



Accredited

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

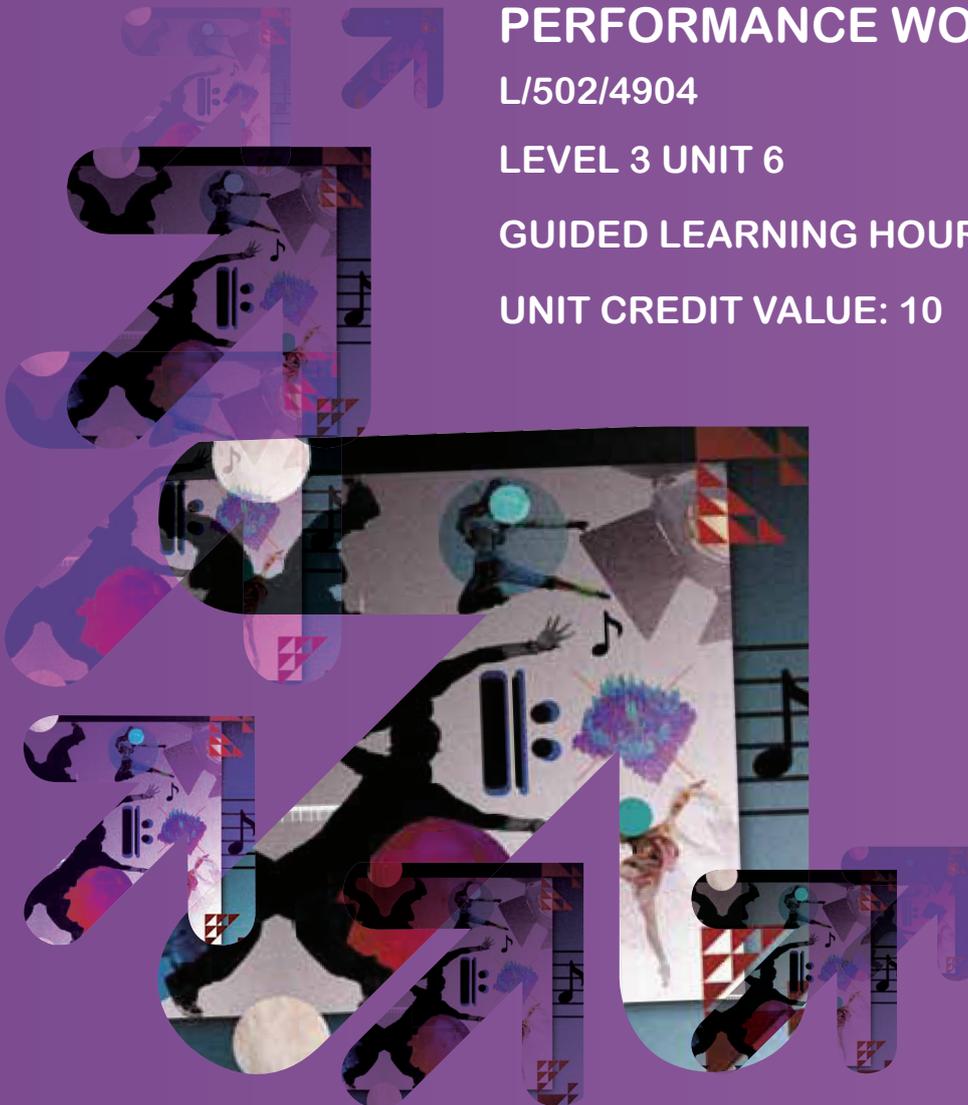
PERFORMANCE WORKSHOP

L/502/4904

LEVEL 3 UNIT 6

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PERFORMANCE WORKSHOP

L/502/4904

LEVEL 3 UNIT 6

AIM OF UNIT

This unit will enable learners to explore the process of putting together a performance whilst working as a company. It requires them to consider the decisions that need to be made during the process and the significance these will have on the final performance. Learners can explore their ideas in a safe environment and experience performing to an audience.

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 Be able to interpret ideas for performance material	P1 show a response to source material through research and practical workshops, recognising obvious possibilities as performance material		
2 Be able to apply ideas creatively	P2 develop and shape workable ideas, showing an awareness of the constraints and problems likely to be encountered	M1 select appropriate material to take forward to performance taking account of the creative potential	
	P3 perform with a level of skill appropriate to the chosen medium showing engagement with the material and communicating ideas to an audience	M2 perform with a developing sense of personal style and ownership of the material	D1 perform the material with control and fluency showing mastery of the material and evident personal style
3 Be able to take part in workshop performances	P4 evaluate the potential of the work in artistic, professional and vocational terms with recognition of the strengths and weaknesses of the work		

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.

Be able to interpret ideas for performance material

- **Learners should experience**

- Research of potential performance material including existing repertoire. This will include the social, historical and cultural context of these pieces and the stylistic conventions involved in their performance.
- Exposure to devised material stimuli such as visual images - photographs, artwork, media imaging, film, aural stimuli – music, sound effects, spoken text - poetry, prose, themes - emotions, ideas
- Practical exploration of potential performance material. Learners need to consider the requirements of the material and develop and apply techniques to create an appropriate approach to their audience, e.g. entertaining, informing, persuading, legitimising, seducing, etc. This might involve trying out a range of different approaches to performance and technical skills.
- Consideration of artistic interpretation.

Be able to apply ideas creatively

- **Learners should participate in:**

- Development of ideas from stimulus using an appropriate method to the discipline such as improvisational activities.
- Shaping and refinement of ideas into performance material.
- Working with peers in a 'company' structure. Learners will need to understand the importance of group dynamics, communications skills, action planning and self-management as a member of a company.
- Recognising the importance of problem solving/ finding solutions to artistic challenges.

Be able to take part in workshop performances

- **Learners should be made aware of:**

- Rehearsal conventions. Learners need to identify their role in the performance and understand how this interrelates with others; devise, check, and keep to, the rehearsal schedules making note of key dates

such as technical and dress rehearsals; understand how to prepare prior to performance; be prepared to make changes through new ideas developed during rehearsal; familiarise themselves fully with the performance space, making allowances for any constraints.

- Co-operation and relation to others in performance. They will need to understand the importance of established roles, a realistic and workable schedule, discipline in rehearsal and in performance and a willingness to co-operate and work as a team.
- Performance skills appropriate to the discipline.
- Communication of intention and interpretation.

Understand the workshop process in light of performance

- **Learners should be able to**

- Identify and apply appropriate staging conventions.
- Consider all relevant areas of performance requirements, e.g. casting, rehearsal schedules, technical aspects.
- Explore suitable performance spaces and requirements including performance and technical.
- Identify legal/health and safety aspects including health and safety, permissions, licensing.
- Recognise budgetary considerations/limitations.

DELIVERY GUIDANCE

The overall purpose of the unit is for the learners to explore and develop performance material in workshop sessions. This requires a significant amount of time to be dedicated to this objective in these sessions, with the remainder allocated to performing material and participating in feedback and evaluation.

It is expected this unit will be delivered at a suitable time during the course when learners have developed the relevant skills from their experience of other units. Learners can undertake any performance or production role but the purpose of this unit is to enable understanding of the whole process and requirements of putting on a production. Therefore it is essential that learners have access to all relevant and necessary materials/spaces/equipment. Whilst teachers should support the process and indeed provide the stimulus material, they should enable the learners to develop a sense of autonomy and ownership of the process. Learners can work in either of the disciplines of drama, dance, music, production or may mix disciplines as appropriate to the learners and the centre resources.

Be able to interpret ideas for performance material

Learners should be exposed to as wide a range of stimuli as possible during workshop sessions. This should be a mixture of existing repertoire and items to assist devising, including visual images, aural stimuli, themes, etc. These can be incorporated into initial games and activities. Learners should be given sufficient time in workshop sessions to select and shape performance material and explore and develop the themes as appropriate. Ideally, learners should have access to technical sound and recording equipment as necessary. Teachers should provide technical and production support where relevant.

Be able to apply ideas creatively

Adequate support should be provided for performance material to be developed with consideration to appropriate style and genre, artistic conventions and audience requirements. Learners should be encouraged to overcome any problems/limitations they might encounter working together as a company.

Be able to take part in workshop performances

Teachers should ensure appropriate rehearsal time is available for learners to recognise and develop suitable performance skills allowing engagement with the material and communication to an audience. Opportunities should be available for learners to perform their work to peers during practical sessions. Note should be taken of the importance of performance skills during these activities and recording equipment may be used to assist this. It is recommended that learners experience this process several times before assessment takes place using a variety of stimuli.

Understand the workshop process in light of performance

It is helpful for learners to spend some time considering the effectiveness of the stimuli in discussion and written activities to develop their evaluative skills. Learners should record their work and development in a suitable format (e.g. log books, notebooks or diaries). Teachers should ensure time is made available after performance work for feedback and evaluation activities.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

It is expected that once learners have explored a range of stimuli and performance experiences, teachers will set a task for assessment. This could be in the form of a brief, commission or a stimulus item. Learners should create a short (5 minutes minimum per person) performance in a group/s in response to this within any one, or mix of, disciplines as appropriate.

Assessment and Grading Criteria P1

Learners should develop a short workshop performance that showcases work that has been derived from their stimulus exploration. This should be developed from a given stimulus to provide coherence and a clear benchmark. The choice of stimulus is to be determined by the teacher who must ensure the stimulus has the potential to allow for creative engagement and variation in possible outcomes. Further evidence will be provided by logs kept by the Learners of their work and development in a suitable format (E.g. log books, note books or diaries).

Assessment and Grading Criteria P2/M1

During the process learners should demonstrate they can refine and shape material in a workable format to produce performance material whilst working as a member of a company. Learners should also demonstrate their ability to recognise and identify any potential problems and constraints. This will be evidenced in their log books and their final performance. In order to obtain **M1** learners should be able to offer possible solutions and overcome artistic challenges whilst displaying higher skill levels in shaping the material.

Assessment and Grading Criteria P3/M2/D1/P4

Performance should take place in workshop sessions with feedback and questions from peers and this should be recorded on DVD and formatted and labelled appropriately. The DVD should be supported by a witness statement by the teacher indicating the criteria achieved by the learner.

For P3 the final performance should demonstrate the learner's ability to commit to their performance in an actively engaged way communicating with the audience through focus and awareness.

M2 should be awarded where the learner performs in a technically accomplished way and brings their own individual approach to the performance.

D1 where there is evidence of excellent overall performance skills and full control in the final performance.

A copy of the DVD and log book should be made available

for moderation.

P4 will be evidenced in the reflection and evaluation recorded in the log books regarding both their own work and the work of others where appropriate.

A copy of the DVD and log book should be made available for moderation.

RESOURCES

Studio. Recording equipment. Range of stimuli material. Audio equipment. Log books. Paper pens.

LINKS TO NOS

Reference suite	NOS
Directors	Cast performers to realise a creative idea
Music Performers and Composers CCSMPR22	Lead music-making activity
Community Arts CCSCA5	Assist in developing a community arts project
Community Arts CCSCA4	Contribute ideas for community arts projects
Community Arts CCSCA2	Provide direction and leadership for your team
Community Arts CCSCA8	Obtain and use research information
Dance Leadership CCSDL 3	Identify and communicate to others, your personal skill and contextual knowledge of your dance styles
Proskills PROHSS 1	Make sure your own actions reduce risks to health and safety



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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