



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

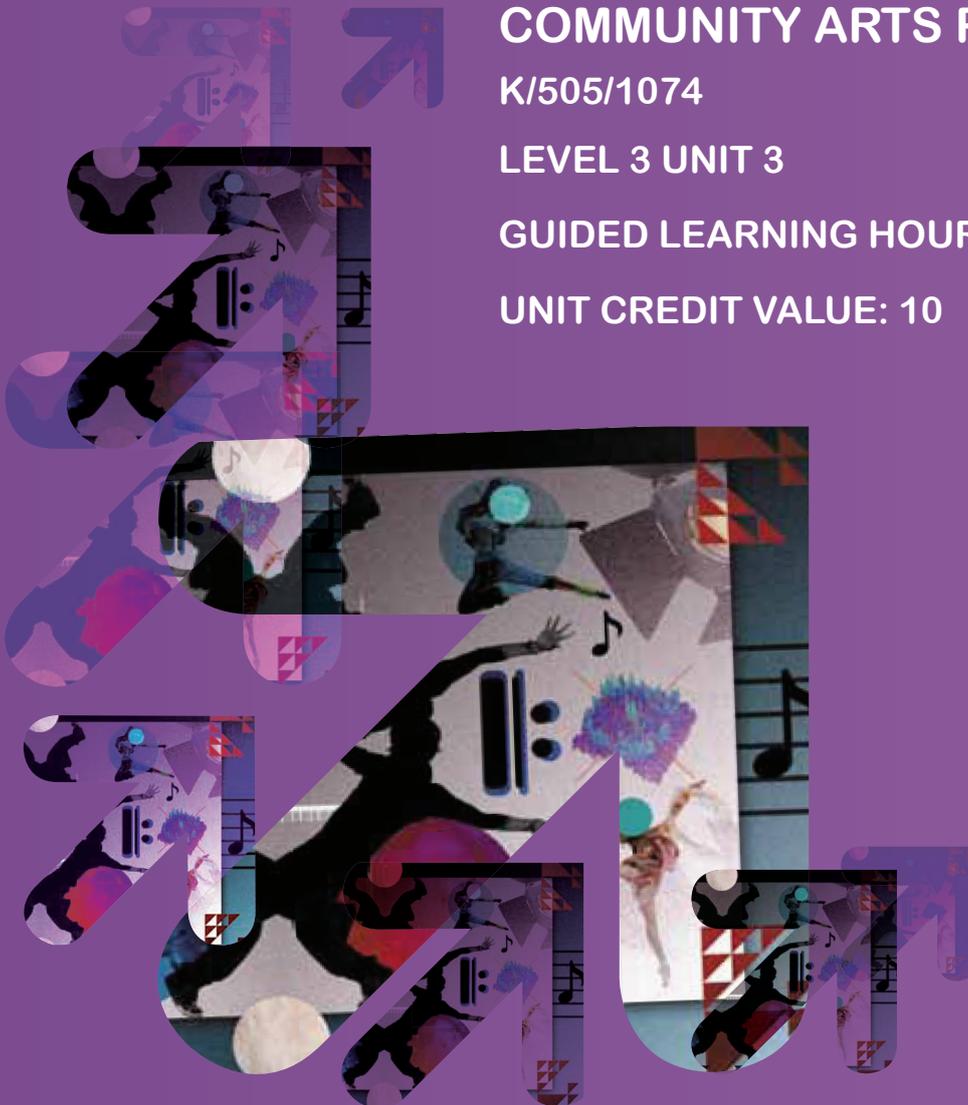
COMMUNITY ARTS PROJECT

K/505/1074

LEVEL 3 UNIT 3

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



COMMUNITY ARTS PROJECT

K/505/1074

LEVEL 3 UNIT 3

AIM OF UNIT

This unit gives learners the opportunity to develop and realise a community arts project. They will consider their creative skills and preferences and think about how these can be utilised in a way that benefits a community or a defined group of participants who may otherwise have little access to the project's content. They will develop knowledge and understanding of administration and planning as well as the creative skills and techniques applicable to a project, learning how to evaluate it in a way that will underpin future projects and professional contexts.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand community arts projects	P1 identify the key features of a community arts project		
2 Know how to develop a community arts project	P2 carry out tasks and responsibilities in the development of a community arts project	M1 carry out tasks and responsibilities contributing effectively to the development of the project	
3 Be able to take part in a community arts project	P3 identify and carry out roles in the realisation of a community arts project	M2 contribute to the realisation of the project showing committed and sustained response	
4 Evaluate a community arts project	P4 describe the project highlighting own role, tasks and responsibilities	M2 evaluate and report on the project including overall strengths and weaknesses, including own roles/s	D1 produce a report fully analysing the project making recommendations and giving examples of improvements

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work although those do not need to be the same ones specified in the unit content.

Understand community arts projects

- Key features, e.g. scale, scope, funding, aims and objectives, charitable status, client groups, reach
- Features of local, regional and national projects
- Research into a community arts project, e.g. how to approach existing projects, designing questions, interviews and meetings
- Sources of information, e.g. arts boards and associations, local councils
- Identification of tasks, roles and responsibilities in community arts projects
- How projects evaluate their work and impact.

with other staff and workers

- Engaging with other project workers, audiences, participants and stakeholders during realisation of project.

Evaluate a community arts project

- Monitoring and documenting of project
- Analysis of strengths and weaknesses of own role and overall project
- Conclusions, lessons learnt and forward-planning for other possible projects
- Writing reports and summaries of evaluations.

Know how to develop a community arts project

- Planning and development; identification of form, content and ideas; client group and aims and objectives of project
- Timescales, action plans and delivery
- Allocation and carrying out of tasks and responsibilities, e.g. administrative, creative, financial
- Developing ideas; researching content; shaping and developing content
- Form of practical work, e.g. performances, workshops, classes
- Funding and logistics, sourcing of materials and resources
- Group work and communication
- Identification of any ethical and legal considerations and/or risks.

Be able to take part in a community arts project

- Role/s in realisation of project, e.g. performer, workshop leader, technician, company manager, budget supervisor
- Contingency and problem-solving strategies
- Setting up project; get-ins/outs; clearing up; dealing

DELIVERY GUIDANCE

Understand community arts projects

Learners should be given the opportunity to research existing community arts projects. There should be a range but at least one should be local to encourage visits and personal contact. There could also be secondary research into projects using emailing or phone calls in which case learners will need guidance on framing the right questions and approaches. Although applying for funding from an outside source is not a demand of this unit, learners should begin to understand the overall funding and support context for professional community arts projects.

Know how to develop a community arts project

The form of the community project is to be decided by the learners with guidance from teachers but should be realistic and credible and reflect the needs and objectives of the audience and/or client groups. It may be that the provision of a Commission Brief either from teachers or the community group or a combination of both provides the focus for development. Alternatively, learners could draw up a brief for themselves as a way of clarifying the aims, objectives and outcomes of the project in consultation with the community group involved. Learners should be encouraged to research the demands and needs of the project first rather than immediately focusing on their own creative choices and preferences although a balance between what they want to do and are capable of delivering and the demands of a community group is desirable. The possible range of projects is wide, from TIE tours through to art workshops at residential care homes, and so learners should be encouraged to examine a number of ideas and options. What is possible in a local context as well as the skills of the learners will be crucial but they should be encouraged to 'think outside of the box' and look for challenging projects or areas of particular need. In this way they could develop the strategies and language needed for future funding applications. Within this context considerations of legal and ethical issues may also be a deciding factor.

Be able to take part in a community arts project

There are a range of roles that individual learners will need to focus on in the realisation of a project and they should be given the techniques, skills and strategies for carrying these out in practice. This could be done in dry runs before the actual project or could be part of the knowledge and

understanding provided by the initial research especially if they have been able to shadow a role in a professional community arts project. It follows that delivery of this outcome will be practical and on the job itself so early guidance on making independent decisions and putting contingency measures in place will be crucial.

Evaluate a community arts project

Learners should be given the opportunity to evaluate their own and the work of others. This could include delivering strategies and methods for on-going monitoring through logs and other forms of documentation as well as DVD accounts of developmental processes. Learners should be encouraged to note the strengths and weaknesses of their work in the research, development and realisation of the project. They should also use the results to adapt and change as they progress and to form the basis for suggestions for further projects. Learners should use notes and monitoring accounts to produce a summative report on the project.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criteria P1

Evidence for this criterion could include written accounts of their research and/or presentations of findings. Observations from teachers and the researched projects could also be included.

To achieve **P1** learners should produce evidence of their competent understanding and knowledge of the key features of community arts projects.

Assessment and Grading Criteria P2, M1

Whether a brief is given upfront or the aims of the project are generated by the group themselves, evidence for these criteria will be accumulating as soon as they begin to discuss their ideas for the project. They should therefore keep both written and videoed logs documenting the process. This should include minutes of meetings, action plans, budgets, texts and any other appropriate documentation generated by the process. Although some of this will be as a result of group activity and so some evidence will be replicated, learners should keep individual portfolios for assessment purposes.

To achieve **P2** learners should present evidence of their ability to carry out tasks and fulfil responsibilities with competence.

M1 should be awarded when learners are effective, i.e. they are driving the project forward and addressing problems mostly independently, in their carrying out of roles and fulfilling of responsibilities.

Assessment and Grading Criteria P3, M2

Assessment evidence for these criteria will be generated in the realisation of the project, i.e. in the setting-up, running and taking down of the project itself. Evidence will therefore vary depending on the project and the extent to which observations can take place. Some of the evidence may also be ephemeral and so recordings should take place where necessary. Evidence could also consist of witness statements, participant evaluation forms and follow-up meetings.

To achieve **P3** learners should demonstrate their ability to perform a role in a community arts project with competence.

M2 can be awarded when learners can demonstrate their ability to be effective in the role, providing a significant contribution towards the success of the project and positive experience of the participating group.

Assessment and Grading Criteria P4, M3, D1

Assessment evidence should consist of evaluative statements and on-going commentaries through the life of the project as well as a summative report. In this way there will be both implicit and explicit evidence of the learner's ability to monitor and adapt the work on an on-going basis as a result of critical analysis.

To achieve **P4** learners should produce evidence of evaluations that primarily concentrate on their own work within the project and are mostly descriptive of the work but show some insight and some accounts of strengths and weaknesses. They have additionally produced some on-going monitoring.

M3 should be awarded when learners have framed their evaluations in a more critical way and have produced evidence of a summative report giving a mostly analytical account of the project as a whole as well as their own place in it.

D1 can be awarded when learners produce a fully analytical and critical summative report that builds on lessons learnt to anticipate future projects.

LINKS TO NOS

CCSCA 5 Assist in developing a community arts project

CCSTP 16 Work safely



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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