

Cambridge **TECHNICALS LEVEL 3**

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 33

Original performance

A/615/1142

Guided learning hours: 120

Version 1: August 2016



LEVEL 3

UNIT 33: Original performance

A/615/1142

Guided learning hours: 120

Essential resources required for this unit: A performance space will be needed as will rehearsal space and video recording equipment to record the performance outcome.

This unit is externally assessed by OCR

UNIT AIM

This unit requires you to pull together the knowledge, understanding and skills you have learnt from taking other units.

Creating and taking part in original performance work will give you the opportunity to work as part of a group to relate specific themes and ideas to an audience. You will be required to create a new and original piece; however it is likely that your work will be informed by the style and influences of practitioners and repertoire that you know of or have experienced. You will be bringing together all the knowledge and understanding as well as the skills and techniques that you have gained throughout your course in order to create this new and original work.

You will respond to a given performance stimulus, explore your ideas practically and develop your performance skills and techniques. The stimulus will act as a starting point for your creative journey, and be an inspiration to generate ideas and interpretations.

The performance stimulus will motivate you and your group to create original performance work for a specific target audience of your choosing. You will develop your ideas for a performance and develop and apply your performance skills and techniques in preparation for the performance to your selected audience.

You will need to consider both the form and the content of the piece. The performance skills and techniques you will then select and apply will be informed by style, genre and the influences of the work of others, and be developed through an exploration and development process of the performance material.

You will have the opportunity to record the process from the very first ideas to the post performance reflection.

To create new and original performance work requires time; your time will be spent working as part of a group and also working as an individual so you can develop your ideas, skills and techniques between group classes and rehearsals. You will take part in the different stages of the work, such as exploring ideas and developing skills and techniques so the performance can successfully bring together all the elements of the work.

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.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set tasks for assessment:

- a direct question may be asked about unit content which follows an i.e.
- where unit content is shown as an e.g. a direct question will not be asked about that example.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Be able to explore a performance stimulus	1.1 how to explore and respond to a performance stimulus 1.2 to initiate their own ideas and respond to the ideas of others in response to a performance stimulus 1.3 to consider alternative ideas 1.4 to refine and develop ideas and creative intentions	There can be both individual and group exploration. Group dynamics will need to allow for individual contributions to be made whilst keeping the through line of the group's creative intentions. Consideration should be given to both the form and the content of the performance.
2. Be able to develop skills and techniques for performance	2.1 to select appropriate skills and techniques needed for the performance 2.2 to develop appropriate skills and techniques for the performance 2.3 to communicate and engage with group work	Skills and techniques from other units should be considered. Skills and techniques should be adapted or refined for the performance as informed by the performance stimulus. Both individual and group work could be undertaken to support this development.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
3. Be able to apply skills and techniques in performance	3.1 to apply performance skills and techniques appropriately 3.2 to work positively as a member of a group in performance 3.3 to communicate creative intentions to the audience	<p>The performance will require effective group work both during rehearsal and in performance.</p> <p>The performance will require the response to the stimulus to be realised through the application of relevant skills and techniques in a performance to a selected target audience, bringing all the competences together to communicate intentions.</p>
4. Be able to evaluate the performance process and outcome	4.1 to document their contribution in the key stages of the performance process 4.2 to understand creative intentions of the piece 4.3 how to record and document the performance process and outcome 4.4 how to use feedback and reflection and self-assessment	<p>The process must be recorded/documented so reflection can take place effectively.</p> <p>Evaluation should have an analytical focus and demonstrate a synoptic understanding of all the elements of the work that has been undertaken, from initial ideas through the development process and the performance outcome.</p>

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	10%
LO2	20%
LO3	50%
LO4	20%

ASSESSMENT GUIDANCE

The learner's experience of their Cambridge Technicals in Performing Arts programme will underpin the knowledge, understanding and skills that they develop in this unit. The external assessment is designed to be synoptic. There are marks for applying learning from the whole or majority of the learning programme. It is expected therefore that this unit will be assessed towards the end of the programme to allow learners to apply their learning from other units.

The assessment will be set and marked by OCR. Pre-release material will be made available to centres eight weeks prior to each two-week assessment series. Pre-release material for this unit will a choice of stimulus material; learners are required to choose one. Pre-release material will be changed each series. There are 60 marks for the assessment.

The assessment material will include a choice of two stimuli and a list of prompts to guide what will be required.

In response to the stimulus, learners will be required to:

- provide a written account at key points in the process. The written account will cover the followings stages:
 - exploration process – how the stimulus material was explored
 - development process – how performance skills and techniques were developed
 - refinement process – reviewing the process and performance.
- perform an original piece of work (as part of a group performance) in response to the selected stimulus.

The written account must be produced individually and under controlled conditions.

Learners must work in groups of three minimum and seven maximum. The group performance piece should last between 15 and 30 minutes.

Time allocation

The nominal time allowance for Unit 33 Original Performance is 120 hours. The external assessment (pre-release and external assessment) should represent approximately one-quarter of the unit time (30 hours).

Controls of the assessment:

In order to ensure validity and reliability, controls are set within the assessment. These take a variety of forms, with varying levels of control, which are outlined below:

Eight weeks prior to the OCR stipulated two-week assessment window, pre-release material will be made available to centres. This will contain two pieces of stimuli. Learners are required to choose one on which to base their original performance.

The assessment is split into two phases (as above) and learners are assessed on their individual contribution to the performance, as well as their written supporting documentation.

This material can be made available to learners once it is released by OCR. Learners will have eight weeks in which to prepare the following:

Preparation (eight weeks prior to two-week assessment window):

Written Account Preparation:

- Learners are permitted to make notes in response to the prompts (in the pre-release material) for the written account throughout the process. This can be carried out under informal supervision, meaning that learners make notes without direct supervision and outside of the centre if required. However, tutors must be able to authenticate that the work is the learner's own work (Every learner should sign a declaration form - <http://www.ocr.org.uk/Images/15535-sample-candidate-authentication-statement.pdf>).
- The learner is permitted to prepare a maximum of 4 A4 sides of research notes which can be used when writing up of the written account (which is conducted under controlled conditions – see information on two-week assessment window).
- The learner is only allowed to make notes during this time; the tutor must be able to ensure that measures are in place to apply this requirement.
- Tutors must abide by the rules concerning support and guidance (see below).

Performance Preparation:

- Learners will need to select one stimulus in order to base their original performance.
- Group work is required for the performance piece, conditions are outlined in the pre-release material
- Working both individually and as part of a group learners will need to explore the stimulus, generate idea and develop skills and techniques learnt through the course.
- Learners are permitted to rehearse their original performance during the 8 weeks prior to the assessment window.
- Tutors must abide by the rules concerning support and guidance (see below).

During this phase learners can be given support and guidance as follows:

Tutors can:

- explain the task
- advise on how the task could be approached
- advise on resources

Tutors **must not**:

- comment on or correct the work

Tutors must ensure sufficient supervision of the learner to make sure that all tasks completed are the individual learner's own work.

Assessment Phase (two-week timetabled assessment window)

OCR will timetable a two-week assessment window (following the eight week research phase) which all centres need to adhere to.

During this period a high level of control will need to be in place in order to be able to authenticate the work of learners. During the assessment window, centres will need to conduct the assessment in accordance with JCQ Instructions for Conducting Examinations (<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/instructions-for-conducting-examinations-2015-2016>). This will include appointing the use of an invigilator.

For each of the tasks the following controls will need to be in place:

Written account of the performance process:

- The written account of the process needs to take place under direct supervision during the two-week assessment window.
- Learners are permitted to take in a maximum of 4 A4 sides of notes which they have gathered during the eight week preparation phase in order to write up account of the performance process in response to the prompts in the pre-release material.
- Centres can provide multiple supervised sessions for learners to produce their final portfolio, up to a maximum of five hours.
- Centres are required to ensure that learners work is kept secure between supervised sessions.
- Learners are not permitted to take work away during the two week assessment window.
- Learners are permitted to revisit and refine their written account during the scheduled supervised sessions.
- Work must be produced using IT.
- Word count guidance for the written account is 1500-2000 words.
- Centres must ensure that learners have controlled access to files. Learners must not be able to access any other files than those created during the supervised sessions or their research notes.
- Learners must not have access to the internet during the supervised sessions when they are writing up the written account.
- Learners must reference any sources used.

- Each page of the work must be marked clearly with the learner's name, centre number, task number and page numbered.

Submission of the written account:

- Work must be produced using IT and submitted to OCR. Guidance will be provided closer to the assessment window.
- Learners must not submit any material other than their response to the pre-release tasks.

The Performance:

- The group performance must be a complete unedited recording of the performance and must not exceed the maximum times (15-30 minutes).
- Each learners must be identifiable and introduce themselves at the start of filming quoting their name and centre number.
- The tutor will not be permitted to intervene during the filming of the final performance.
- The performance must be conducted in front of an invited audience.

During the two week assessment window tutors must **not**:

- comment on or correct the work
- practise or rehearse any part of the task with the learner
- prompt the learner in any way during the filming of the performance.

Submission of the performance

- Files must be submitted to OCR. Guidance will be provided closer to the assessment window.
- Learners must not submit any material other than their response to the pre-release tasks.

Authentication

Tutors must also be confident that the work is the learner's own and to confirm this they must sign a Centre Authentication Form available on the OCR website.

SYNOPTIC ASSESSMENT

When learners are taking the assessment task for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We have identified those opportunities in the table below. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply.

Unit	Learning Outcome (LO):
2	LO2: Be able to plan and develop a project from a commissioning brief
3	LO2: Understand the work of practitioners
4	LO2: Be able to develop skills for a combined arts performance LO3: Be able to rehearse and perform in a combined arts performance
6	LO3: Be able to perform in improvised performances
7	LO2: Be able to apply principles of fitness training and safe practice
8	LO4: Be able to perform a repertoire
9	LO3: Be able to apply specific acting techniques in performance
10	LO4: Be able to perform a classical role
11	LO3: Be able to write a script in an appropriate performance medium that can be interpreted by others
12	LO3: Be able to conduct rehearsal processes
14	LO3: Be able to perform dance demonstrating application of physical and interpretative skills
15	LO2: Be able to choreograph dance
16	LO4: Be able to create dance pieces using their own style and that of professionals
19	LO3: Be able to facilitate lighting operations in a live performance
20	LO3: Be able to facilitate sound operations in a live performance
21	LO3: Be able to realise a design for use in performance
22	LO3: Be able to realise a design for use in performance
23	LO4: Be able to realise music for performance for a specific audience

24	LO3: Be able to demonstrate instrumental techniques as a soloist LO4: Be able to demonstrate instrumental techniques as part of an ensemble
25	LO3: Be able to perform as a soloist LO4: Be able to perform as part of an ensemble
26	LO3: Be able to demonstrate singing techniques as a soloist LO4: Be able to demonstrate singing techniques as part of an ensemble
27	LO3: Be able to perform as a soloist LO4: Be able to perform as part of an ensemble
28	LO3: Be able to compose music to accompany lyrics
30	LO3: Be able to produce a music product
31	LO4: Be able to set up and maintain instruments or technology for a music production

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**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.