



# Performing Arts

**XXXX**

Unit 2      Showcase Performance

## Candidate Guidance

To be opened and issued to candidates on **XXXX**.

All teacher-assessed marks to be returned to AQA by **XXXX**.

**This document contains:**

- general guidance
- details of the Showcase Brief.

### Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Read the scenario and then choose **one** brief.
- The work submitted for this examination must be your own unaided work.
- The research and planning period should take approximately 15 hours.
- The rehearsal and preparation period should take approximately 30 hours.

### Information

- Your work will be marked out of 60.
- All your work, which includes the work done during the preparatory period, will be marked.
- You will produce the final piece of work, along with an evaluation of your contribution to planning and development with observations of your working practices.

### Advice

- You should discuss your ideas with your teacher.

**XXXX**

## **Introduction**

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

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

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

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

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

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

## What you have to do

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

Carry out individual research into sources of material for your own contribution, paying particular attention to the constraints and considerations of the Showcase. You could research other performers, designers or technicians and adapt suitable ideas.

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

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

During the preparation period, you will work appropriately on developing your skills and on carrying out the relevant tasks in preparation for the Showcase. You should be aware at all times of the standard of your work and what you can do to improve it: for example research, and experiment with an appropriate range of techniques, media or materials to help improve or develop your abilities.

You will keep records of your working practices and progress and these will form the basis of your evaluation. It is expected that regular meetings will be held to ensure that all deadlines are met and rehearsals are being carried out effectively.

There are **three** phases in the development of the Showcase that must be linked together to produce the final performance. They are:

- **planning** and **research**, including looking at other people's work and your own preparation and developmental work to meet the brief
- **performance** of the Showcase which includes the setting up and striking of the performance area
- **evaluation** of your contribution to planning, preparation and skills development, presented on one side of A2, **or** two sides of A3, **or** four sides of A4.

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

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

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

## The Showcase Brief

Your County Youth Arts Theatre invites your production company to take part in a Comedy Festival.

The theme is Classical Comedy and the content must be suitable for family audiences.

Your showcase could include song, dance, drama sketches, music or any performing arts skills relating to the *comedy* theme.

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

We look forward to your contribution.

### It is expected that:

- you will explore a range of different performance styles and genres, suitable for the theme and the target audience
- you will choose a venue that will be suitable for your Showcase
- you will use set and costume where appropriate
- you will consider the technical equipment necessary for performing in community venues, and use of lighting and sound where appropriate
- stage management and crew will run the performance.

The size of the performance area, stage or platform will depend on the venue.

You must consider health and safety at all times.

## Individual Briefs

- 1 As a performer**, you will research and select the most appropriate material for inclusion in the Showcase. You will choose suitable methods of rehearsal to improve your techniques and to allow your skills to be shown at their best.

You will be aware of the reasons for the choice of materials and the running order. You will take responsibility for your personal equipment, props and costumes.

Performing for the general public has potential problems so these should be identified and prepared for.

- 2 As a designer**, you must prepare designs for the set, **or** props, **or** costumes, **or** other items necessary for the Showcase performance in the chosen venue.

The theme of the Showcase should be researched and appropriate responses produced. If there is more than one designer, there should be collaboration on an overall approach.

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

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

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

When lighting or sound rigs are portable, the equipment must be chosen and prepared carefully to fulfil the necessary health and safety regulations. You can choose to be responsible for **either** lighting **or** sound.

Diagrams to show how to stow and rig the equipment must be produced as well as cue sheets. Another crew member should be able to follow these in case an emergency arises. You should identify potential problems and prepare contingency plans.

- 4 As a stage manager**, you must be aware of all the elements involved in running the Showcase.

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

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

You must manage the props where appropriate.

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

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

### Unit 2: Assessment Criteria

Assessment marking criteria	Mark band 1 (13–15 marks)	Mark band 2 (10–12 marks)	Mark band 3 (7–9 marks)	Mark band 4 (4–6 marks)	Mark band 5 (1–3 marks)	0 marks
<b>Skills development and professional conduct</b>  <b>Max mark: 15</b>	<p>Candidates thoroughly agree their skills for the Showcase at an effective level.</p> <p>They take on roles and responsibilities in planning and research at an excellent level.</p> <p>They thoroughly follow work-related rehearsal methods and take direction at an effective level.</p> <p>Thorough co-operation with the group is evident.</p> <p>Candidates demonstrate a thorough understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a thorough understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a good level.</p> <p>They take on roles and responsibilities in planning and research at an effective level.</p> <p>They follow work-related rehearsal methods and take direction at an appropriate level.</p> <p>Good co-operation with the group is evident.</p> <p>Candidates demonstrate a good understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a good understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a reasonable level.</p> <p>They take on roles and responsibilities in planning and research at a reasonable level.</p> <p>They follow work-related rehearsal methods and take direction at a reasonable level.</p> <p>Reasonable co-operation with the group is evident.</p> <p>Candidates demonstrate a reasonable understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a reasonable understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a limited level.</p> <p>They take on roles and responsibilities in planning and research at a limited level.</p> <p>They follow work-related rehearsal methods and take direction at a limited level.</p> <p>Limited co-operation with the group is evident.</p> <p>Candidates demonstrate a limited understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a limited understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a basic level.</p> <p>They take on roles and responsibilities in planning and research at a basic level.</p> <p>They follow work-related rehearsal methods and take direction at a basic level.</p> <p>Basic co-operation with the group is evident.</p> <p>Candidates demonstrate a basic understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a basic understanding of health and safety issues during the development of the Showcase.</p>	<p>Work not worthy of any credit.</p>

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

**END OF CANDIDATE GUIDANCE**

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