

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 6 – Improvisation  
DELIVERY GUIDE

Version 1

# CONTENTS

Introduction	3
Related Activities	4
Key Terms	5
Misconceptions	6
Suggested Activities:	
Learning Outcome (LO1)	7
Learning Outcome (LO2)	10
Learning Outcome (LO3)	13
Learning Outcome (LO4)	16

# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## 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.

### Unit 6 Improvisation

<b>LO1</b>	Be able to use the skills and techniques of improvisation
<b>LO2</b>	Be able to use and develop improvisation exploring stimuli
<b>LO3</b>	Be able to perform in improvised performances
<b>LO4</b>	Understand the effectiveness of improvisation

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-performing-arts-level-3-certificate-extended-certificate-foundation-diploma-diploma-05850-05853-2016-suite>

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### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Performing Arts units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 6)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Taking part in improvisation	Unit 6 Improvisation	LO2 Be able to use and develop improvisation exploring stimuli LO3 Be able to perform in improvised performances LO4 Understand the effectiveness of improvisation
		Unit 9 Acting technique	LO2 Be able to develop a range of acting techniques
	Building a character Creating content Ideas for improvisation Considering the audience Considering the space	Unit 6 Improvisation	LO2 Be able to use and develop improvisation exploring stimuli LO3 Be able to perform in improvised performances LO4 Understand the effectiveness of improvisation
<b>LO2</b>	What are stimuli? Using visual stimuli Using aural stimuli Using themes and issues Initiating and responding Mini demonstrations	Unit 6 Improvisation	LO1 Be able to use the skills and techniques of improvisation LO3 Be able to perform in improvised performances LO4 Understand the effectiveness of improvisation
<b>LO3</b>	Creative intentions Content and structure Rehearsal – technical skills Rehearsal – formal shaping Dress rehearsal and feedback	Unit 6 Improvisation	LO1 Be able to use the skills and techniques of improvisation
		Performance to an audience	Unit 6 Improvisation Unit 9 Acting technique
	Skills evaluation Stimuli evaluation Rehearsal evaluation Performance evaluation	Unit 6 Improvisation Unit 6 Improvisation Unit 6 Improvisation Unit 9 Acting technique	LO1 Be able to use the skills and techniques of improvisation LO2 Be able to use and develop improvisation exploring stimuli. LO3 Be able to perform in improvised performances LO4 Be able to evaluate own acting technique

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit


Key term	Explanation
<b>Dynamic</b>	The dynamics of performance can include the movement and energy of the work.
<b>Freeze</b>	Performers will freeze when instructed; they stop moving when directed to do so and hold their positions.
<b>Map</b>	Mapping includes making a detailed plan or course showing ideas and findings.
<b>Scenario</b>	An outline of a plot or sequence of events is a scenario.
<b>Stimulus/stimuli</b>	A stimulus is something that can inspire performers to imagine and create original performance work.
<b>Structure</b>	The structure of a performance is the arrangement and order of the action.


# MISCONCEPTIONS

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p><b>Improvisation has no structure and cannot be rehearsed</b></p>	<p>Learners may need to be given an experience of creating, for example, a beginning, middle and end for their work. They may find it helpful to write down a structure in the form of different scenes, with who is involved, where it takes place and what the intention of the scene is.</p>	<p>BBC Bitesize Drama  <a href="http://www.bbc.co.uk/education/guides/zg9x34j/revision">http://www.bbc.co.uk/education/guides/zg9x34j/revision</a>            This resource includes an accessible page on creating and staging a devised performance and follows a logical and clear order for creating work.</p>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Be able to use the skills and techniques of improvisation		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Taking part in improvisation</b>	<p>Tutors could lead an introductory workshop to provide learners with the opportunity to 'take part' in practical activities and 'experience' improvisation. It may be helpful to include some introductory games or exercises as a warm up before moving on to the main activity.</p> <p>Tutors could provide a scenario for the workshop, for example telling the group: 'You are all strangers on a deserted island. The only resources you have that will help you to return home are in this small box, but if you open the box one of you will disappear'.</p> <p>During the activity, the tutor could freeze the action and give instructions relevant to the skills and techniques required for improvisation. Suggested instructions: 'change the energy'; 'create a new relationship with a different member of the group'; 'think outside the box'; 'react differently to your previous or expected reaction'.</p>  <p>At the end of the workshop a brief discussion could be facilitated so members of the group can voice what they were trying to do, and what they were unsure about.</p>	2 hours	Unit 6 LO2, LO3, LO4 Unit 9 LO2
<b>Building a character</b>	<p>Learners could be asked to take a neutral position. Tutors could hand each learner a card with a brief description of a character written on it.</p> <p>Suggested descriptions: 'A young traveller'; 'A champion sportsperson'; 'A lonely child'; 'A mythical figure'; 'A control freak'.</p> <p>Learners should be given a couple of minutes to imagine the character they are going to create. The tutor could give verbal hints at what should be decided, such as the age, gender and appearance of the character.</p> <p>Tutors could then ask the group to start to move around the space and explore how the character moves. The tutor could give verbal examples of what the group could consider, such as status, facial expressions and energy and dynamic.</p> <p>The tutor could ask the group to freeze and give them a time and place for the characters to begin to interact. These could be: 'Early morning at a train station'; 'A sunny afternoon at a country park'; 'In the future in the aftermath of a natural disaster'.</p> <p>The tutor could give a time limit to the situation and then change to another one. The session could end with a brief plenary.</p>	2 hours	Unit 6 LO2, LO3, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Creating content</b></p> 	<p>To structure the content for an improvisation the tutor could use the 'Ws', for example asking the group:</p> <ul style="list-style-type: none"> <li>• Who are you?</li> <li>• Where are you?</li> <li>• When is it?</li> <li>• Why are you there?</li> <li>• What are you doing?</li> </ul> <p>Learners could mind map their ideas and try improvising the situations they come up with.</p> <p>Tutors could ask questions to further shape the content, for example:</p> <ul style="list-style-type: none"> <li>• Is it hot or cold?</li> <li>• Are you happy or sad?</li> <li>• What do you want to happen next?</li> </ul> <p>From this exploration, learners could work in small groups to create content for a five-minute improvisation.</p> <p>Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO2, LO3, LO4
<p><b>Ideas for improvisation</b></p>	<p>Tutors could split the group into two; each group decides on an idea for an improvisation, taking into account all the factors that have been explored in previous sessions.</p> <p>Learners should be able to communicate this idea clearly to others.</p> <p>The groups then 'swap' the ideas and work practically to bring the idea to life.</p> <p>Each group 'performs' the improvisation to the other group and then asks if that is what they intended.</p> <p>Tutors could put a time limit on the 'performance'; for example, no more than five minutes.</p> <p>Tutors could facilitate the discussion and support learners to understand how creative intentions can be realised.</p>	2 hours	Unit 6 LO2, LO3, LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Considering the audience</b>	<p>Tutors could decide if the group should use content that has been used from previous sessions, or create new content, for this workshop.</p> <p>Learners will need to work together to remind themselves of the work, or to create the new content. Once the improvisation is familiar, tutors could ask learners to adapt the work for a range of target audiences. Learners could be asked to mind map different types of target audience. Initial profiles that could be suggested include:</p> <ul style="list-style-type: none"> <li>• young children</li> <li>• peers</li> <li>• general public</li> <li>• elderly.</li> </ul> <p>Learners could adapt the improvisation to suit two or more audiences and be asked to consider what the differences were. Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO2, LO3, LO4
<b>Considering the space</b>	<p>Learners will need to work together to remind themselves of the work from the previous session, or to create the new content if necessary.</p> <p>Tutors could ask learners to adapt the work for a range of performance spaces.</p> <p>Learners could be asked to mind map different types of performance space, including traditional and non-traditional spaces. Initial examples of spaces that could be suggested include:</p> <ul style="list-style-type: none"> <li>• theatre</li> <li>• studio</li> <li>• outside</li> <li>• site-specific.</li> </ul> <p>Learners could adapt the improvisation to suit two or more performance spaces and be asked to consider what the differences were. Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO2, LO3, LO4



# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>2</b>		
<b>LO Title:</b>	<b>Be able to use and develop improvisation exploring stimuli</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>What are stimuli?</b>	<p>Tutors could lead an introductory workshop to provide learners with the opportunity to take part in practical activities and explore using stimuli for improvisation.</p> <p>Tutors could facilitate a discussion on what can be used as a stimulus for performance.</p> <p>Tutors could demonstrate how ideas can be developed from a stimulus; for example they could play a piece of music, read a poem or show a video clip and ask learners to work in pairs to answer key questions. Questions could include:</p> <ul style="list-style-type: none"> <li>• What is it about?</li> <li>• Who is involved?</li> <li>• What is happening?</li> <li>• How does it make you feel?</li> <li>• Where is it?</li> <li>• When is it?</li> </ul> <p>A group discussion can explore the opportunities and restrictions of the stimulus.</p>	2 hours	Unit 6 LO1, LO3, LO4
<b>Using visual stimuli</b>	<p>Tutors could introduce visual stimuli to the group. They could select a video clip from a dance performance and a photograph.</p> <p>Tutors could first introduce the video clip and learners could respond in small groups with a short improvisation. They could be asked to consider the mood and emotion of the piece as well as the more obvious factors such as where and when.</p> <p>Tutors could then introduce the photograph and learners could create a character from the photograph as individuals. The characters could then come together in a short improvisation.</p> <p>Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO1, LO3, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Using aural stimuli</b>	<p>Tutors could introduce aural stimuli to the group. They could select a piece of music and an extract from a poem.</p> <p>Tutors could first introduce the piece of music and learners could respond in small groups with a short improvisation. They could be asked to consider the mood and emotion of the piece as well as the more obvious factors such as where and when.</p> <p>Tutors could then introduce the poem and learners could create a character from the poem as individuals. The characters could then come together in a short improvisation.</p> <p>Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO1, LO3, LO4
<b>Using themes and issues</b>	<p>Tutors could introduce using themes and issues as a stimulus to the group.</p> <p>Learners could work in small groups to mind map issues and themes and link these to potential target audiences.</p> <p>Tutors could provide some suggestions:</p> <ul style="list-style-type: none"> <li>• A healthy living performance for children</li> <li>• A reminiscence performance for the elderly</li> <li>• Online safety for their peers.</li> </ul> <p>Learners could then improvise around the theme or issue they have chosen to create a 'trailer' for a viable performance. Each group could show their trailer and present to others their ideas and intentions.</p> <p>Tutors could facilitate a brief plenary.</p>	2 hours	Unit 6 LO1, LO3, LO4
<b>Initiating and responding</b>	<p>Tutors could ask learners to bring a piece of stimulus to the session.</p> <p>Learners will need to have an idea of how they would use their own piece of stimulus to create work.</p> <p>Tutors could ask learners to take it in turn to introduce their chosen stimulus; tutors should not say how they would use it themselves at this stage. Other learners should then work in small groups to improvise from the given stimulus. Tutors could put a five-minute time limit on this activity. This can be repeated with several other learners each taking turn to introduce a different stimulus.</p> <p>Tutors could facilitate a brief discussion after each piece has been practically explored.</p>	2 hours	Unit 6 LO1, LO3, LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Mini demonstrations</b>	<p>Learners could work in pairs or small groups to give a mini presentation and/or demonstration of how stimuli are used in improvisation work.</p> <p>Tutors could allocate different types of stimulus to different groups to avoid repetition, or they could let learners select for themselves.</p> <p>Tutors could support the learners in the session to refine their presentation and check ideas are being communicated effectively.</p> <p>Tutors could ask learners to complete a resources list so the session can be prepared; for example, learners may need:</p> <ul style="list-style-type: none"> <li>• video or music playback</li> <li>• access to ICT equipment.</li> </ul> <p>Tutors could facilitate a brief discussion after each presentation or just at the end of the session.</p>	2 hours	Unit 6 LO1, LO3, LO4





# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>3</b>		
<b>LO Title:</b>	<b>Be able to perform in improvised performances</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Creative intentions</b>	<p>Tutors could facilitate a session including group discussion and practical exploration to support the group to identify clear creative intentions for performance work.</p> <p>Learners could work in small groups to review the work they have done so far in this unit and present back to the whole group.</p> <p>Tutors could then facilitate a discussion around what could be taken forward and developed for performance and what new work should be created.</p> <p>Tutors and learners should be mindful of any restrictions on resources: for example access to a suitable performance space and rehearsal time available.</p> <p>Tutors could collate the outcomes of the session and ensure a shared vision for the work is understood.</p>	2 hours	Unit 6 LO1
<b>Content and structure</b>	<p>Tutors could facilitate learners to plan for the performance in terms of content and structure of the piece. Learners could be reminded of the overall creative intentions to focus this planning. Learners could make decisions on:</p> <ul style="list-style-type: none"> <li>• running time of performance</li> <li>• target audience</li> <li>• performance space</li> <li>• resources required</li> <li>• rehearsal schedules</li> <li>• desired effect of the work on the audience</li> <li>• individual roles and responsibilities</li> <li>• scene breakdown or units of action</li> <li>• dialogue, character or motif development.</li> </ul> <p>Tutors could focus learners to plan a structure and content that is suitable to their performance discipline. Tutors could arrange for learners to complete additional independent work in preparation for rehearsals.</p>	2 hours + 3 hours independent study	Unit 6 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Rehearsal – technical skills</b>	<p>This rehearsal should build on the structure and content and be informed by the creative intentions identified in earlier sessions. Tutors could set a rehearsal objective to ‘identify, develop and refine technical improvisation skills to use in the performance’.</p> <p>Tutors could give feedback to help learners use the planning already undertaken. Tutors can also provide feedback to individual learners regarding their application of technical skills; for example, in areas such as:</p> <ul style="list-style-type: none"> <li>• dynamics</li> <li>• energy</li> <li>• relationships to others</li> <li>• action and reaction.</li> </ul> <p>This rehearsal can be a ‘stop start’ rehearsal to allow learners to maximise on the opportunity to improve their skills and techniques. Tutors could arrange for learners to complete additional independent work in preparation for further rehearsals.</p>	2 hours + 3 hours independent study	Unit 6 LO1
<b>Rehearsal – formal shaping</b>	<p>Tutors could direct aspects of the work, for example, blocking, to support learners to have a performance with a workable structure.</p> <p>Tutors could aim to run the piece several times, each time with the structure more fluent. For example, a ‘top and tail’ rehearsal to focus on entrances and exits. The structure can be rehearsed from several points of view, for example:</p> <ul style="list-style-type: none"> <li>• scene structure</li> <li>• coherent narrative</li> <li>• mood changes</li> <li>• energy levels.</li> </ul> <p>Tutors could decide which aspects to focus on depending on the performing arts discipline and the style of the piece. At the end of the rehearsal tutors could give feedback on areas for improvement/ requiring additional rehearsal. Tutors could arrange for learners to complete additional independent work in preparation for further rehearsals.</p>	2 hours + 3 hours independent study	Unit 6 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Dress rehearsal and feedback</b>	<p>The dress rehearsal could be performed to a small, invited audience to allow the opportunity for audience feedback. All relevant aspects of the work should be used together for this rehearsal, including:</p> <ul style="list-style-type: none"> <li>• technical support (lighting, music, sound effects etc)</li> <li>• props, costumes and make-up.</li> </ul> <p>This rehearsal should be run without stopping, to replicate a performance experience. It will be helpful if learners could have time to prepare and run through the work prior to the invited audience arriving.</p> <p>Tutors could give feedback after the rehearsal and facilitate a question and answer session with the invited audience and performers.</p> <p>Tutors could arrange for learners to complete additional independent work in preparation for the performance.</p>	2 hours + 3 hours independent study	Unit 6 LO1
<b>Performance to an audience</b>	<p>Tutors could run this as a formal event.</p> <p>Learners will need to be fully prepared and rehearsed, and have the opportunity to perform in suitable conditions.</p> <p>Tutors could record the performance to help with assessment, to use when teaching Learning Outcome 4 and to provide learners with a visual recording of the performance to evaluate.</p> <p>Learners could prepare a brief introduction for their audience if that would be helpful to them.</p> <p>Tutors could take on the role of director at a 'premier' performance and place the work in context for the audience if this is appropriate.</p>	2 hours	Unit 6 LO1 Unit 9 LO3

# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>4</b>		
<b>LO Title:</b>	<b>Understand the effectiveness of improvisation</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Evaluation skills workshop</b>	<p>Tutors could deliver a workshop on evaluation skills, to provide learners with a shared understanding of what they are expected to consider. Areas to cover and define could include:</p> <ul style="list-style-type: none"> <li>• insight and self-awareness</li> <li>• meeting aims and objectives</li> <li>• explaining and justifying</li> <li>• structuring an evaluation</li> <li>• using examples</li> <li>• consideration of alternatives.</li> </ul> <p>Tutors could provide an example of a successful part of the process or performance and ask learners to work in pairs to evaluate why it was successful.</p> <p>Learners could share their thoughts with the rest of the group. Learners could then write an individual evaluation of another successful aspect of the work.</p> 	2 hours	
<b>Skills evaluation</b>	<p>Learners could evaluate the technical skills and techniques that they explored, developed and used as part of this unit. They could evaluate these skills and techniques under given headings, for example:</p> <ul style="list-style-type: none"> <li>• Skills I have developed</li> <li>• Skills I applied in performance</li> <li>• Skills I have identified for further improvement.</li> </ul> <p>Learners could discuss their ideas with a partner to get their feedback and tutors could put a time limit on this activity, for example five minutes.</p> <p>Tutors could decide if learners should present their evaluations or write them. Either way the tutor could set a word count or time limit.</p> <p>Tutors could select some examples to share with the whole group that are examples of good analysis and evaluation.</p> 	2 hours	Unit 6 LO1



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Stimuli evaluation</b>	<p>Learners could work in small groups to reflect on the stimuli they used in this unit and take notes on the work they undertook. They could include the visual, aural, and themes and issue based work they worked on in Learning Outcome 2. They could present to the rest of the group an example for each of the following:</p> <ul style="list-style-type: none"> <li>• Stimuli we effectively responded to</li> <li>• Stimuli we found more difficult to respond to creatively</li> <li>• Stimuli that informed/inspired our performance.</li> </ul> <p>Learners could write review style comments for each of these, for example: ‘The music moved the audience to another time and place.’ They could then explain and justify what they mean by such comments.</p> <p>Tutors could facilitate a group discussion around group successes and areas for improvement.</p>	2 hours	Unit 6 LO2
<b>Rehearsal evaluation</b>	<p>Learners could work in pairs or small groups to reflect on the rehearsal process. They could identify key stages of the rehearsal period and write evaluation statements linked to each stage.</p> <p>Tutors could remind learners of the key stages and aspects and how these fitted with the overall intentions of the work through discussion and a question and answer session.</p> <p>Learners could share their reflections with each other and consider what similarities and differences they have come up with as a group.</p> <p>Tutors could collate these key points to inform a group discussion and to identify areas for improvement.</p> <p>Learners could create a glossary, or a word search, based on key terms useful when writing an evaluation.</p>	2 hours	Unit 6 LO3 Unit 9 LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Performance evaluation</b>	<p>Tutors could show a video recording of the performance work to the group.</p> <p>Learners could work in pairs or small groups to discuss their reaction to watching the recording. Learners could identify key moments of the performance and write evaluation statements linked to them.</p> <p>Tutors could remind learners of the overall intentions of the work through discussion and a question and answer session.</p> <p>Learners could share their reflections and reactions with each other and consider what similarities and differences they have come up with as a group. Learners could consider both their individual performance and the performance as a group.</p> <p>Tutors could collate these key points to inform a group discussion and to identify areas for improvement.</p> <p>Learners could write an evaluation or review of the performance.</p>	2 hours	Unit 6 LO3 Unit 9 LO4
<b>Mini presentations</b>	<p>Learners could work individually or in pairs to prepare and present their overall evaluation of the 'improvisation journey' they have undertaken with this unit.</p> <p>Tutors could give an outline structure for the presentations, including such areas as:</p> <ul style="list-style-type: none"> <li>• Developing improvisation skills and techniques</li> <li>• Using stimuli to inform and inspire improvisation</li> <li>• Creating improvised performance work.</li> </ul> <p>Learners could include specific examples to support their comments.</p> <p>Tutors could facilitate a presentation event where learners present their work to each other and may also choose to invite a small audience of peers.</p> <p>Tutors could set a time limit, for example five minutes per learner, for the presentations.</p>	2 hours	



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