perfect.

Within my group we have chosen to take on more than one role in the production team. I have taken on the role of being a costume designer, but also choreographer. As choreographer I have the duty of ensuring that every performer knows the dance and must also make sure that the choreography is interesting and stays within the genres we are performing in. ✓



# My Mission Statement

As a costume designer I have decided with my group members, to spend our budget on hiring costumes from a local fancy dress store. I have included a range of costume designs that I wish for you to consider throughout performance and have rote notes on each one on how I feel they will and wont be appropriate for the performance. We feel it is important to portray the characters and wear similar clothing to them. In our research we found pictures of cavemen to compare what they wore to our costume designs.

Not only do I have to perform this role to the best of my ability, but also I will ensure that I do so following the health and safety code of conduct. After each performance, I will make sure all of the performance space is cleared and that there are no costumes lying around that may cause hazards to anyone.

My group and I have chosen to use the projector and the cyclorama wall and I feel that we have the duty to check that any wires being involved in the set up for the projector are taped down securely, this decreasing the risk of any hazards that may occur. Also when creating our film it is important that we take care when using the camcorder, as it is a very expensive piece of equipment and will need to be handled with care

I have carefully considered the entire requirements for myself and groups needs to ensure that all my personal and group targets are met. I have ensured this happens by creating a plan of action list, to allow us to set our selves achievable targets throughout this commission. As a group, we have also decided to create a performance schedule to ensure we use our time appropriately and able us to work as a 'professional company' during the day of our final performance. We will also split our lessons in half so we ensure that we cover both practical and written sides to this subject.

Towards the end of the rehearsal process we hope to film our performance to allow us to consider any alteration that may be needed to improve the performance in any way.

We the members of 'Only Girls Aloud' fully understand that you as the commissioner have the final decision which commission we will perform and my group and I will follow your decision as young professionals.

Nicole Cogbill

# Commission 2 - Poor Old Eugene Ideas

After taking in to consideration the style in which we must present our performance, I feel 'Poor Old Eugene' will be very successful. Performing a T.I.E Project may be difficult, however my group and I have discussed that many groups will just use basic stories and re-tell them. I, personally feel that by creating a whole new piece from scratch shows our creative skills in directing and choreographing too, not just in performing.

## Music

Although this performance will concentrate more on our acting skills, I still feel it is important to include all aspects of Performing Arts. This is why we have chosen to add music in between blackouts and set changes etc. We want the music to stay within the style and theme we are portraying but we don't want it to be too old, so the audience are unable to recognise it. An example of the music my group and I may choose, would be the Flintstones. Also my group and I have decided that we will include a 'dame' character more commonly found in pantomimes, to allow the audience to interact with the performers and break down the fourth wall. When the Dame enters, we could play dame music used in many pantomimes. Also towards the end of the performance it may also be good to incorporate a song and a dance that everyone knows. We could research the lyrics to songs to see if they have any relevance to our performance or moral.

## Technical Equipment

We, as a group feel it is important to develop other skills in performing arts not just the performance ones. This is why we have chosen to create a video clip to be projected on to the cyclorama wall in the drama studio. By doing this I will not only be developing my skills with working with the projector and cyclorama wall, but will also develop my skills on how to create an interesting video, using interesting camera angles and light shots. Also I would like to use the electronic fans on the ceiling of the drama studio, so we can place leaves etc, so they can fall down on to the audience and performers. This not only would look effective but make our performance different to the other groups.

## Target Audience

I feel that our target audience will be the general public but mainly primary and secondary school (KS3) children, as I feel they will enjoy the performance more. As our performance is a T.I.E project, my group and I will be incorporating a moral in our performance, which is important it is clear to the audience. Also my group and I have discussed to include elements of pantomime in our performance such as audience participation and having a character like the 'Dame' of the pantomime.

## Influence

I feel my main influences throughout this commission would be my performing arts

## Commission 2 - Poor Old Eugene Ideas

teacher, Mr Coombs and my group members Ruby, Ashley and Bethan. For this commission we have gained another group member, Bethan. At first I found it difficult to have the confidence I gained in the previous commission to perform in front of her. However all of my group members were very encouraging and understanding, which allowed me to gain my confidence again.

Previously I have had a past experience working with children, as I spent a week in my old Primary School, Romilly, on work experience. During this week I was able to understand the way in which children thought about different situations and observed the techniques the teachers used to help them learn. This I felt was a huge inspiration to me as I was able to clearly see what was needed to be achieved to able the child's full concentration and for them to be interested in the topic they were going to be learning. ✓

Be cause of this I was able to give my group feedback on how to improve the performance to allow the moral to come through more clearly and keep the children interested at all times. ✓

### Rehearsal and Preparation for the Performance

My group and I will create a rehearsal schedule to keep us all on track during the rehearsal process. This rehearsal schedule will lead us right up to the date of our performance. It will not only state the days we will be rehearsing but what we aim to achieve by the end of the rehearsal. This way we can see how long we have to learn each dance routine and song and ensure that we are working as a professional company, by not wasting any time. Also a performance schedule which can be found on p77 to allow us to plan our time wisely on the day of our final performance.

As Bethan can often be unreliable to have a regular attendance and come to extra rehearsals, it Is important that she can clearly see how much time we have left and how much work we have to do. Also by planning what we are going to try and achieve in each rehearsal will also allow us to be prepared if Bethan doesn't turn up for a rehearsal that the plan can still go ahead. ✓

### Overall contribution to the Commission

I will make sure that at all times I am performing to the best of my abilities and to a high standard, to show I am working in a professional manner. I will ensure that I am consistently hardworking and will always encourage all my group members to achieve their best. I will help my group members to discuss further ideas on the final decision for costumes and music. Also this commission, I am in charge of costumes so it is my duty to find the best costumes but the cheapest options, allowing us to have enough money left in our budget for technical equipment etc. ✓

# Research for Commission 2

As we have brainstormed a variety of ideas for this following commission and have now come to the decision on the best one, I feel it is important to research the characters that we will be portraying in the performance. In this case the characters being portrayed our Cavemen and there are two characters that are portraying a Dame-like character. Below is some research on both of these.

## Cavemen

A caveman is a popular stock character based upon popular concepts of the way in which early prehistoric humans may have looked and behaved. Many famous characters for programs have been portrayed as cavemen, one of the most famous being 'The Flintstone' family.

The Flintstones is an animated American television sitcom that ran from 1960 to 1966 on ABC and was produced by Hanna-Barbera Productions. It is about a working class Stone Age man's life with his family and his next door neighbor and best friend.

The programme was set in the Stone Age years, portraying characters how we believed people of the stone age looked. Below is a few images of the Flintstone characters. These pictures are also inspire me for costumes designs and set designs.



## Dame

A pantomime dame is a traditional character in British pantomime. In our performance the two characters who will also be portraying a dame like character will be 'Boob' and 'Pimple.' They are often played either in an extremely camp style, or else by men acting 'butch' in women's clothing. In our performance we will be including both of these variations.

A lot of the time the dame is the key factor in breaking down the fourth wall in a pantomime as they usually have the line which will involve the audience to participate in the performance.

This is what the two characters in our performance have the duty of. This may cause the two performers who have this role difficulty, so lots of rehearsal techniques will need to be done.

# Cavemen Images

Here is another set of images that I have researched to base costume and set ideas for our performance on. I feel by collecting images, it also helps to inspire my group and I when creating and directing our performance.



From these pictures I am able to base some costume ideas from them. I can see that the men are usually topless, where the women usually have some sort of material on top. There are no bold or brightly coloured clothing in any of the pictures to the right. Actually, the clothing is quite limited, almost looks as if they are scraps of material that has been found. If you pay close attention to the picture directly to the right, you can see that the cavemen have nothing on their feet. This may be something worth considering when making final decisions on costume designs.



By looking at the picture of the cave above, allows my group and I to understand the setting these people lived in. This was certainly not a comfortable surrounding and did not offer luxury items, such as beds, settees, table and chairs etc. They certainly did not have any technology. This could also be something that my group and I may want the children to gain out of our performance is 'to not take things for granted.' Many children feel they are unfortunate if they do not have the latest game, however comparing the lifestyle we live in now to lifestyle cavemen lived in is a huge contrast.

# Brief and Characters

The exam criteria for commission 2 is to perform a T.I.E project. This will mean that our performance will be aimed at the younger generation and may be a good idea to invite two primary schools to a matinee performance. Below is a brief of our final idea and the characters.

## Brief

It is set in the Stone Age time so all the characters involved our cavemen. There is one cavemen however who is constantly singled out from the others. His name is Eugene. All of the cavemen are constantly working hard in the camp site, making sure all the cooking is getting done, the cleaning, they have a roof over their head, just generally help out with many normal house chores, (obviously with a twist as it is set in the Stone Age era.)

The cavemen all bully Eugene by saying he is useless and that he has no talents, until it gets far too much for him and he decides to run away. At first the cavemen do not notice a difference, however they start picking on each other, as they no longer have their target. Arguments begin in the camp and the normal every day chores start to get unfinished or in some cases not even attempted.

Eugene does not realise the chaos back at the camp and as he is running away he bumps in to an 'Wise Old Man' and his two side kicks 'Boob' and 'Pimple.' When Eugene meets these, the Wise Old Man starts questioning Eugene on where he is going and why is he in such a hurry? Eugene explains that everyone has insisted he has no talents and so he is not wanted at the camp however the Wise Old Man can see through this nonsense.

He informs Eugene that everyone has a talent and its up to them to find it. He aslo assures Eugene that him and his two side kicks will help him show off his talent to his other cavemen. Eugene is confused at first as he believes he has nothing to show ff, but the Wise Old Man insists that he trusts him.

Eugene does and it isn't long till Eugene has returned back to the camp site, where they have had a few issues due to a storm. The camp fire has gone out and no one has been able to re light it. The Wise Old Man gestures that maybe Eugene should have a go and when he does the whole camp site soon realises what his talent is after all.

The cavemen's opinion changes completely about Eugene as they no longer see him as a useless waste of space but a hero!

# Annotated Script Extract

**Wise Old Man:** Eugene is a clever kid but he needs our help to prove it to the cavemen!

*circle round Eugene*

**Pimple:** Oohhh, so this is the scrawny lizard...looks a bit of a dupper doesn't he!

**Boob:** Pimple!!!! *(elbows him)*

**Eugene:** Can I go now please? I am clearly not liked here either - *take a step*

*back from boob and pimple.*

**Pimple:** Oooo, Charming!

● **Wise Old Man:** But we've got so much to get through. We need to think of *how* we are going to prove to them. Boob, start boiling the kettle, we've got a lot to talk about.

**Boob:** No worries boss, glad to be a help nothing beats a nice cuppa after a hard day's work..

**Wise Old Man:** *(interrupting)* <sup>Shout</sup> Just go already!!

**Narrator:** So as you can see they were off to a start, as odd as it sounds the man has a big heart. With Boob and Pimple keeping them on track, sorting and planning for Eugene to go back. ✓

● This is the scene after Eugene can no longer take all this bullying from the other cave men saying he is useless and doesn't have a talent. He decides to run away and ironically he bumps in to the Old Wise Man, who assures Eugene that he is a very clever caveman. Eugene does not believe this but the Old Wise Man and his two sidekicks, Boob and Pimple, who will be playing the 'Dame Role' are assisting that they will prove to the other cavemen that Eugene does have talent. ✓

# Innovative Ideas

When creating a T.I.E project, I believe it is important that my group and I have ideas that are imaginative and will appeal to younger children. Although we have discussed and brain stormed many ideas, we feel that some are not very realistic and so have had to develop our imaginative ideas into ideas that are possible.

One of our innovative ideas was, as we have chosen to do a performance, where we are cavemen, to actually create a cave and hold the audience members inside it. This however, we soon realised would be very difficult to find the materials to allow us to make a strong cave, but also could be a health and safety hazard. The audience members would be closely positioned next to each other and there would be no fire exit doors or pathways.

Because we realise this will be extremely challenging to do and also could cause problems referring to health and safety, as a group we have decided to use set to help set the scene. We will have a big fire wood camp fire in the middle, which may light during the performance (by using light bulbs etc) we will have lots of boards that we can paint a landscape on of the surroundings. We will use logs to sit on as seats and have cave like surroundings on the floor and boards.

One of the scenes during the performance involves all the cavemen gathered around a log fire. Bethan, one of the group members, thought it would be a good idea to have a lit fire in the performance. Although, due to health and safety precautions this is not possible. However, I still believe this is a good idea, so my group and I have come up with a conclusion to build a fire that lights up using light bulbs and electricity, but create it so all the circuit will be covered with artificial logs, to have the full effect.

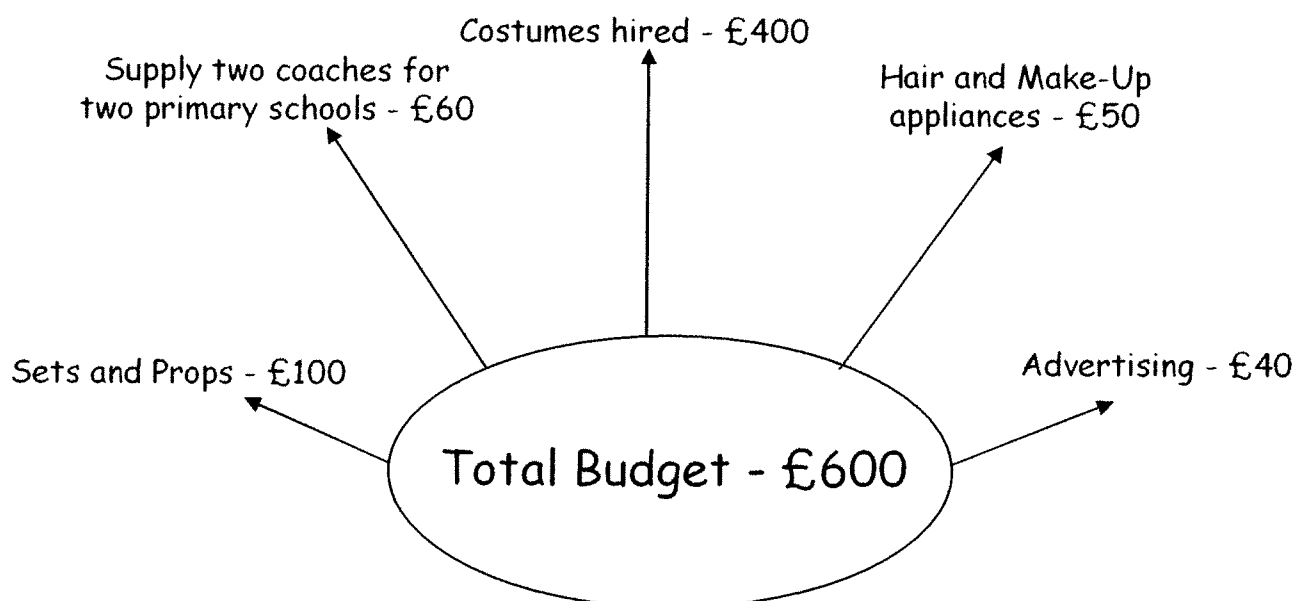
As this is a T.I.E project my group and I want the children to understand the performance and have their full attention at all times. In one of the scenes we were considering to interact with the audience and have a few members of it to come and join us in the performance space (like in pantomimes.) However, we realise sometimes we can not rely for the children to be willing to do this and once again we would have to check everything for any health and safety issues that may occur.

Instead we have decided to interact with the audience in a pantomime style still, but use repetitive lines for the children to recall back to individual characters. In comparison to the pantomime, the characters that have this interaction with the audience will be like the 'Dame' of a performance. Over the following page is research I have found about the 'Dame' in a pantomime.



# Budget Sheet - Commission 2

Below is a budget sheet of the total costs that I am planning to spend during the process of commission 2. By keeping a budget sheet allows me to see exactly what my groups budget has been spent on and how much we have left to use. Our total budget amount is £600. Below our ways in which my group and I are thinking about spending our budget effectively.



In our previous commission our total budget was £400. In this performance we charged £2 for tickets and performed our performance on two occasions. As we are hoping to hire more costumes this time and also set and props from our local fancy dress shop, the cost has increased quite a lot.

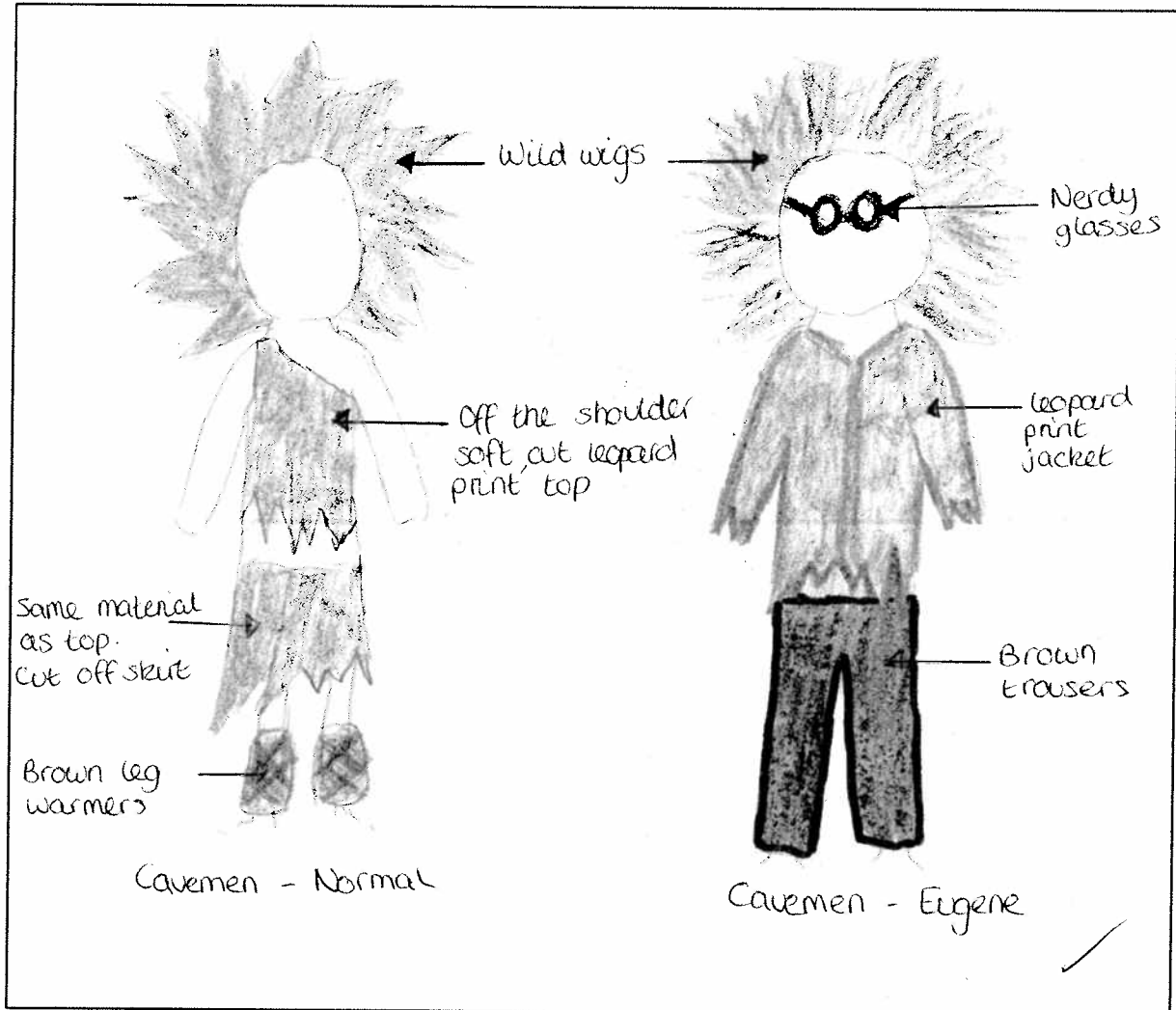
This time we will be charging £2.50 per ticket and will be still continue to perform on two occasions, expecting to fill 80 seats on each occasion. However, we have also invited to primary schools to our matinee performance which makes a total of 3 performances. As we are asking the pupils in the primary schools to pay the price of the tickets we will be supplying a coach for each school to allow the children to travel safely to our venue for free.

$$£2.50 \times 80 = £200$$

$$£200 \times 3 = £600$$

We will also like last time be providing a raffle and this time have also decided to sell programmes at 50p each. Any profit made from these sells will then be carried over to our budget for the final commission

# Costume Designs for Mock Commission 2

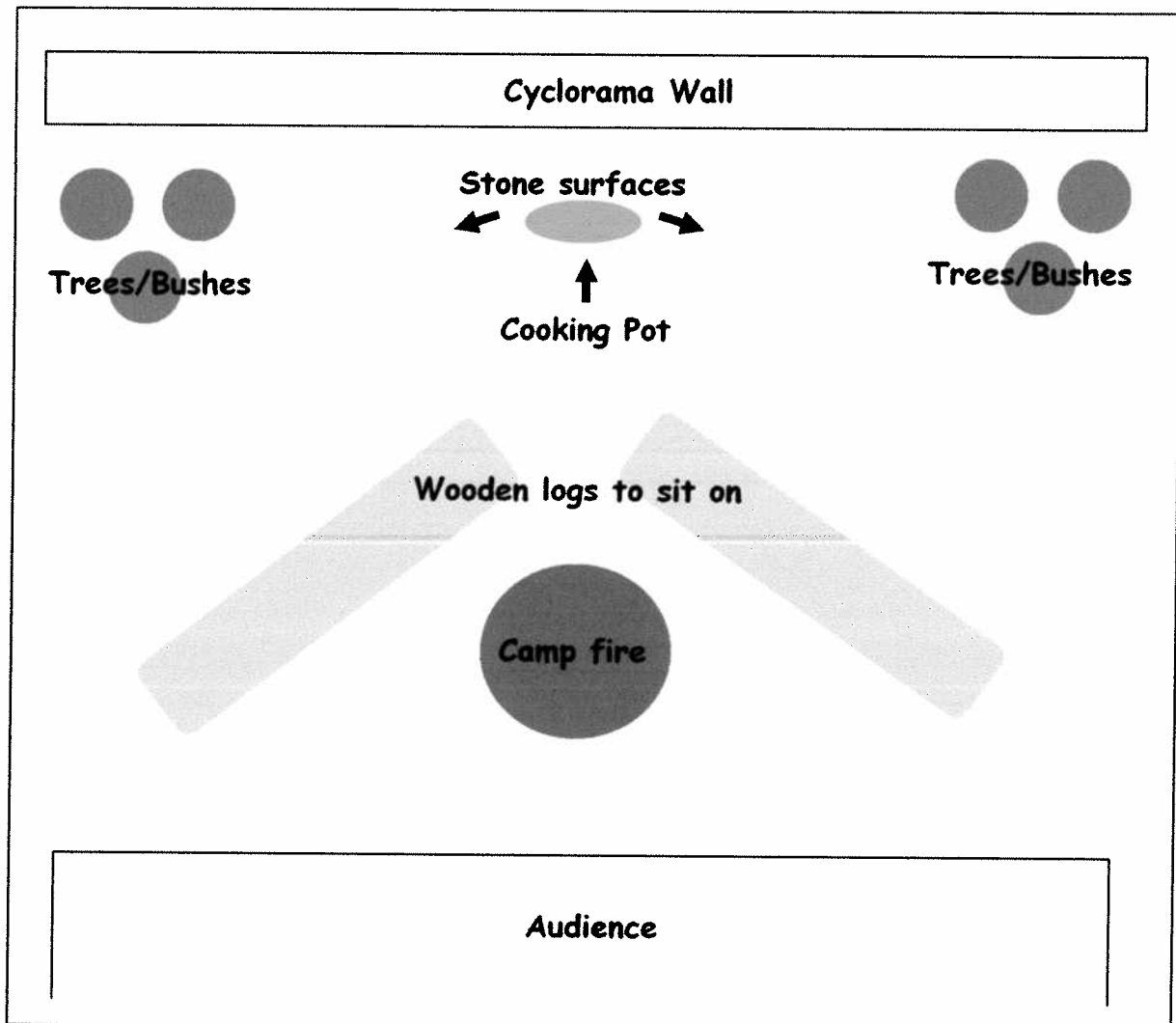


Above are two costume designs for this mock commission. Both of these ideas have been inspired by the previous images I collected during my research for this performance. I found this helped as I was able to see colours and the style of clothing worn and what people associate cavemen to wear.

In the images all cavemen are bare feet, so my group and I have decided that if we want our costumes and performance to portray the characters as best as we can, we will perform in bare feet.

As the first costume idea has dangling string to help keep the leg warmer up, it is important that before each performance or loose, excess string is tucked in so it doesn't cause any hazards for the performers.

# Set Design for Mock Commission 2



Above is an aerial plan of the set we wish to have for this commission. ✓

I believe that during this performance we are wanting the audience to constantly be attracted to the stage so, having a lot of set will keep the focus on the performance space. Although we don't want to cause too much distraction we feel it is important to allow the space to be transformed in to the Stone Age Era for this performance.

This is why we have included props such as wooden logs and fires to have set on stage to allow the theme of the performance to come through strongly to the audience members.

As we have included quite a vast amount of set, it is important that everything is secured safely to the ground and is lit up by white tape on the floor for blackouts etc.

# Letter to Primary Schools

Below is a standard letter that my group and I have decided to send out to Romilly Primary School and Cadoxton Primary School, to invite them to a matinee performance of 'Poor Old Eugene'

Dear the headmistress/master of ----- Primary School.

I am writing to inform you about a performance that our group have been working towards during the previous weeks. We are part of 'Only Girls Aloud' and our an all girl performing company. We are in year 11 studying Performing Arts and have been asked to create a T.I.E project for our next unit of work.

If you are un aware of what a T.I.E Project is, it stands for Theatre In Education. Meaning that our performance must allow the audience members to gain some thoughts about a moral we have chosen to base our production on.

As we know, some of your pupils will be becoming part of our school in the next school year we feel this is another opportunity for them to be within the school grounds.

We are not only inviting the year 6 students but also any pupils from years 3,4 and 5. Our performance is based on the moral 'everybody has a talent' and feel at this age it is very important to understand this, as many children are starting to join hobbies they are interested in and we would not want any of your pupils to feel they are not talented.

If you would be interested in attending this matinee performance, we have written a minor list of details that you may wish to consider first.

The venue we will be performing will be the schools drama studio which holds 80 seats and as we have asked you and another primary school you have been allocated 40 seats. Again the age of these children can be varied between years 3 and 6. Tickets will be £2.50 each and the performance date will be the 15th February 2010.

Please contact us asap, as we would also like to offer you free travel to our school for the performance and would have to arrange the travel soon.

This performance is well worth seeing and not only will your pupils be guaranteed a fun experience they will also be learning as well.

Yours sincerely

Nicole Cogbill, Ruby Hartery, Ashley Webber and Bethan Richards

*Only Girls Aloud*



# Commission 2 - Performance Schedule

Below is a performance schedule for my commission 2 performance. I believe that this schedule is well structured and if followed correctly, it will allow my group and I to complete all the tasks needed in enough time before the performance. As we are relying on the costumes to arrive on the morning of the performance, spare costumes are available just in case.

## Performance Day - Commission 2

8:30am = Arrive in the school Drama Studio

8:35am - 8:45am = Fill in register, including all performers, helpers, supervisors

8:45am - 9:00am = Costumes and Props arriving from Just Fancy

9:00am - 10:00am = Dance Warm Up - Lead by Ashleigh Hayles

10:00am - 11:00am = Vocal warm up - lead by Chelsie Kingsley

11:00am - 11:30am = Run through of lighting and sound cues, also with entrances and exits for each performance.

11:30am - 12:30pm = First Run through, technical rehearsal

12:30pm - 1:30pm = Lunch Break

1:30pm - 2:00pm = Preparation for second run through

2:00pm - 3:00pm = Dress Rehearsal, including costumes, props and set.

3:00pm - 4:00pm = Clear all fire exits and pathways, in ready for the performance, health and safety check for all hazardous objects.

4:00pm - 4:30pm = Set out all the chairs in preparation for the final performance

4:30pm - 5:00pm = Prepare for the final performance

5:00pm - 5:30pm = Examiner and audience arrive

5:30pm - 6:30pm = Final Performance

This time I have changed roles than what I had in the previous commission. Last time I had the duty of ensuring that everyone was warmed up before the rehearsal and performance began, however, this time I had the duty of running every ones lighting and sound cues to ensure that myself, Ruby and Ashley had the correct ones.

Also as I took on the role as being in charge of organising costumes, I had to ensure that when they arrived, they were placed safely in the correct order and keep them organised so nothing goes missing.

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Excellent! once again full of detail you leave nothing overlooked as part of the group as a performer and as part of the production team! well done Nicole.

*Commission 3*



**The works of Charles Dickens  
- A Christmas Carol**



# Ideas Page

Commission 3 criteria is to base our performance on the works of 'Charles Dickens.' Although this criteria is quite restricted, Charles Dickens is a very famous man and we are able to research any of his plays and create a fantastic performance from it.

The criteria does not state that we must use a play for a building block and then create a piece from this, so we could, if we wanted to perform the play in its original context. We have considered two of his works 'Oliver' and 'A Christmas Carol' as we are felt these are both well known.

We feel as this is going to be our final performance, it is very important to be original but include as many different skills as possible. We will hope to include as many different techniques and skills but still perform in a very professional manner. Although Charles Dickens has wrote plays, some of these have been turned into Musicals which can allow us to use the music to sing and dance to.

Our target audience is going to be a range of members of the general public and we must make sure our performance can support this versatile audience. As we don't have a specific target audience, we must ensure that our performance is enjoyable for all members of the general public.

My group and I have discussed many ideas to consider for our commission 3 project and these are listed below.

## Olivia

Oliver is probably the most famous of Charles Dickens plays for people our age. As I am a huge fan of musicals, and so are two other member of my group, we instantly thought that Oliver was definitely the Charles Dickens work to base our performance on. We thought that we could stage the musical Oliver, using the songs to sing and dance too and alter the script slightly. The only difference would be that we wouldn't have Oliver as the main character, it would be played by a girl so we would call her Olivia.

## Oliver with a twist

As the original novel written by Charles Dickens was called Oliver Twist, Oliver with a twist is an interesting name my group and I created. This performance again is based on the original story of Oliver, however we have considered modernising it. Oliver is set in the 1830s and the events that occur in the story, for example pick pocketing is a lot less common nowadays. We felt that it would be a good way to change the story of Oliver, by using issues from today's society. Again we would use the music from the musical version of 'Oliver' to incorporate in our routine.

## A Christmas Carol

This being our second choice of Charles Dickens works, we felt that we could perform this in its original context. As there are many different characters in this

# Ideas Page

novel, we would have to multi-role. This means that each performer would not just be one character, this may be quite difficult but would be a very good skill to develop. Also there is a 'Muppets Christmas Carol' which has a variety of songs that we could use to sing and dance to and by doing this ensures that the theme is kept too. We could also use the electric fans above to have fake snow to fall from. ✓

## A Christmas Carol through Dance

The title of this idea is exactly what it is. My group and I felt that it is very important in this commission to perform something original. Although we feel it is important to show off all our performance skills I believe that we should definitely play to our strengths. As two members of our group our keen dancers and the other two are keen singers, we feel it is not necessary to include acting in our performance to. This will be a challenge, but if it works it should be very successful. We could narrate the performance by using a voice over, which is another skill that we would be developing and then we would have to develop our dance skills and showing emotions through our performance to portray the story through the medium of dance. ✓



Our groups final decision and the one we wish to suggest to the commissioner in our mission statement is 'A Christmas Carol Through Dance' idea. We, as a group know this will be very difficult to do, but we feel we have strong enough skills to make this idea successful. By using many other techniques such as voiceovers, electrical fans, slideshow presentation etc, it wont make the piece boring, as there will be a variety of skills being used during the performance. ✓

Also as mentioned before we feel that it is important to do something inventive and original and myself and my group feel that this is the perfect performance that ticks this box.



# My Mission Statement

My chosen brief for you as a commissioner to consider is 'A Christmas Carol Through Dance'

I feel that after considering many different options with my group members, we feel that this was the best idea that meets the title criteria 'The Works of Charles Dickens.' Although all of our ideas involved one of Charles Dickens works, I believe that this performance will be original and something new. I also believe this is a very important thing to consider in the final commission and do not want to do anything that people will expect the majority to do.

Although 'A Christmas Carol' is one of Charles Dickens more popular novels and with the film being released more and more people are becoming familiar with it, the way in which we want to present this novel is inventive and unique.

After careful consideration, my two proposals for the way in which my performance will be presented is to keep it to its original context but modernise it, or tell the story through the medium of dance. My preferred option is telling the story of Charles Dickens novel through dance as I feel this is my group strongest skill along with singing and feel it is important to show off the skill you excel in the most.

As the performance may be hard to watch and keep clear focus on if it was just all dancing, we have decided to add two or three songs on, which different people will sing to depending on the character they are playing. However, I feel this idea will be very inventive and if you decide to agree with myself and my group, I feel we will be very successful during this commission.

I believe the best option for the performance venue would be the Bryn Hafren's Drama Studio. We, as a group did consider the option of using a local theatre, such as Barry Arts Centre, Winston Road, however, we feel that this is inappropriate and just a waste of more money. We will be able to use the drama studio whenever we need to, free of charge and as we can rehearse frequently in there, it will allow all performers to become familiar with the performance space. Also, we will no longer need to worry about spending money on hiring any sound or lighting equipment, as everything we are in need of, the drama studio has to offer.

I have selected a range of costume designs for you to consider for our final performance. I wish to use a range of colours and materials to suit the individual characters, however I must consider the fact that there is a lot of dancing involved in this performance, so costumes must not cause restrictions for the performers.

As one of innovative ideas was to use snow in our performance, we came up with the solution to have fake snow placed on the over head fans and then during the performance they will be switched on and the snow will fall, creating the effect we are hoping for.

# My Mission Statement

I hope to use a range of lighting and sound effects, to make my performance more interesting. I intend to explore a narrative style of dance throughout this commission, which will be a new skill to develop, but will help widen my range of skills for further careers.

My target audience for you to consider will be my peers, friends and family. There is no specific age category to this performance, as I believe it important to provide a performance that people of all ages can enjoy. People who enjoy lyrical and narrative dances may also be considered as a target audience, as this is the base of our commission 3 performance.

Within my group we have chosen to take on more than one role in the production team. I have taken on the role of being a performer, but also choreographer and front of house manager. As we are acting as a professional touring company, by sharing many jobs between a selected amount of people, show we are able to perform in a professional manner and cope with situations that may occur in these conditions.

As this performance relies on dance to tell the story, the duty of a choreographer is very important. Not only is it my duty to ensure that every performer knows the dance and make sure that the choreography is interesting and stays within the genre we are performing in, I also must consider that the story is being told through the dance. Therefore it is very important to make sure the dancers express the characters emotions and feelings through the performance.

I must ensure that I perform all my roles throughout the rehearsal and performance period at the best of my abilities. As Front Of House Manager, I must make sure that all members of the F.O.H team are working to a high standard and all tasks are being completed with a high level of professionalism.

I have carefully considered the entire requirements for myself and groups needs to ensure that all my personal and group targets are met. I have ensured this happens by creating a plan of action list, to allow us to set our selves achievable targets throughout this commission. As a group, we have also decided to create a performance schedule to ensure we use our time appropriately and able us to work as a 'professional company' on the day of our final performance. We will also split our lessons in half so we ensure that we cover both practical and written sides to this subject.

We the members of 'Only Girls Aloud' fully understand that you as the commissioner have the final decision which commission we will perform and my group and I will follow your decision as young professionals.

Nicole Cogbill

# Commission 3 - A Christmas Carol Through Dance Ideas

After taking in to consideration the project outline for this commission, I feel my group and I have come up with the best idea. I feel that this final idea ticks all the boxes to this commissions criteria. It is one of Charles Dickens most famous novel and therefore we are being inspired by on of Charles Dickens works to create a successful performance.

I also feel as this is the final commission, it is important to make the performance original and inventive. My group and I have made the decision that we will be telling the story of 'A Christmas Carol' through the medium of dance and the occasional few songs. I feel this is a perfect idea for our group as many of our group members excel in dance and have the ability to choreograph a very successful story, that is original.

## Music

This performance will have a variety of accompaniment with a range of dynamics, that will help express the highs and lows of Charles Dickens famous novel. The performance will be a constant dance meaning the accompaniment will have to be a big mix of a variety of pieces of music. The difference in music will also help the character feeling and emotions to come through.

A Christmas Carol has also been re told in a film including the 'Muppets.' This version includes many songs that I feel we could incorporate in our performance, to demonstrate another skill. Some of the songs that we could sing in our performance are 'Scrooge', 'A Thankful Heart', 'Bless Us All' and 'One More Sleep til' Christmas'

The accompaniment that we will be dancing too, will have to be just music with no lyrics in, as during the dances we will also be projecting a voiceover which will also help to narrate the story clearly. If my group and I choose to use any of the above songs to dance to, we should use the instrumental versions.

## Technical Equipment

We, as a group would like to use the electronic fans on the ceiling of the drama studio, so we can place snow at the beginning and end of the performance. This may be difficult as the snow will stay on the floor when it falls in the beginning and may cause hazards to the performance. We may have to adjust this idea my only including snow in the final scenes, this will also help create a big finale.

## Target Audience

I feel that our target audience will be the general public for this commission. Although the project outline states that we should consider the target audience being KS2 and KS3, I feel that it is important to also perform in a way that the children's families will enjoy it. May it be the older generation, or younger. This will

# Commission 3 - A Christmas Carol Through Dance Ideas

mean we should incorporate a variety of styles when performing so it keeps all members of the audience interested. ✓

## Influence

I feel my main influences throughout this commission would be my performing arts teacher, Mr Coombs and my group members Ruby, Ashley and Bethan. At first Bethan felt that she did not excel in dance as much as the rest of the group members and was lacking in confidence. As I have taken on the duty of choreographer I felt I also had the role to help Bethan gain her confidence. ✓

I spent some quality time with her to help her with her technique when performing the given dance moves and encouraged her to perform with passion. I felt that seeing Bethan try and not give up easy, was very inspiring. I feel I am able to relate to the way she was feeling as I have always lacked confidence in singing and by watching her develop her technique and grow into a confident dancer really inspired me. ✓

As my group and I are only showing two of the three performance skills, I feel it is important to perform them both to a very high standard. As I feel I do not excel in singing, myself and Ruby attended singing lessons. Our singing teacher was very inspirational and gave us many breathing techniques but also rehearsal techniques, such as practicing facial expressions whilst singing in the mirror. I feel that this will really help to allow my emotion to come through in my performance. ✓

## Rehearsal and Preparation for the Performance

My group and I will create a rehearsal schedule to keep us all on track during the rehearsal process. It will not only state the days we will be rehearsing but what we aim to achieve by the end of the rehearsal. This way we can see ensure that we are working as a professional company, by not wasting any time. Also we will create a performance schedule to allow us to plan our time wisely on the day of our final performance. ✓

## Overall contribution to the Commission

I will make sure that at all times I am performing to the best of my abilities and to a high standard, to show I am working in a professional manner. I will ensure that I am consistently hardworking and will always encourage all my group members to achieve their best. I will also give other groups in 'Only Girls Aloud' feedback to help them to improve and develop there individual and group performance. ✓

# Research for Commission 3

As we have brainstormed a variety of ideas for this following commission and have now come to the decision on the best one, I feel it is important to research the Charles Dickens novel in detail, to ensure that each performer knows the story and characters they are playing in detail. This will help them to express these opinions clearly.

- Charles Dickens began *A Christmas Carol* in October 1843, and completed the book in six weeks with the final pages written in the beginning of December

*A Christmas Carol* first was published by Chapman and Hall, and first released on 19 December 1843.

- The book was written and published at a time when Britain was experiencing a nostalgic interest in its forgotten Christmas traditions, and at the time when new customs such as the Christmas tree and greeting cards were being introduced.

- *A Christmas Carol* was modestly priced at five shillings, the first run of 6,000 copies were sold out by Christmas Eve and the book continued to sell well into the New Year

- By May 1844, a seventh edition had sold out. In all, twenty-four editions ran in its original form

- The novel was adapted for the stage almost immediately. Three productions opened on 5 February 1844 with one by Edward Stirling and ran for more than forty nights. ✓

Since its first publication in 1843, it has been adapted for

- theatre
- film
- television
- radio
- opera

The various adaptations have included straightforward retellings, modernizations, parodies and sequels. In 2009 '*A Christmas Carol*' had been adapted to a film again but this time in 3D.

# Research on Charles Dickens

Charles Dickens was born on the 7<sup>th</sup> February 1812 and died on the 9<sup>th</sup> June 1870. His full name was Charles John Huffam Dickens was the most popular English novelist of the Victorian era.

He created some of literature's most iconic characters, with the theme of social reform running throughout his work. The continuing popularity of his novels and short stories is such that they have never gone out of print



Charles Dickens had six siblings, these were

- Frances (Fanny) Elizabeth Dickens
- Letitia Dickens
- Harriet Dickens
- Frederick Dickens
- Alfred Lamert Dickens
- Augustus Newnham Dickens

Much of his work first appeared in magazines in serialised form, a popular way of publishing fiction at the time. Other writers would complete entire novels before serial publication commenced, but Charles Dickens often wrote his in parts, in the order they were meant to appear.

The practice lent his stories a particular rhythm, punctuated by one "cliffhanger" after another, to keep the public eager for the next installment.

Charles Dickens has become so famous there are now many museums and festivals celebrating his life and works in many of the towns with which he was associated. One of the main museums is The Charles Dickens Museum, in Doughty Street, Holborn. This is the only one of his London homes to survive. He lived there only two years but in that time wrote *The Pickwick Papers*, *Oliver Twist* and *Nicholas Nickleby*.

Another memorial to remember this inspiring was when he was commemorated on the Series E £10 note issued by the Bank of England which was in circulation in the UK between 1992 and 2003. Charles Dickens appeared on the reverse of the note accompanied by a scene from 'The Pickwick Papers.'

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# Research on Charles Dickens

Charles Dickens has a variety of well known novels, that our a huge inspiration to any fans of English Literature today. Some of them being novels and some short stories. Many of these are fiction but there are also a few that are non-fiction,

Below is a few examples of the more popular fiction novels he has written.

- A Tale of Two Cities
- Great Expectations
- Hard Times
- Oliver Twist
- The Pickwick Papers
- A Christmas Carol

The following list are chosen from some of Charles Dickens non-fiction stories.

- A Child's History of London
- Pictures From Italy
- Speeches: Literary and Social

The selected short stories listed below are just a few example of his short stories.

- Sunday Under Three Heads
- The School Boys Story
- The Holly-Tree

These are just a few from the rather long list of Charles Dickens Work. We feel that for a performance we have chosen on one the most popular works of his nowadays. We feel that he has grown with popularity lately because of a new version of it been released in the cinema late last year.

# Brief story of A Christmas Carol

The exam criteria for commission 3 is to use one of Charles Dickens works for inspiration. We have decided that our chosen Charles Dickens work will be 'A Christmas Carol.' Below is a brief of the story we will be showing through the medium of dance on our final performance. ✓

## Brief

The tale begins on Christmas Eve seven years after the death of Ebenezer Scrooge's business partner Jacob Marley. Scrooge is established within the first chapter as a greedy and stingy businessman who has no place in his life for kindness.

After being warned by Marley's ghost to change his ways, Scrooge is visited by three additional ghosts - each in its turn - who accompany him to various scenes with the hope of achieving his transformation

The first of the spirits, the Ghost of Christmas Past, takes Scrooge to the scenes of his boyhood and youth which stir the old gentle and tender side by reminding him of a time when he was more innocent.

The second spirit, the Ghost of Christmas Present, takes Scrooge to several radically differing scenes (a joy-filled market of people buying the makings of Christmas dinner, the family feast of Scrooge's near-impooverished clerk Bob Cratchit, a miner's cottage, and a lighthouse among other sites) in order to evince from the miser a sense of responsibility for his fellow man.

The third spirit, the Ghost of Christmas Yet to Come, harrows Scrooge with dire visions of the future if he does not learn and act upon what he has witnessed. Scrooge's own neglected and untended grave is revealed.

In the fifth and final stave, Scrooge awakens Christmas morning with joy and love in his heart, then spends the day with his nephew's family after anonymously sending a prize turkey to the Cratchit home for Christmas dinner.

Scrooge has become a different man overnight, and now treats his fellow men with kindness, generosity, and compassion, gaining a reputation as a man who embodies the spirit of Christmas. The story closes with the narrator confirming the completeness of Scrooge's transformation. ✓✓



# Brief of Characters

## Characters

There are four main characters in this performance. They're listed below, with the performer playing them.

**Scrooge:** Main character, the old miserable man who has no kind or Christmas spirit in him. This is played by Bethan Richards.

**Ghost of Christmas Past:** This is the first ghost that haunts Scrooge. He shows Scrooge what he was like in his younger years. This is played by Ruby Hartery.

**Ghost of Christmas Present:** This is the second ghost that haunts Scrooge. This ghost shows Scrooge how people react to him nowadays because of his moody mannerisms. This is played by Nicole Cogbill.

**Ghost of Christmas yet to come:** This is the third ghost that haunts Scrooge. He shows Scrooge what may happen soon if he doesn't listen and continue to be the way he is. He explains that he can stop this if he takes on the ghost's advice and changes. This is played by Ashley Webber.

As this story is being told through the medium of dance, it is very important to make all movements and gestures clear. The movement that will be choreographed will have to be specific and represent the story line of 'A Christmas Carol.'

Each performer has been given a certain character that they will play throughout the performance. Although we will not be multi-tasking roles, we are still having to be extra dances to represent minor character, for example, villagers, in scenes that our characters aren't in.

It is important that each performer understand their character well, so they are able to portray their emotions and feeling through the dances and songs that are included in the performance.

# Annotated Script Extract

It's Christmas Eve and Scrooge is in bed. The lighting is dim and there is eerie music being played softly in the background.

Flashing  
lights

S.F.X - A rattle of chains  
(Scrooge gets out of bed)

Scrooge: Whose there?

S.F.X - Louder rattling chains, a bell rings

Marley: (Ghostly yawn)

● Scrooge: Who are you? What do you want? - Spot light on Scrooge

Lights Up Marley: Who am I? (Scrooge's door opens) Why I am the ghost of your dead partner Jacob Marley. (Ghostly Groan)

Scrooge: No this can't be! Jacob is that really you?

Marley: I am here to warn you Scrooge, you must change your ways.

Scrooge: What is this? Is this some kind of joke?

Marley: Change your ways Scrooge or you'll end up like me

S.F.X - Crashing and even more rattling chains ] Flashing lights  
(Scrooge falls back on to the bed)

● Marley: Tonight you will be visited by three ghosts, expect the first when the clock strikes twelve. - Spotlights

(Marley Vanishes) - Lights fade

Blackout

This was a scene that my group and I created for our first idea. Originally the plan was to go with the idea that meant we were going to act out 'A Christmas Carol' but modernise it. As we have chosen to display our performance in a different manner now, on the following page you will see some annotated lyrics that will be included in our performance.

# Annotated Lyrics

These are the song lyrics to the song "Scrooge", this song will be opening the performance with all four performers singing. There are a few solo lines as well.

When a cold wind blows it chills you, Chills you to the bone  
 But there's nothing in nature that freezes your heart  
 Like years of being alone  
 It paints you with indifference, Like a lady paints with rouge  
 And the worst of the worst, The most hated and cursed  
 Is the one that we call Scrooge (yeah)

Bethan

Spotlights

Ashley

Unkind as any  
 And the wrath of many  
 This is that Ebenezer Scrooge

Both B+A

Lights Up

Oh, there goes Mr. Humbug, There goes Mr. Grim  
 If they gave a prize for bein' mean, the winner would be him  
 Oh, Scroogey loves his money  
 'Cause he thinks it gives him power  
 If he became a flavor you can bet he would be sour

AU

There goes Mr. Skinflint, There goes Mr. Greed  
 The undisputed master of, The underhanded deed  
 He charges folks a fortune, For his dark and drafty houses  
 As poor folk live in misery, It's even worse for mouses

AU

He must be so lonely, He must be so sad  
 He goes to extremes, To convince us he's bad  
 He's really a victim of fear and of pride

Bethan

Look close and there must be a sweet man inside--Naaaah!

Ashley

There goes Mr. Outrage, There goes Mr. Sneer - Ruby  
 He has no time for friends or fun, His anger makes that clear - Nicole  
 Don't ask him for a favor, 'Cause his nastiness increases  
 No crust of bread for those in need, No cheeses for us meeses

Both N+R

There goes Mr. Heartless, There goes Mr. Cruel  
 He never gives, He only takes, He lets this hunger rule  
 If bein' mean's a way of life you, practice and rehearse  
 Then all that work is paying off  
 'Cause Scrooge is getting worse

AU

Every day, In every way  
 Scrooge is getting worse

AU

# Innovative Ideas

When creating a performance through the medium of dance it is very important that the audience stay focused at all times and do not get distracted. Every movement must mean something and this cannot be lost throughout the performance.

However, it is very important to show off a range of skills, so this is why we have decided as a group to use a range of technical skills. Recently the film 'A Christmas Carol' has been released in the cinema in 3D. One of our innovative ideas was to actually have a video clip from this shown on the cyclorama wall. The audience members would all have a pair of 3D glasses on their seats. However, we would not be able to copy this film due to copyright issues and we wouldn't want to do anything illegal.

Another innovative idea my group and I discussed was when we were playing the part of the individual ghosts it would be a good idea to fly. However we now realise after lots of research that this is very expensive to do. The drama studio does not offer the space for these facilities also and each person would have to have an individual harness moulded to fit their body, this causing three times the cost for just one.

Bethan felt, as it would be a Christmas themed performance, it would be nice to invite members of the audience, (mainly children), up on to the stage to have a photo with a father Christmas in the interval and also give the child a small present.

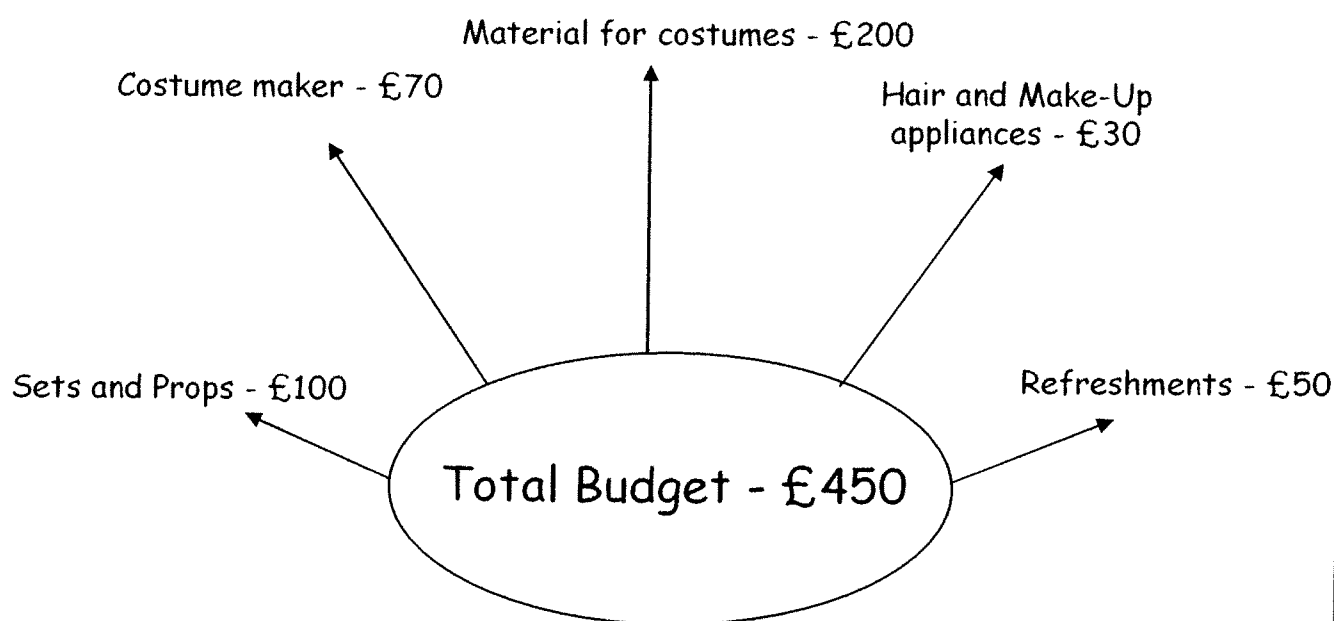
Although this would be a nice thought there are many issues with doing this. Firstly there would be a huge health and safety risk having members of the audience in the performance space with us they may not be familiar with the sets position etc, also when we are performing in front of the examiner, there is no audience to choose from. By having a small gift for the children would also decrease our budget to spend on necessities for our performance as well.

We feel as a group that our strongest skill is musical theatre style dance, however as we are trying to tell the story with our movements, we must perform in a narrative manner. Ashley suggested that may be during the performance we did a one off dance routine where we can excel our musical theatre dance skills, however this would not work as the characters would not do this. This would then result in us coming out of character, which is major issue that we are trying to dodge during our final performance.

Ruby suggested we had snow in our performance as it is a Christmassy theme, she suggested we use a big fan of snow to be blown into the performance space. However we do not have this facility in the drama studio so we have decided to use the electronic fans above the performance space to allow the snow to actually fall from the sky.

# Budget Sheet - Commission 3

Below is a budget sheet of the total costs that I am planning to spend during the process of commission 3. By keeping a budget sheet allows me to see exactly what my groups budget has been spent on and how much we have left to use. Our total budget amount is £450. Below our ways in which my group and I are thinking about spending our budget effectively.



In our previous commission we gained an extra £50 to carry over for this following commission. This extra budget was made from the profit of selling programmes and raffle tickets. As this was successful last time we have decided to purchase a few refreshments to sell at the performance and hopefully make a profit on.

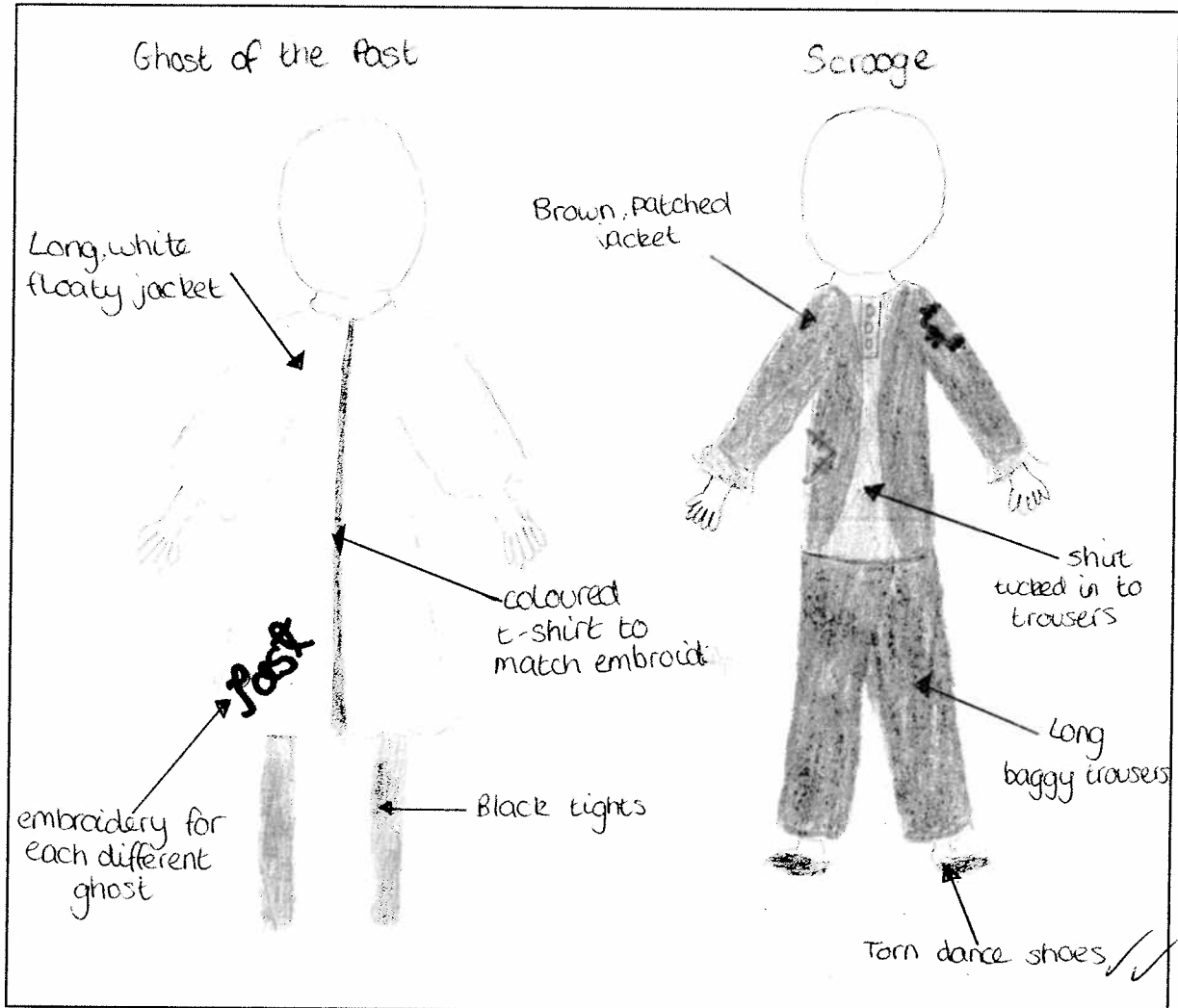
I have been able to estimate our total budget for this commission by adding up the total number of tickets we are predicted to sell. The tickets for this performance again will be £2.50 and we will be performing twice.

The venue we are holding our performance in, Bryn Hafren's drama studio holds up to 80 seats. This making a total of £400 if all tickets sell over the two night performances.

We have made our own posters to put up around the school building and grounds to advertise our performance and also made our own leaflets to post around. This saved us money instead of paying someone to do our advertisement for us.

In this commission we feel it is important that our costumes fit us perfectly as we will be dancing in them, this is why we have decided to pay a costume maker to make our costumes to fit us individually.

# Costume Designs for Mock Commission 3

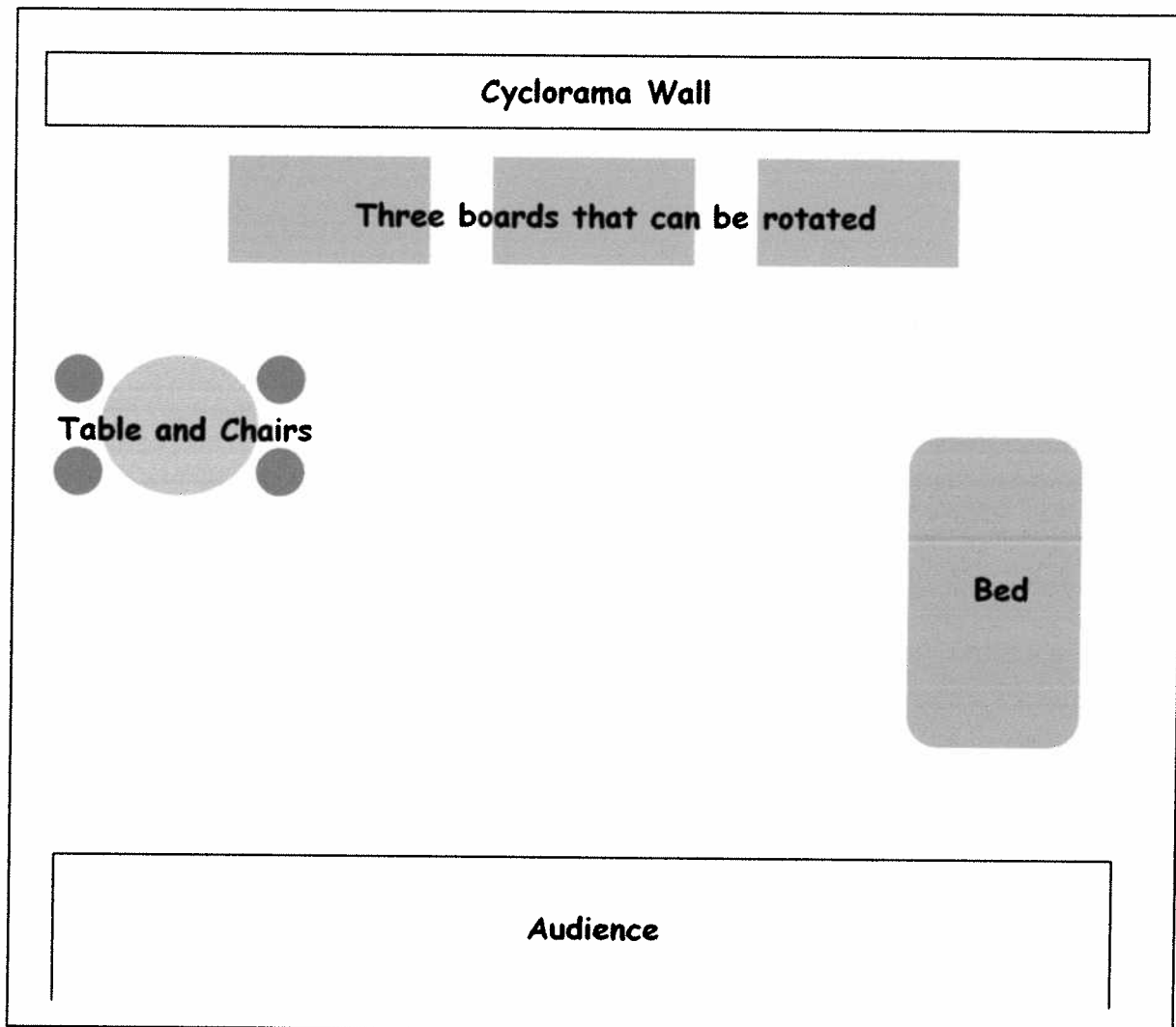


As this story is being performed through the medium of dance I feel that the costumes must be quite abstract, show the characters we are trying to portray but also keep them quite loose, making sure the movements we perform are not restricted. ✓ *Good point.*

All four of our group members will be multi tasking and performing almost every character some point during the performance. Because of this the costumes must be simple and must be able to fit all of us. ✓

As the we are dancing the whole way through this and we are telling a story with the movements we will be doing, it will be contemporary/lyrical dancing and I believe it is important to dance bare feel and allow our bodies to be able to move softly and freely in these costumes.

# Set Design for Mock Commission 3



Above is an aerial plan of the set we wish to have for this commission.

In this commission it is important to keep the space as clear as possible to allow the performers to use as much of the free space as possible when performing their choreographed dance routines.

However one of the opening scenes is Scrooge in his bed, this is positioned on the right hand side. When this scene is finished with it can be removed so it is not causing any hazards for the performers. This is also the same with the table and chairs on the left hand side.

Also at the back there are three boards that are on wheels, these can be rotated at any time as they will have images painted on them to help set the scene even more. These will have to be marked up with white tape, so in blackouts it is clear for the performers to see.

# Letter to the Head of Drama

Below is a letter that my group and I have written to ask the permission of use to use the schools drama studio as our chosen venue. The head of Drama 'Miss Alexandra Williams' will make the final decision on whether she allows us to use this, so it is important to ask politely and formally as we are acting as a professional touring theatre company.

Dear Miss A Williams (Head of Drama)

I am writing to ask your permission to use Bryn Hafren Comprehensive School's Drama Studio, for my exam.

We are year 11 pupils of Bryn Hafren Comprehensive School and are part of a touring theatre company 'Only Girls Aloud.' We are very interested in hiring your venue for our final performance. It has been brought to our attention that this venue will be perfect for our performance and are now awaiting on your reply to this letter in whether we can go ahead with our final ideas plan.

We have recently performed in this performance space, for a schools fashion show and feel it is perfect for what we are looking for. It offers all the facilities that we are in need of, including the light and sound equipment, the electronic fans and a small changing area backstage.

We understand that the drama studio does not offer facilities to allow our performers to fly during the performance, however this is no longer an important part to our performance. Also we realise there isn't a lot of space in the wings of the Drama Studio, which again doesn't really effect our group in any way, as there is not a lot of change in set.

If you agree to our request we will be asking to hire the drama studio out on 21<sup>st</sup> and 22<sup>nd</sup> of May 2010 for our final performance. Also we would like to have the opportunity to rehearse in our spare time between now and the above dates. We feel this shouldn't be a problem as we know that this is venue is always available for pupils studying subjects in this department.

Please consider our request and reply back to us as soon as possible.

We look forward to working and speaking to you soon.

Yours sincerely

Nicole Cogbill, Ruby Hartery, Ashley Webber and Bethan Richards

*Only Girls Aloud*



# Commission 3 - Performance Schedule

Below is a performance schedule for my commission 3 performance. I believe that this schedule is well structured and if followed correctly, it will allow my group and I to complete all the tasks needed in enough time before the performance. As not only are we performing for the examiner in the day but also our friends and families in the night it is important to plan and use our time wisely.

## Performance Day - Commission 3

8:30am - 8.35am = Arrive in the school Drama Studio

8:35am - 8:45am = Fill in register, including all performers, helpers, supervisors

8:45am - 9:45am = Dance Warm Up - lead by myself and Ruby

9:45am - 10:30am = Vocal Warm Up - Lead by Ashley Webber

10:30am - 10:45am = Preparation for final run through, before examiner.

10:45am - 12:00am = Final run through with costumes, props and lights etc.

12:00am - 12:30pm = Lunch Break

12:30pm - 12:45pm = Prepare for examiner performance

12:45pm - 1:00pm = Examiner arrives.

1:00pm - 2:00pm = Performance for examiner

2:00pm - 3:00pm = Clear Up anything left out from the exam make sure everything is safe and together for next performance.

3:00pm - 5:00pm = Tea break, can go home if we want or rehearse anything for the final performance in front of parents.

5:00pm - 5:30pm = Prepare all costumes, set and props for the final performance

5:30pm - 6:00pm = Doors open for the audience members

6:00pm - 7:00pm = Final Performance for family and friends.

If we stay on track with this schedule, it will allow us to stay focused at all times. Also it will give us enough time to have a final run through before the performance in front of the examiner to practice any last minute parts that are a little awkward etc. The key thing we must remember is to not change anything dramatically that might be forgotten in the important performance in front of the examiner.

# Commission 3 - Action Plan

On the previous page was a performance schedule that my group and I have created to keep us focused and on task on the day of the final performance. However, we also feel the necessity to design an action plan for this final commission to allow us to keep on track of the work that needs to be done. Also it will allow us to clearly see how much time we have left if we keep to this action plan.

Week	Targets to achieve	Tick Box
1	Discuss and Brainstorm ideas for our final commission .	✓
2	Select our final idea and brainstorm ways in which we will make the performance interesting and original.	✓
3	Discuss the final ideas with our Performing Arts teacher, suggest the music and costumes that we are considering to use.	✓
4	Once decided on the final music and songs included in the performance, download them and start to choreograph dance routines and script if necessary.	✓
5	Record the narrative parts that we want to be projected on the voice over.	
6	Rehearse our performance regularly so that we become familiar with the performance space and it starts to run smoothly.	
7	Discuss lighting ideas to lighting technician.	
8	Run through the performance with the lighting and sound.	
9	Ask our performing arts teacher to watch the performance and video it.	
10	Listen and take on the constructive feedback given.	
11	Prepare for final performance.	

good as this is a working commission you cannot tick all your boxes yet!

# Commission 3 - Research Sheet

As I have been given the role as a lighting technician I feel it is very important to understand the role I am about to undertake in my final performance. In order to feel confident and perform to my best ability, I believe it is important to research into the different aspects of this role and become familiar with equipment and vocabulary used.

What do I want to research and find out?	Where am I going to look?	How will I record my findings?	How might these things influence my work?
The role of a lighting and sound technician.	Performing Arts Books	In my Performing Arts Diary	Give me a clear idea on how my role will be used during our performance.
Equipment needed and used during this role.	Internet	In my Performing Arts Diary	What I will need to use when I am a lighting and sound technician.
Different options (E.g volume and brightness)	Sound and Lighting Box	Notes with the different groups script.	The right volume and brightness the performers would like during their performance.
How different equipment works.	People	In my Performing Arts Diary	I will be able to use the equipment effectively.
Different Theatres.	Leaflets	In my Performing Arts Diary	Understand the equipment can vary in different theatres and become familiar with the one in our chosen venue.
How to create a certain mood in a scene.	People/Internet	Notes with the different groups script.	Give the performers a variety of moods and dynamics.



# Evaluations



# Evaluation of my skills in Commission 1

The skill that I am most confident in out of Acting, Dance and Singing is dancing and I felt this came through in my performance in commission 1. I have belonged to a dancing school since the age of 4 and have grown in confidence in performing dance routines in a variety of shows. I have performed in many theatres performing routines and have enjoyed each experience. ✓

I would say I am a confident dancer and perform with flair and fluency. I can keep in rhythm and enjoy choreographing dances in large groups. I have especially enjoyed sharing the role as choreographer with Ruby Hartery. I feel we work well together and are able to combine our ideas and choreograph interesting dance routines. ✓

I can tell the difference between sustained and sudden pieces of music and I am able to choreograph moves that fit with the music, however I can mainly do this by using and changing other people suggestions and working with their ideas. I find it easier to work in a group as more ideas are being created. As there is only three people in my group it often meant having to contribute a lot more than usual, so I will have to work on this skill. ✓

As my group chose to sing in this commission it has lead me to have a very big opportunity to improve this skill. I have never sang on my own and find it difficult to sing in small groups. I'm not a confident singer as I fear that people will laugh.

It has been a huge goal for me to try and achieve during this commission and gain confidence in this skill. My group members supported me and helped me to be successful and become a more confident singer. ✓

I have worked hard, and practiced a lot which allowed me to achieve my target successfully. I also put in extra effort in to rehearsals and even rehearsed in my own time with another group member, who again isn't a confident singer to ensure we are progressed in this skill ready for our performance.

I feel I have also gained a lot of experience by acting as a professional performing company. I have had to research the best and most suitable venue for our performance, which again is another skill I have improved.

I also feel I have developed my skills in working as a lighting and sound technician and would like to further and progress these skills I have improved in further commissions. ✓

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# Evaluation of my skills in Commission 2

In this commission I not only set out to improve and develop my performance skills but also my technical skills. I feel that from my previous commission I had gained a lot of confidence in singing and dancing, however the last commission didn't include acting, where as this commission did.

I feel that I was able to learn my lines easily by being taught some very useful rehearsal techniques such as, recording my lines on tape and listening to them before going to sleep. Also asking members of the family to read the other character lines and for me to say my lines in the correct place. These techniques both allowed me to become familiar with the running of the script and when each of my lines were to be said in the performance.

At first I felt it difficult to stay in character at all times, but after researching the character I was playing, I was able to see the different techniques they used when performing on stage. Also I used another rehearsal technique called hot seating which allowed me to really understand the character I was playing. My group members would question me and I would have to respond in the way in which I believed my character would. This helped me to stay in character when my group and I were rehearsing our performance and I felt I managed to stay in character for the final performance also.

In this commission my group and I felt it was important to explore different technical skills and show them off in our performance. This is why we decided to incorporate a video clip in our performance.

In the process of creating the video clip, I developed many skills. I now understand the importance of the positioning of the camera, how to capture the image from an interesting angle. Also I now realise the important of light when recording something.

At first I had some difficulty in trying to transfer the video clip onto the computer but after some help from my I.C.T teacher I have now learnt how to do this with ease. This is another skill I feel I have achieved over the duration of this commission.

I would like to continue building on all of these skills as I feel the wider range and better knowledge you have on each of these individual skills, the better all round person you become in the Performing Arts Industry.

# Evaluation of Commission 1

I believe our performance 'Billy Elliot' was very successful with both the examiner and the audience. I felt that our performance was clearly related to the project outline and ticked all the boxes in the criteria for this commission.

I was very excited to perform for our friends and family, however when it was time to show the examiner I felt slightly nervous. Myself and my peers had worked so hard over the past weeks, for this final performance we hoped that it went as well as the previous rehearsals, which in my opinion it did.

By choosing a well known and fantastic musical such as 'Billy Elliot' not only allowed us to perform with flair and fluency but also meant the audience were interested in our performance and enjoyed it.

We firstly performed a tap dance that we had choreographed to 'Expressing Yourself,' then we sang to 'Electricity.' Because our dance routine was energetic and we also needed time to change our tap shoes, we had produced a slide show for the audience to watch during this change. This was very successful idea as it kept the audience occupied whilst we were changing.

I felt that we also portrayed the personality of Billy Elliot well in both our performances. This was something that my group and I had worked hard on and felt that it was defiantly worth all that practice as it certainly paid off.

Before the show a group that was performing before us had to set up their fake money on the big fans, as they had planned for them to fall on to the audience and drama studio floor during their performance. We helped with this ensuring that these actions were performed within the guidelines of the health and safety code of conduct. Also after their performance we quickly swept up the fake money so it didn't cause any issues for the following performers during their groups performance.

Also as we were using the projector for our slide show in this performance we had to check and make sure this was all prepared. As the audience came in the front of house team warned the audience about the taped down wire that lead to the project to ensure that no hazards were ready to occur.

In my opinion, I think that the show went really well and from the atmosphere in the audience, I felt they really enjoyed it. I was confident at the start of the performance as the dance routine was first, however, once we had finished that and we were in the wings waiting for our next performance 'Electricity', I became very nervous, but putting all my practice from rehearsals in to it, I went out and tried really hard. I was pleased that I had done this as I feel this skill has developed hugely from the first rehearsal.

# Evaluation of Commission 2

I believe our performance 'Poor Old Eugene' was very successful with both the examiner and the audience. I felt that our performance was clearly related to the project outline and ticked all the boxes in the criteria for this commission. ✓

As in our previous commission we only used our singing and dancing performance skills, this commission would be slightly different. We felt that it was important to show the examiner a wide range of skills that we have developed over the period we have been studying performing arts, which lead to us using our acting skills as well as dancing and singing.

Also in this commission we concentrated on developing more technical skills as well as performance skills. This can often be very unreliable as technical equipment can often not work as smoothly as you want it to and can often cause problems at random times. ✓

Luckily for us this was not the case and all people who was in charge of playing our video clips etc, made sure that it was all set up and prepared ready for the right time.

I was quite excited to perform in front of the two primary schools we had invited to our venue for a matinee performance as this would be a real test to see if our performance was suitable for our project outline. It is often hard to create a piece in the style of a T.I.E Project, however me group and I feel that our idea was going to be successful. ✓

In our performance two characters were playing a dame-like character. This is often very unreliable as you are relying on the audience participation to help the characters perform their lines correctly. Once again, luckily for our performance all children from both of the primary schools were very enthusiastic and didn't let us down when asking for audience participation. ✓

At the end of the performance we questioned the audience to see whether or not our moral was clear enough for the children to pick up on it. The audience responded well to this and was able to identify the moral we were portraying. This felt good as we were then confident to show the examiner as we had had feedback from audience members who suggested our performance was successful.

In my opinion, I think that all performance of this commission went well. I am not a keen actress and in rehearsals often found it difficult to stay in character, however I felt that all my group members and myself managed to do this and performed in a very professional manner. ✓



# Evaluation of My Peers Skills

During both these commissions I felt that my group members have also improved their skills. I felt that we were all able to work well together with no quarrels and if any disagreements occurred we were able to solve them in a fair way. Two of my group members Ruby and Ashley were in my group for both commissions however, Bethan was only in commission 2. Below is an evaluation of their skills that I believe they achieved and developed throughout these commissions ✓

## Ruby

Out of all three main skills in performing arts I would say Ruby's strongest skill would be Dance. She danced with good stamina holding herself well and performed to a very high level in both her commissions. As Ruby has previously been a Welsh Champion gymnast this helps her posture when she dances and how she controls her body movements. She understands the important of warming up the body and has lead many warm up sessions alongside myself in rehearsals. I would say also like me, her weakest skill out of all three elements is singing. She has never performed a vocal performance on her own or in a small group until these commissions and feel she coped well with doing this. It was good to see her use the rehearsal techniques we had learnt in her own time to help her develop these skills even more. I felt during commission 2 she also developed her acting skills and I now feel confident in saying she is able to stay in character and portray a variety of emotions during a performance. ✓

## Ashley

Unlike Ruby and I, Ashley's strongest skill out of all three elements is singing. She especially excelled in this skill during commission 1 where she sang on her own.. She has had many past experiences in singing solo's and this shows in her performance as she is full of confidence. She understand the important of warming up her voice before rehearsing and has lead us in many vocal warm ups in rehearsals. Although Ashley has been a member of a dancing school since the age of 3, she believe she lacks in her dancing skills. She enjoys this aspect of performing arts however she lacks confidence in performing dance routines in front of audiences. I feel myself and Ruby have helped her to develop confidence in this area and have shown her many techniques. It is clear, that Ashley has taken in to consideration, as you can tell she has improved from her first rehearsal to her final performance. She has always been a confident actress and I believe she performed well in commission 2 and was able to stay in character throughout the performance. ✓

# Evaluation of My Peers Skills

## Bethan

Although Bethan did not perform with myself and my other group members in commission 1 I feel she is an all round confident performer and was very successful in her commission 2 performance. I believe her strongest skill is singing and she has a great vocal ability. She has helped myself and Ruby, the least confident singers in the group, to help improve our skills in this area and give us a variety of techniques to undertake when we are singing. Bethan, like Ashley, is a confident actress and she also excelled in this area of the performance. She occasionally would come out of character and forget the accent she had to adapt for her character, however after a huge amount of rehearsals she soon got out of this habit. I would say she lacks confidence in her dancing, however myself and Ruby again showed Bethan a range of techniques to help improve her technical ability when performing dance routines. I believe she improved dramatically from our first rehearsal and feel she can now continue to develop this skill in further commissions.

I have enjoyed working with all of my above group members and feel we have been able to identify each others strengths and use them effectively. We have all offered a lot of encouragement to each other to help develop and improve our weaker skills.

# My Influences From Others

To help me further my ideas for my final commission I will do extra research on the selected ideas my group and I have created now by using the internet, books and magazines. I feel that photographs are also very inspiring especially when thinking about designing costumes and set designs.

During my lessons I believe my performing arts teacher, Mr Coombs is very inspirational. He is consistently encouraging us and giving us constructive feedback to help improve our performance in any way we can. He fully believes that if I work hard enough and continue to put a lot of effort in to this final commission I will be able to achieve the target grade he has set me.

I also believe that my group members, Ashley, Ruby and Bethan are very inspiring. I think that it is very important to listen to every ones opinions as it is very important to take in to consideration everyone is allowed an opinion whether it be the same as yours or not. This is something I believe my group and myself our good at and I feel work well together.

We are able to create a range of ideas by brainstorming smaller ideas which end up a lot larger by going in to detail. At first I was slightly worried that Bethan would not attend extra rehearsals and not put as much effort in as the rest of us as she did not have a high percentage of attendance. However, over this previous year I have noticed a dramatic difference and change in her attitude. She has had a few difficulties with her confidence when acting, very similar to myself but with singing and I have watched her grow in to a very confident dancer now. I feel this is very inspirational and shows if you work at it you are able to become very successful.

As a group I feel each individual member has contributed to both commissions to a very high standard and have all achieved their full potential in both commissions. The targets we set at the beginning of each commission have all been achieved and shows that this procedure is very successful, which is why we have continued to set ourselves targets for this following commission.

I have also been very inspired by the character 'Billy Elliot.' Whilst studying the film and musical when researching for our commission 1 performance I began to understand the character in a lot more depth. I feel this character is an inspiration to all youngsters like myself who have a passion for performing arts.

It is certainly not an easy career to achieve, especially if you are from a working class background like myself and Billy Elliot, however the story of this character has inspired me to never give up. Dreams can be achieved as long as you work hard at it and always give your best.

# Evaluation

I feel that after all the rehearsals I have attended I am finally prepared and ready to tackle unit 4 final performance.

By evaluating the skills from my previous commission I have been able to carefully select the skills I would like to take into this final performance. I feel that I am able to select my strongest skills to show off and excel in the final performance but also identify my weaker ones. I hope to be able to develop these skills so it allows me to perform the three performance skills, all at a high level.

I am confident that the work I have produced in this portfolio for unit three, will allow me to stay focused and do exactly what needs to be achieved to gain a high level at the end of this topic. Also I feel it will have put me in good stead for the final performance.

Over the previous commissions I have been working on strengthening my three performance skills. I feel I am strongest in dance and I want to show this in the final performance. Not only have I been working on my performance skills but also technical skills and feel that I am now a confident lighting and sound technician after previous experience in past commissions. I would also like to demonstrate my skills in this area for the final commission too.

I feel that I am mostly confident in performing in a musical theatres style, so in my final performance I would like to challenge myself and perform in a more contemporary style. As I have attended a dance school since the age of 3, I have been brought up dancing in the style of musical theatre and occasionally ballet and tap.

I have also studied dance at GCSE level for the past year and a half and feel this has given me enough experience to allow myself to confidently perform in a contemporary style in unit 4.

The choreography for the final performance is still in progress as it is going to be a very long dance, however I feel I have contributed well with a variety of ideas so far. My group and I have been able to rehearse in the various dance spaces my school has to offer and we have taken advantages of these variety of performance spaces by practicing as much as possible, in lessons and also our spare time.

Many of these performance spaces offer full length mirrors which help my group and I to see how the choreography looks and allows us to alter any parts. Also by constantly being able to see yourself in them, has allowed me to study the way in which I hold my body in the performance. It has helped us as a group to identify any wrong arms or legs by studying whether we all look the same or not.

As I feel dance is my strongest feel, I hope to have the opportunity to perform solo so I can really excel and show the examiner my skills. This is still to be decided within my group yet though.

I feel I have contributed a lot in group discussions throughout this rehearsal and planning process and have done so in a positive manner. I have attended all my lessons and ensure I have used the time given effectively. I feel my group

# Evaluation

members who lacked in positive attitude have changed and settled down, to ensure themselves a better grade in year 11 than year 10.

I feel I am able to listen when my performing arts teacher, Mr Coombs offers my group and I constructive criticism. I have helped the group, not only in the choreography of the dance but also in the structure of the piece, where we should put in group songs and solos for example.

My contribution to the group has made me realise and fully understand how difficult it is to succeed in a career in the performing arts industry.

Over the previous commissions I feel I have gained many techniques and really widened my skills as a lighting and sound technician and would confidently say I have a flair and fluency for this role. I may consider pursuing this skill on to a degree level and then work in the industry as this role for a while. This will be a great experience and would then hopefully lead me down the path of becoming a performer.

The effectiveness of my individual work has in my opinion helped the group to further the piece. I believe I have helped in many different areas as well as the performance. I have also shown a keen interest in F.O.H (Front Of House) and roles and responsibilities that are linked with this area.

I really admire and respect both Ruby Hartery and Ashley Webber in my group as they are both confident performers. Ruby is a very confident dancer and helps to choreograph the groups dance routines with me, where as Ashley is a very confident singer, She has helped lead vocal warm up sessions with Bethan and helped encourage us less confident singers.

I believe they both show great leadership qualities and they are both able to control, organise and motivate the group. I believe that we should highlight both girls strengths in the performance to allow the examiner to see their full potential. Ashley is going to sing a duet with Bethan, where as myself and Ruby are going to perform a dance duet which also contains solo parts.

I have studied Ruby's dance style as she has a much more Contemporary style in dance than me, as she has experienced workshops previously in this style of dance. I feel that Ashley has also brought a lot to the group my always contributing many ideas to the group when we are brainstorming and she is always able to explain them well.

In conclusion I feel that I am very prepared for unit 4 final commission, however when this is evaluation is written, it is still in working progress. I now also realise that my role in the group is just as important as everyone else and we all have key parts to play in the development of this final piece.

As an individual I feel I am fully prepared for the challenge ahead and am looking forward to continue developing my contemporary style dancing. I feel confident in saying 'A Christmas Carol through dance' could be our most successful performance yet.

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You and your group have always worked to a high standard that was clear in your group's performance of the 'Mock commissions' at Christmas and Easter. I am so excited to see what you will create for your final performance of Unit 4. Your planning, research so far is outstanding. Keep it up!



## **GCSE Performing Arts**

**Teacher Standardising Meeting  
June 2011 Examination**

**48803 – commentaries**

### GCSE Performing Arts - Portfolio Unit 3 Assessment Grid (48803)

Candidate name <b>CAND B</b>	Centre
Candidate Number	Centre number

**Assessment requirements**

Initial skills level **yes**  
 Materials showing research into the performing arts industry **yes**  
 Three observations about candidate's working practice **yes**

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark band 5	Mark	Comments
<b>Skills Development</b>	3, 4, 5, 6, 7, 8, 9, 10, 22, 24, 99 - 107					<b>15</b>	The candidate reflects in detail on his / her strengths and weaknesses following the completion of Units 1 and 2. Throughout the portfolio, the candidate is very aware of how the practical experiences undertaken develop skills and understanding. The summative evaluations at the end of the portfolio demonstrate the depth of the candidate's progress. Excellent use of technical language throughout.
<b>Planning and research</b>	22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35-40, 41 – 54, 60 – 77, 78 - 98					<b>10</b>	The evidence provided for planning and research is exceptional throughout. It covers both the consideration of practical considerations such as rehearsal scheduling and technical aspects as well as a thorough exploration of ideas / relevant research for the actual performances. All research is entirely pertinent to the candidate's ongoing work.

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark band 5	Mark	Comments
<b>Simulations / practice commission.</b>						<b>25</b>	There is ample evidence throughout the portfolio of practical work undertaken across a variety of performing and production team roles. The practice commissions have provided a very good basis for developing the appropriate skills and approaches for Unit 4.
<b>Contextual understanding of work-related aspects</b>	1	30 – 31, 32 – 40, 56 -59				<b>8</b>	Professional approaches to action planning, scheduling and rehearsing are clearly demonstrated in the work presented for the commissions. A detailed CV is included. Working practices are linked with the candidates own developing work. The candidate would have gained a Band 1 mark if more specific links had been made to people working in work-related contexts.
<b>Evaluation of own and others' work</b>	11, 12, 13, 14 – 21, 99 - 107					<b>10</b>	Evidence of evaluation is continuous throughout the portfolio. The candidate has an excellent grasp of technical vocabulary and is able to reflect on both personal progress and the strengths and weaknesses of the developing commissions. There are clear suggestions for improvements/ further action.

68
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**Total Mark**

**Further comments:**





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An excellent example of a Band 1 portfolio. It is very personal and evaluative throughout, clearly demonstrating the candidate's skill, enthusiasm and commitment.....

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