

Cambridge **TECHNICALS LEVEL 3**

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 6 Improvisation

Y/507/6472

Guided learning hours: 60

Version 1 September 2015

LEVEL 3

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Improvisation is an integral element of music, dance and drama technical development and performance processes. This unit allows you to explore and develop the creative skill of improvisation and understand its place in the development process of performance. It will help you to extend your technical vocabulary and increase your ability to analyse and evaluate. You will begin to understand the demands and rewards of such work through a combination of research, practical workshops, rehearsals, reflection and refinement. You will be supported to experiment and take risks within the performance space culminating in the realisation of improvisation performances for an audience.

This unit is designed to be approached through any performance discipline, e.g. music, dance or drama or a combination of more than one, for example physical or musical theatre approaches.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to use the skills and techniques of improvisation.	1.1 Skills and techniques <ul style="list-style-type: none"> • structured and unstructured • improvised patterns • motif/character development • action and reaction • developing characters and relationships • stylistic elements (e.g. melody, harmony, rhythm, tonality, lyricism, using a script, off the text exploration) • confidence in idea creation and sharing of ideas • learning to use intuition • "thinking outside the box"
2. Be able to use and develop improvisation exploring stimuli.	2.1 Stimuli <ul style="list-style-type: none"> • visual stimuli - photographs, artwork, media imaging, film, existing texts, dances or music • aural stimuli – music, sound effects, spoken text (poetry, prose) • themes - emotions, ideas • response - accent, timing, responding to sound cues, major/minor roles, audience, environment • expressive aspects - tempo, phrasing, dynamics and colour 2.2 Improvise around several different types of stimulus, the tutor or the learner or a combination of both may select these
3. Be able to perform in improvised performances	3.1 Performance skills <ul style="list-style-type: none"> • communicating intention and interpretation • cooperation and relation to others • giving and taking motif and thematic ideas • technical skills - commitment, focus, space, dynamics, level, direction, flow • fluency and formal shaping • technical control of the instrument, voice or body 3.2 Take part in two improvised performance pieces to an invited audience. The length of these should be determined by the art form but should be substantial enough in length to allow for development of motif, theme or characterisation pieces

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Understand the effectiveness of improvisation	4.1 Effectiveness <ul style="list-style-type: none">• observation and feedback• reflection and review on contribution and participation• refining and shaping• success of the improvisation(s) in relationship to the stimulus and intentions• areas for improvement and development

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to use the skills and techniques of improvisation	P1: Demonstrate a range of improvisation techniques	M1: Demonstrate development in improvisation skills and techniques	
2. Be able to use and develop improvisation exploring stimuli.	P2: Demonstrate improvisation skills to create material for performance in response to stimuli	M2: Improvise demonstrating considered responses with the stimuli material and a developing sense of purpose	
3. Be able to perform in improvised presentations	P3: Perform improvisation making a contribution to the performance	M3: Perform improvisation sustaining technique or characterisation throughout	D1: Demonstrate a sustained and fluent performance maintaining focus and commitment and effective communication with an audience
4. Understand the effectiveness of improvisation	P4: Evaluate the effectiveness of improvisation in which judgements are made regarding process		

ASSESSMENT GUIDANCE

Assessment and Grading Criteria P1 M1

Assessment of **P1** and **M1** should be carried out through observation of the learner's practical work. The inclusion of tutor observation records of learner's participation and levels of success in improvisation workshops and classes is imperative but should also be supported by video recording of learner's participation in exercises or workshop sessions. For **M1**, learners should also prepare a reflective journal which explores their own perspective on the improvements made over the duration of the classes and workshops. The tutor should be able to observe the learner's personal growth in confidence and skill at a competent level in order for **M1** to be awarded.

Assessment and Grading Criteria P2 M2

The assessment criterion should be evidenced during participation in practical workshop and sessions which explore a range of stimuli. This will be evidenced in the reflective journals kept by the learners of the range of stimuli they have explored and supported by the observations of the tutor during the course. Exploration of the stimulus material should be included in the learner's journals. Further reflection and evaluation can be recorded in the log books regarding both their own work and the work of others where appropriate. Periodic video recordings of sessions should be made to track the learner's developments and provide evidence to support the awarding of **M2** where it is important to provide evidence of the learner's developing sense of style in their work. Learners should explore a minimum of two contrasting stimuli throughout the duration of study.

Assessment and Grading Criteria P3 M3 D1

Evidence of the 2 (or more) performances should be video recorded. Evidence of audience feedback could be provided by the tutor or within the learner's log; alternatively, completed audience questionnaires could be included.

Assessment and Grading Criteria P4

Evidence of the learner's participation in effective evaluation could be presented in a variety of formats. Learners may produce a written document which explores the process as well as the final performances. This could be supported by guided questions from the tutor, or an evaluation presentation could be made in small groups which is video recorded for assessment purposes. Learners should be guided towards the best method to demonstrate their evaluative skills.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The improvisation process, rehearsals and development of the performance could be supported by industry practitioners who could suggest relevant stimulus material. Ideally, the same practitioners should be part of the invited audience who come to view the performances. Feedback from the practitioners can contribute to the learner's review of the improvisation. The feedback should not direct the learner as to what judgement to make regarding the process. The feedback can describe what the practitioner felt were the strengths and weaknesses but not what improvements to make.
2. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more

ocr.org.uk/performingarts

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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