# Performing Arts

# Unit 1 - Prepare to work in the performing arts sector

# Scheme of work

# (120 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Performing Arts. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities
* Variety of questions relating to all the different topics

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice.

# Overview of Allocation of GLH per Topic

| **Year** | **Content** | **GLH** |
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| Year 1 (60 GLH)  Based on 3 hours per week | Exploring all elements of the Performing Arts Sector - Learn about the Performing Arts Sector – range of job roles how they fit into different organisations, venues, funding and professional bodies associate to different areas. The social, cultural and economic context for the industry. Understand and navigate a professional strategy from training through to a career path. | 40 GLH |
|  | Developing skills and Techniques for performance - Develop personal performance skills – in association with their chosen pathway/job role (actor, singer, dancer or technician). Develop transferable skills such as independence, time-management, team work etc. and how to develop a free-lance career in the Performing Arts World. | 20 GLH |
| Year 2 (60 GLH) | Incorporating knowledge and understanding of ‘Working in the Performing Arts Sector’ students apply this to a Teacher guided – mock response to the Sample Material. Students produce a guided written report, pitch to camera and performance work in response to a mock pre-release.  Creating 4 sides of A4. | 30 GLH |
|  | 8 weeks preparation time in response to pre-release exam paper | 24 GLH |
|  | 2 weeks assessment phase | 6 GLH |

# Scheme of Work in Detail

| **Performing Arts Unit 1: Prepare to work in the performing arts sector** | | |
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| **Week/ Lesson** | **Learning outcomes and topics** | **Unit content to be covered, activities, links to useful resources** |
| **Year 1** | * LO1 – Understand the performing arts sector. * LO2 – Know the organisations and roles in the performing arts industry. * LO3 – Understand progression and opportunities in the performing arts sector. * LO4 – Be able to produce strategies for sustaining a freelance career.   (for more detail on the teaching content please see the [unit content](file:///C:\Users\staff\Desktop\unit%201%20SOW\267827-prepare-to-work-in-the-performing-arts-sector.pdf) the [delivery guide](https://www.ocr.org.uk/Images/277078-unit-01-delivery-guide.pdf)) | Year 1 – Based on 3 hours per week (60GLH) students will:   * **Develop personal performance skills – in association with their chosen pathway/job role (actor, singer, dancer or technician).** * **Learn about the Performing Arts Sector – range of job roles how they fit into different organisations, venues, funding and professional bodies associate to different areas.** * **The social, cultural and economic context for the industry.** * **Understand and navigate a professional strategy from training through to a career path.** * **Develop transferable skills such as independence, time-management, team work etc. and how to develop a free-lance career in the Performing Arts World.** |
|  | LO1 – Understand the performing arts sector.  (1.1)\* The creative and performing arts as a profession  \* This is taken from the [UNIT CONTENT](https://www.ocr.org.uk/Images/267827-prepare-to-work-in-the-performing-arts-sector.pdf) to ensure all teaching content is covered. | * Introduction to the Performing Arts Sector - ‘What is the PA sector?’ students create a large mind map in groups to answer the above question (10mins). * Teacher-led Discussion: discuss initial knowledge of students guiding them through the breadth and depth of the sector.(10mins) * Full class activity: Who am I?’ game. Students are given a mystery job role in the PA sector (post-it note stuck to head or back) they must move and mix with other students asking questions about who they are (actor, box office assistant, agent, dance teacher) that have only yes no answers and start to build up knowledge of different job roles and how they link together. (20mins). * Independent research – Students research a job role they are already familiar with (this could be prescribed by the teacher if necessary). They must create a small presentation outlining the role – what it entails, hours worked, skills used/needed, pay and conditions, pros and cons of this type of work. A [careers website](https://targetcareers.co.uk/career-sectors/arts-and-creative/1015387-careers-in-theatre) like this is a good place to start. (50mins). * Student Presentation – Students present their findings and discuss any common themes in this type of work. (20mins). * Teacher-led Discussion – final overview summarising the scope for different sectors across the arts. (10mins) |
| **Practical Session – alongside the theoretical areas of this unit students are going to develop their individual performance skills in preparation for the exam in the second year.**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) (10mins) * Independent task – students fill in a skills audit for their specific performance area (dance, drama, music, production). Discuss and evaluate areas for improvement using specific PA language. (10mins) * Independent task - Choosing repertoire – what would you like to perform that shows off your best skills? Students research and choose a monologue/solo dance or song which is going to help them develop as a performer and build confidence. (25mins) * Teacher-led discussion - What are your aspirations as a performer? This could be recorded to camera to look back on in year 2 and a starting point into the ‘pitch to camera’ work. (15minutes) * Independent homework task – student create a ‘Skills Development’ log book\* which includes their audit, and any research they have done into choosing a performance piece and an action plan outlining their final choices and skills focus.   \*The log book should be presented how they wish and based on the resources they have, it will be referred to through the developmental process so needs to be a working document with access to performance videos and feedback – [google classroom](https://edu.google.com/products/classroom/?modal_active=none#%2Fready-to-go) or a blog works well in this scenario. |
| 2 | LO1 – Understand the performing arts sector.  (1.1) range and scope of sectors and vocational areas; performing, marketing, producing | * Teacher Led Discussion – What job roles did you find last week? (20mins) * Group Task: How are they connected? – students are given a scenario e.g. ‘Ghost the Musical’ is going on tour – which job roles are associated to this event happening. Through team work and discussion they should think through the process of getting a show on the stage and who it involves. Teacher guidance may be needed here (they could be given job role flash cards to help them) and answer questions and facilitate discussions. (30mins). * Each group share their scenarios and feedback to the class what job roles they included. This is also an opportunity for students to find out more and suggest improvements. (15mins) * Small group activity – students work as a team to play the different roles it takes to put on a show – actors create a short mime with narration, a director might direct them and the producer finds props etc. , the marketer creates a 1 minute pitch ‘selling’ the show and persuading the others it’s worth watching. (see page 3 of [Hodder Text Book](https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude)). (45mins) * Exit pass – student must list all the job roles they can remember from today’s lesson. Hand in on exit. (10mins) |
| **Practical Session**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) (10mins) * Class discussion – students present their action plans sharing with the class their choice of repertoire and skills they are going to develop. (10mins) * Independent task – students work independently developing their performance piece, teacher works with each students and their chosen skill. (30mins) * Student task – students set targets on what they need to focus on and improve for next week. * Independent homework task in log books – research around their chosen repertoire – practitioner, context, scenario, character profiles, skills needed, performance examples etc. |
| 3 | LO4 – Be able to produce strategies for sustaining a freelance career.  (4.1) How to develop survival skills • self-discipline, timekeeping and time-management skills • personal skills – core and additional skills, adapting and transferring skills | * Independent student activity – thinking back to last week’s task (produce/perform and pitch) students list other transferable skills they used to complete the group activity. (10mins) * Teacher –led discussion – compare student answers and discuss what are ‘transferable skills why do we need them? (10mins) * Independent student task – students complete an [online skills test](https://nationalcareers.service.gov.uk/skills-assessment) and [personality test](https://www.16personalities.com/free-personality-test) and then add their findings to their Skills Development Log. (60mins) * Independent student task – Written report - Evaluate and link to career/job role they are interested in. Which skills are most important to be successful in this area? Give examples/scenarios where the skills are used. (40mins) * Independent homework task – List areas of improvement within their transferable skills in their individual SDL. |
| **Practical Session**   * Teacher led discussion – what did they learn from personality/skills tests, discuss? (10mins) * Student independent activity – students complete a template or series of questions to help them describe ‘Who am I?’ and encourage them to present a positive image to camera. They need to describe their performance skills (refer to audit) and transferable skills. (15mins) * Student independent task – students write a short formal pitch talk about their individual skills and attributes. (15mins). * Pair activity – students pair up and practice presenting the information to their partner. Students give feedback and help each other to improve. (10mins) * Independent homework task – students continue to prepare pitch ready to present without the script next lesson. |
| 4 | LO2 – Know the organisations and roles in the performing arts industry.  (2.1) performing arts venues, theatres, arts centres, multiuse spaces; building-based and touring, national, regional and local companies | * Teacher led discussion - What venues do we have in our area? Begin to discuss different types of venues locally that they may have had experience of. This could be collated on a large mind map so students can see the experience of the class as a whole. (10mins) * The following activities are taken from OCR provide lessons element - [Sorting venues and arts organisations activity](https://www.ocr.org.uk/Images/277083-unit-01-lesson-element-sorting-venues-and-arts-organisations.doc) * Student Independent Task – Activity 1: make a table that identifies whether each of the venues is local, regional or national. (30mins) * Group activity – Activity 2: students are given access to many venues and performing companies and they are to sort them into types using the table provided. This will require online research. (45mins) * Teacher – led Introduction to Activity 3 - What do performing companies/venues need to survive? Introduction to different types of funding – commercial, public, private and third also understanding the difference between revue and project.(15mins) * Student Independent Task – Activity 3: complete the table giving examples of funders and examples of receiving organisations. (20mins) * Homework task – students continue to research and complete the table in activity 3. |
| **Practical Session**   * Teacher - led discussion – what makes a good pitch? (10mins) * Group practical task – students prepare and perform ‘personal’ pitch to camera. (20mins - time depends on group size) * Peer feedback – students watch the pitches back and give peer feedback (verbal or written/whiteboards) not only in discussing their skills and attributes but how they present the information to camera. (30mins) * Independent homework task – students write up a self-evaluation of their pitch based on peer feedback and their own thoughts on self-improvement. |
| 5 | LO2 – Know the organisations and roles in the performing arts industry.  (2.1) Funding - arts councils, the role of local and national government, the National Lottery | * Starter activity – 9 box square – students have 9 of the key words up on the board from last week (such as Receiving theatres, Arts Centres, Producing theatres, third sector, venue funding etc.) and a blank template on paper – they have 8 minutes to write a definition of each term. Discuss answers. (20mins) * Teacher – led presentation – more detail on funding looking specifically at arts councils, the role of local and national government and the National Lottery. Use an example organisation and discuss and feature the funding bodies that help a venue/organisation like the [Royal Exchange Manchester](https://www.royalexchange.co.uk/) (20mins) * Student Independent task – understanding funding in context. Choose three different venues and/or Performing Arts Organisation – local, regional and nation and explain in detail how they are funded and the impact this funding has on the venue/organisation. Students begin research – creating a bibliography of links as they go.(1hour) * Teacher –led presentation – how to write a written report and reference their research. It’s important at this point to show an exemplar report (past student work or teacher example) and examples of how to reference and keep a bibliography.(20mins) * Homework task – students continue their short report – students must reference their research and justify their findings. |
|  | **Practical Session**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) (10mins) * Class discussion – students discuss the independent progress they have made. (10mins) * Independent task – students work independently developing their performance piece, teacher works with each students and their chosen skill. (25mins) * Peer feedback – students perform to each other and are given verbal feedback by the teacher and students to help them focus their preparation work for next week. (15mins) * Independent homework task in log books – students set targets on what they need to focus on and improve for next week and evidence the progress they have made (photos, videos, descriptions) and discuss the process of development using specific Performing Arts language. |
| 6 | LO2 – Know the organisations and roles in the performing arts industry.  (2.1) types of performing companies: touring, small scale, national, commercial, not-for-profit, subsidised. TV and digital companies, outreach and community companies. | * Starter activity – After looking at venues and funding students should begin to understand how and where different performances happen. Students complete a Card Sort game matching different types of performing companies (such as touring, small-scale, national, commercial, not-for-profit, subsidised, TV and digital companies, outreach and community companies etc.) to their descriptions. Discuss answers and ensure they understand the terms (20mins) * Small group activity 1 – Students work as a team of detectives (with access to the internet) to answer the ‘Know your Stuff quiz on page 8 of the [Hodder Text Book](https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude). (30mins) * Small group activity 2 - students choose a company or organisation and create an informative presentation about the company: its background, company vison, funding, types of performances/arts it produces, outreach work, interesting facts etc. The teacher could provide a template if students are lacking detail. (1hour 10mins). * Homework task – students continue to research and prepare presentation. The work together on the delivery of the presentation ready for next week. |
| **Practical Session** – Work in Progress 1 - Performance lesson   * Warm up – physical/vocal warm up. (15mins) * Solo practical performance – Students perform their chosen monologue/solo dance or song. They should be encouraged to perform to a professional standard, in front of a live audience and video recorded. They could include lighting, sound and costumes/make-up to enhance their work. * Teacher led feedback – Individual feedback should be given both verbally and written to help students set targets for improvement for their second work in progress performance piece.. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/267953-prepare-to-work-in-the-performing-arts-sector.pdf) in their feedback and could be done as an observation report.(45mins) |
| 7 | LO2 – Know the organisations and roles in the performing arts industry.  (2.1) Organisations and structures that support the industry - organisations representing employers; ITC, TMA and SOLT, unions. | * Small group presentations – present their informative presentation about the company to the rest of the class. (50mins). If completed in detail the students should then have a detailed case study on 4/5 performance companies for revision and future reference (these could be shared on Google Classroom or as printed copies). * Teacher-led presentation – what are organisations and structures that support the PA industry? - organisations representing employers; ITC, TMA and SOLT, unions such as Equity, Musicians Union etc. (10mins) * Student independent task – Students are given an envelope with the initials or name of the organisation – they must find out (in detail) how the chosen organisation supports the industry, what they do, the impact of this and the value of such an organisation. (40mins) * Teacher –led discussion - Discuss the students findings at the end with the rest of the class. (20mins) |
| **Practical Session** – Work in Progress 1 - self-evaluation lesson   * Independent task – students watch back their solo performances and reflect on their development so far. There could be a template for this or students could be given questions as a prompt, but it should be a chance for students to think about the following:   What went well and what needs improving in their performance? What have they learnt about themselves in the process? What skills have they used /developed – perhaps refer to the skills audit? Does this area of their performance skill level still need improving? How well did they work when working independently? What would they do differently next time?   * Watch back any performance or practical workshop recordings. (45mins) * Teacher led discussion – What targets can be set to improve the process, development or outcome. (15mins) |
| 8 | LO1 – Understand the performing arts sector.  (1.1) Current economic environment and its impact on the performing arts industry, the effects of economic fluctuations on the state of the arts and changes in employment patterns. | Small group activity – What is the economy? Mind map in small groups any ideas they have on what the economy is and how it effects the Performing Arts. Discuss their initial thoughts as a class. (20mins)  The following activities are taken from OCR provide lessons element - [The importance of the performing arts sector in society and the economy](https://www.ocr.org.uk/Images/277082-unit-01-lesson-element-the-importance-of-the-performing-arts-sector-in-society-and-in-the-economy.doc)   * Think, pair, share activity – Activity 1: Using the prompt questions discuss ‘What have the Arts meant to you’. (30mins) * Small group activity – Activity 2: students research of facts and figures that give information about how the performing arts sector contributes to the British economy. (1 hour) * Teacher – led Introduction to Activity 3 – What is impact of the performing arts sector on a personal and on an economic level? In small groups you should prepare a presentation that illustrates this impact to a sceptical audience. It must be engaging and interesting to watch but factually interesting. (15mins) * Small group Task – Activity 3: complete the table giving examples of funders and examples of receiving organisations. (1hour 15mins) * Homework task – students continue to prepare the presentation in activity 3 to present next week. |
| 9 | LO1 – Understand the performing arts sector.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * Teacher – led workshop - Visiting actor – ‘Life of a performer’. This session is an opportunity for the students to experience some real life stories of a professional performing artist. (If a visitor is not able to come into the institution there are lots of online interviews which track the development of an actor from beginnings and training through to auditions and performance experience). * Students ask questions and listen to a professional talk about their experience – teacher should guide the questions to ensure the performer talks about the transferable and performance skills needed, wider job market – where the work is, demand for specific skills and niche markets, contract, free-lance, subsidiary jobs etc. * Video the interview/session if possible for the students to make further notes. (2hours) |
|  |  | **Practical Session (alternatively to a second solo performance teachers may wish to run workshops in these sessions to develop common skills (depending on the cohort and skill level).**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) / short improvisation – the warm up is also a good opportunity to develop a common skill so should be led by the teacher. (10mins) * Student independent task – students write a new Action Plan sharing with the class their choice of repertoire and skills they are going to develop next. They could return to the skills audit and reflect on what still needs improving. Here the teacher should also discuss the term contrast breadth of skills /style/ versatility/ (10mins) * Independent task – students work independently choosing repertoire and developing their performance piece, teacher works with each students and their chosen skill. (30mins) * Student task – students set targets on what they need to focus on and improve for next week. (10mins) * Independent homework task in log books – research around their chosen repertoire – practitioner, context, scenario, character profiles, skills needed, performance examples etc. |
| 10 | LO1 – Understand the performing arts sector.  LO3 – Understanding progression and opportunities in the performing arts sector  (1.2) - The nature of contract and freelance working, definitions, differences in demands and work patterns, wider job market – where the work is, demand for specific skills and niche markets. | * Starter task – What was really useful, what did we learn from the visiting performer? Students create a ‘Top 10 Tips’ list from what they learnt last session. Discuss the top tips. (20mins) * Teacher-led presentation - The nature of contract and freelance working continuing from the examples given by the visiting professional, definitions, differences in demands and work patterns, give examples. (pages 5-8 of the [Hodder Text Book](https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude) is very useful). (15mins) * Student independent task – 5 year career plan. Students create an ideal career scenario and starting with year 1 (post training) then planning out year 3 and year 5. (30mins) Continuing with this task they now add more detail to their plan including fictional examples of contract and freelance work, additional work to support their living costs. Teachers can give them a template and give examples if necessary. * Feedback and discussion – as a group the teacher shows and discuss the different scenarios the students have created. Give examples of the wider job market and niche skills (Actor/musician, masked mime, minimalist music, digital lighting, acrobatic silks etc.). * Independent Homework Task – Students must find 3 niche skills they are interested in developing over the 5 years. Find examples of where they could go to attend additional training. |
| **Practical Session – students continue to develop second solo performance as in week 5 or teacher – led workshop**   * Independent homework task in log books – students set targets on what they need to focus on and improve for next week and evidence the progress they have made (photos, videos, descriptions) and discuss the process of development using specific Performing Arts language. |
| 11 | * LO1 – Understand the performing arts sector. * LO3 – Understand progression and opportunities in the performing arts sector. * LO4 – Be able to produce strategies for sustaining a freelance career.   (1.2) General funding choices – self-financing or grants, national and governmental structures, commercial and not-for-profit or subsidised sectors, regional and local variations.  (3.2) 3.2 Freelance and contract working, survival skills, contingency and budgets. | * Starter task – The cost of living: Students have a list of living costs (travel, rent, food, clothes etc. insurance, council tax, utility bills, tv licence) in small groups they must estimate the cost of these things – this may need research (30mins) * Student independent task – Students return to their 5 year career plan and add in costings, out goings and in-comings. How much do you get paid for certain jobs? What additional jobs do you need to support your performing income? This will take time to work out and may need help finding examples of payment rates for different types of work. (1hour 10mins) Finally they should not have a 5 year plan with realistic costings of incomings and outgoings to support this plan. * Teacher –let presentation – additional ways to raise money. Students are made aware of self-financing or [grants](https://www.artscouncil.org.uk/funding/other-sources-funding#section-1), national and governmental structures, commercial and not-for-profit or subsidised sectors – [more information](https://www.artscouncil.org.uk/funding) * Independent Homework Task – Students refine 5 year plan adding in realistic additional funding. |
| **Practical Session – students continue to develop second solo performance as in week 5 or teacher – led workshop**   * Independent homework task in log books – students set targets on what they need to focus on and improve for next week and evidence the progress they have made (photos, videos, descriptions) and discuss the process of development using specific Performing Arts language. |
| 12 | Lo2: Know the organisations and roles in the performing arts industry  (2.2) Roles and jobs in the performing arts, performing and creative roles, arts administration and FOH roles, technical, production and design roles, agents and personal managers, casting directors, promoters and producers, venue managers and programmers | * Performance Space Visit – Students take part in a trip to visit a performing arts space so they can understand the logistic and roles in running a venue. As they visit the venue they must gather information on the creative roles and how they link together. Asking questions with the tour guide and making notes for their return – teachers should guide the questions to ensure the venue host talks about roles and jobs in the performing arts, performing and creative roles, arts administration and FOH roles, technical, production and design roles, agents and personal managers, casting directors, promoters and producers, venue managers and programmers etc. (2hours) * Independent homework task – students create a presentation on [Prezi](https://prezi.com/) or similar showing how the roles in the creative industry work together. Detail should be added explain what the role is and how it contributes to the overall structure to show knowledge and understanding. |
| **Practical Session** – Work in Progress 2 - Performance lesson   * Warm up – physical/vocal warm up. (15mins) * Solo practical performance – Students perform their chosen monologue/solo dance or song (or a performance form the teacher -led workshops). They should be encouraged to perform to a professional standard, in front of a live audience and video recorded. They could include lighting, sound and costumes/make-up to enhance their work.   Teacher led feedback – Individual feedback should be given both verbally and written to help students set targets for improvement for their second work in progress performance piece.. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/267953-prepare-to-work-in-the-performing-arts-sector.pdf) in their feedback and could be done as an observation report.(45mins) |
| 13 | LO2 – Know the organisations and roles in the performing arts industry.  LO4 – Be able to produce strategies for sustaining a freelance career.  (2.2) funding and development workers, the general expectations and requirements of employers.  (4.1) How to develop survival skills, self-discipline, timekeeping and time-management skills, focus and concentration on tasks, personal skills – core and additional skills, adapting and transferring skills. | * Teacher-led activity – teacher in role – ‘The Job Interview. Students are given an advert for a job and told they will be attending an interview. Choose a student to improvise a job interview asking questions about their professional skills. This example could also be what not to do in an interview! (20mins) * Pair activity – Students create an improvisation using the job advert create a bad scenario and a good scenario. Scene 1 where it goes really badly and they employer and prospective employee gets it very wrong, then scene 2 both they get it right. (1hour) * Students are encouraged to focus on survival skills and transferrable skills that could be adaptable to most jobs in the performing arts world. They could also include niche skills that helps them standout from the crowd. Students could be given a template of questions if necessary pages 16-17 of the [Hodder Text Book](https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude) is very useful. * Group task – students watch the performances back and give peer feedback – what is the focus of this task? Ensuring students understand the expectations and professional standards of an employer. (30mins) * Independent Homework Task – Students write a formal letter to response to advert ensuring they ‘sell’ themselves giving examples of how they have gained and used the many skills discussed in the session. Show examples or provide template to help if necessary. (10mins) |
| **Practical Session** – Work in Progress 2 - self-evaluation lesson   * Independent task – students watch back their solo performances and reflect on their development so far. There could be a template for this or students could be given questions as a prompt, but it should be a chance for students to think about the following:   What went well and what needs improving in their performance? What have they learnt about themselves in the process? What skills have they used /developed – perhaps refer to the skills audit? Does this area of their performance skill level still need improving? How well did they work when working independently? What would they do differently next time?   * Watch back any performance or practical workshop recordings. (45mins) * Teacher led discussion – What targets can be set to improve the process, development or outcome. (15mins) |
| 14 | LO3 – Understand progression and opportunities in the performing arts sector.  (3.1) Entry into work and training: range of pre-professional training, requirements for jobs in specified arts and business sectors | * Teacher-led discussion – What are your career aspirations? Watch back a few of the videos from week 4 where they did a small pitch to camera. How are you going to get there? (20mins) * Group/individual Research task – (if students are following similar career paths they could work together) Students research exemplar training progression routes. Looking at institutions, qualifications and locations. The research 3 different routes to get them to achieve their career goal. * Students may be familiar with the [UCAS](https://www.ucas.com/) system and can find links to institutions/qualifications needed and course details. They should also be made aware that there are alternative training and the applications can be different for different [specialisms](https://www.ucas.com/conservatoires/studying-conservatoire/thinking-about-performing-arts). * They create a detailed presentation showing their findings but also an analysis and conclusion of which route they would choose and why. (1hour 40mins) |
| **Practical Session – 2 new performances in preparation for a mock exam**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) / short improvisation – the warm up is also a good opportunity to develop a common skill so should be led by the teacher. (10mins) * Student independent task – students write a new Action Plan sharing with the class their choice of repertoire and skills they are going to develop next. This should focus on **two** contrasting pieces (they can improve on the two they have already done if they are not able to create new performances ). (10mins) * Independent task – students work independently choosing repertoire and developing their performance piece, teacher works with each students and their chosen skill. (30mins) * Student task – students set targets on what they need to focus on and improve for next week. (10mins) * Independent homework task in log books – research around their chosen repertoire – practitioner, context, scenario, character profiles, skills needed, performance examples etc. |
| 15 | LO1 – Understand the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career.  (1.2) general funding choices – self-financing or grants,  national and governmental structures, commercial  and not-for-profit or subsidised sectors, regional  and local variations | * Group activity – money raising taken from pages 6 of the [Hodder Text Book](https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude). Students are grouped into similar skills/sectors they must research the area from the view of money raising and are given the scenario that they want to stage a performance to raise £2500 to fund further training. Students use the questions, research for examples online and create a plan of how they are going to money raise. (60mins) * Student presentations – students feedback to the class showing what they would do to raise money. (30mins) * Teacher –led discussion – how can this be linked to fund raising for a professional show or PA business? Broadening student ideas about funding arts activities. Explain the homework task below. (30mins) * Student Independent homework task – Students are given a business scenario e.g. A new Performing Arts company wanting to provide classes for disabled children. They have to create a small business plan with costs (wages, national insurance, expenses, buildings rent) and ideas for fund raising (grants, crowdfunding, council funding etc.) to see if they can balance the outgoings and incomings. |
| **Practical Session**   * Class warm up * Class discussion – students discuss the independent progress they have made. (10mins) * Independent task – students work independently developing their performance piece, teacher works with each students and their chosen skill. (25mins) * Peer feedback – students perform to each other and are given verbal feedback by the teacher and students to help them focus their preparation work for next week. (15mins) * Independent homework task in log books – students set targets on what they need to focus on and improve for next week and evidence the progress they have made (photos, videos, descriptions) and discuss the process of development using specific Performing Arts language. |
| 16 | LO2 – Know the organisations and roles in the performing arts industry  LO3 – Understanding progression and opportunities in the performing arts sector  (3.1) networks and professional organisations – unions, agents, casting and employment websites, protection of copyright, intellectual property law | * Starter activity – Students are given cards with different professional organisations on and they must work out what they are and how they link together (unions, agents, casting and employment websites, protection of copyright, intellectual property law). This should promote discussion on what these organisations do and how they play a part in the life of a performer. (20mins) * Students have previously looked at unions but now they are going to specifically find examples of agents and casting websites and begin to think about how they are going to get work as a performer after training. * Independent task – students prepare a Professional Directory (this could be a working document shared with the class on google classroom). Page 9 of the [Delivery Guide](https://www.ocr.org.uk/Images/277078-unit-01-delivery-guide.pdf) can help with a starting list, they must add a website link and brief description of what this organisation does. (40mins) * Teacher-led discussion – who do you turn to for different issues when working? What is networking? What organisations looked useful? (20mins) * Introduction to self – promotion project. Ask the student’s: What is your plan to getting work? What do you need to do promote yourself? Students are going to look at websites such as: * [www.spotlight.com](http://www.spotlight.com) * <http://www.castingcallpro.com/uk> * [www.castcall.co.uk](http://www.castcall.co.uk) * Small group task – students find 3 examples of a performers CV using the websites above. The examples must be for their own specialism to give them lots of ideas and details of what they could include in their own CV in preparation for next week. (40mins). |
| **Practical Session**   * Continue to develop performance work as in the previous week (1hour). |
| 17 | LO4 – Be able to produce strategies for sustaining a freelance career  4.2 Research into the chosen vocational area • contact with professional network • interviews with professionals, agents and agencies, unions and professional organisations | The following activities are taken from OCR provide lessons element - [The beginnings of a promotional strategy](https://www.ocr.org.uk/Images/277084-unit-01-lesson-element-the-beginnings-of-a-promotional-strategy.doc)   * Student independent task – Activity 1: Write a short profile. (1 hour). In addition to the written element for their own CV students are then going to develop their pitch to camera from last time and practice performing these in pairs. They will be performing pitch about their skills, experience and abilities before they perform their 2 contrasting pieces. * Individual task – Activity 2: Research into your chosen professional route and your development of a promotional strategy for getting work by asking questions of working professionals. (45 hour) * Teacher – led Introduction to Activity 3 – What is impact of the performing arts sector on a personal and on an economic level? In small groups you should prepare a presentation that illustrates this impact to a sceptical audience. It must be engaging and interesting to watch but factually interesting. (15mins) * Small group Task – Activity 3: Working in small groups and have a discussion about professional attitudes and working contracts.. (45mins) * Homework task – students have head shots taken. (15mins)The teacher/technician must take some bad head shots as well as good ones. Task – students research good head shots on websites such as   <https://www.neilsonreeves.co.uk/portfolio-item/actor-headshot-portfolio/>  <https://davidjohnheadshots.com/>  <https://actinginlondon.co.uk/best-headshot-photographers-london/>   * They evaluate their own headshots and choose the one they are going to use for your spotlight profile next week explaining why they have picked it. Does it show your personality? Is it to help you get certain types of roles? |
| 18 | LO3 – Understanding progression and opportunities in the performing arts sector  (3.1) understand the need for skills development and CPD | **Practical Session** – Final Performance lesson (2 contrasting pieces)   * Warm up – physical/vocal warm up. (15mins) * Solo practical performance – Students perform their chosen pieces **and** a pitch to camera talking about their skills and attributes. They should be encouraged to perform to a professional standard, in front of a live audience and video recorded. They could include lighting, sound and costumes/make-up to enhance their work.   Teacher led feedback – Individual feedback should be given both verbally and written to help students set targets for improvement for their second work in progress performance piece.. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/267953-prepare-to-work-in-the-performing-arts-sector.pdf) in their feedback and could be done as an observation report.(2hours 45mins\*)  \*Due to each student performing a pitch and 2 performance this may take up the full weeks lessons. |
| 19 | LO4 – Be able to produce strategies for sustaining a freelance career  (4.1) How to develop survival skills: self-discipline, timekeeping and time-management  Skills, self-promotion and marketing, e.g. CVs, profiles,  websites, social networking, show reels, stationery, personal skills – core and additional skills,  adapting and transferring skills | * Teacher – led presentation – Students are introduced to the ‘Self Promotion Pack’ (Teachers will need to create a template/resource of links and ideas for each section to help students work independently on this project. (15 mins) * Self-Promotion Pack – students are given a self-promotion template to research examples and create promotional material of their own. It should include:   + Examples of Headshots.   + Stationary –Logos, business cards and letter headed paper.   + Invoice – example of what an invoice is and the students create examples of work they may invoice for.   + CV/Spotlight profile – research examples and then create their own. (1 hour 45mins) |
|  |  | **Practical Session** – Work in Progress 2 - self-evaluation lesson   * Independent task – students watch back their solo performances (individually) and reflect on their development so far. There could be a template for this or students could be given questions as a prompt, but it should be a chance for students to think about the following:   What went well and what needs improving in their performance? What have they learnt about themselves in the process? What skills have they used /developed – perhaps refer to the skills audit? Does this area of their performance skill level still need improving? How well did they work when working independently? What would they do differently next time? (45mins)   * Teacher led discussion – What targets can be set to improve the process, development or outcome. (15mins) |
| 20 |  | * Continuation of the self-promotion pack. Teachers advise and give feedback to help students develop their ideas so far. Students complete a pack so they have a professional looking resource. (2 hours) |
| **Practical Session**   * Class warm up games. * Class discussion – review the year – ask students to write down 2 things they have achieved and 1 thing they didn’t manage to do in terms of performance skills this year (keep for their return in year 2). * During the break students should be encouraged to – develop new/niche skills, continue to improve performance skills. |

| **Performing Arts Unit 1: Prepare to work in the performing arts sector** | | | |
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| **Week/ Lesson** | **Learning outcomes and topics** | **Unit content to be covered, activities, links to useful resources** | |
| **Year 2** | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * **Incorporating knowledge and understanding of ‘Working in the Performing Arts Sector’ students apply this to an 8 week Teacher guided – mock response to the Sample Material.**   **(please see the Student Help Booklet (at the end of this document) for exemplar answer).**   * **Students produce a guided written report, pitch to camera and performance work in response to a mock pre-release - creating 4 sides of A4 under mock controlled conditions.** * **Real exam - 8 weeks preparation time in response to pre-release exam paper.** * **2 weeks assessment phase.** | |
| 1 | LO1 – Understand the performing arts sector.  New mock response to the SAM pre-release ‘job advert’. 8 weeks of guided tasks to replicate the 8 week preparation time. | * Warm up game – word match up game recapping the ‘HOT WORDS’ (this is a list of important words taken from the specification/textbook / delivery guide) from last year. Students move around the room reading the descriptions matching the letter/number to the list of PA sector words. (15mins) * Teacher led discussion – outlining the main aims of the 60 GLH to be completed. Remind students of feedback last year and progress they have already made. (15mins). * Student group activity - Decoding the advert. In groups students highlight the key words they need to investigate to respond to the advert in the [SAM – PRE-RELEASE](https://www.ocr.org.uk/Images/267953-prepare-to-work-in-the-performing-arts-sector.pdf) e.g. ‘public sector heritage grant’. Students research what these words mean – they could create a glossary. Feedback and discuss why this is interesting and what they need to research further. (45mins). * Independent student task – students create an individual mind map of initial ideas and what they could offer to the role. This should incorporate different strands – ‘the role you want to apply for’, ‘my performance skills’, ‘my transferable skills’, ‘how my experience so far will help me in the role’ and ‘initial ideas for the project’. (30mins) | |
|  |  | * Teacher-led discussion – preparing during the 8 weeks. Re-iterating what they need to achieve in 8 weeks – written report/pitch to camera and example performance(s). Answer any questions regarding the exam paper. (15mins) * Independent homework task – students prepare a document for the 4 sides of A4 that they can add notes to and a bibliography template to add research references to as they work through the preparation. | |
| **Practical Session – new performance(s) in REPONSE TO THE SAM**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) / short improvisation – the warm up is also a good opportunity to develop a common skill so should be led by the teacher. (10mins) * Respond to advert – students research ideas for repertoire, considering the performances they have done last year. (30mins) * Student independent task – students write a new Action Plan sharing with the class their choice of repertoire and skills they are going to develop next. This should focus on **the performance piece being 5 mins (max) in length** (in response to the advert). (10mins) * Student task – students set targets on what they need to focus on and improve for next week. (10mins) * Independent homework task in log books – research around their chosen repertoire – practitioner, context, scenario, character profiles, skills needed, performance examples etc. | |
| 2 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * Peer critique – students are given a letter written by another student from last year (week 13). They must traffic light highlight and annotate (green, amber, red) what was good, ok, needs improving. Discuss and give examples as a class. (30mins) * Pair activity – In pairs students question each other (prepare questions like an interview) these questions should help the students explore a discussion about their own skills and abilities, experiences in training, why they want the job and what role they would they apply for. (30mins) * Independent task – students write a formal response to the job advert as a letter to cover ‘Introductory comments on your chosen vocational role including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for’. The questioning should have helped them ‘sell themselves’ which they will now put into writing. (45mins) * Independent homework task – explain the task to the students prepare an fictional version of yourself. Start to think about your ideal career route after level 3 training – what further training will you take, experiences, skills gained etc. - This preparation work will help them in next week’s session so they must be prepared! (15mins) | |
| **Practical Session – new performance(s) in REPONSE TO THE SAM**   * Continuation from week 1 – use this time to help students develop skills and work 1-2-1 with the teacher. * Students can also perform to each other. | |
| 3 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * Whole class activity - students take part in a hot seating exercise, they must play a future/aspirational version of themselves and the rest of the group ask the student questions to find out more about them - career route after level 3 training – what further training will you take, experiences, skills gained etc. They could get into role and pretend they are already a working performer and as the other students ask questions they find out more about their background. This task is also preparation for the pitch to camera. (45mins) * Teacher-led discussion – Reflect on the ‘characters’ the students created. They are going to produce a spotlight profile; it must be realistic but also aspirational. It must stand out from other students – think niche skills and must have a lot of professional detail. (15mins) * Student independent activity – students create a spotlight profile outlining details: skills, specific performance skills, training and performing credits so far. (60mins). | |
| **Practical Session – new performance(s) in REPONSE TO THE SAM**   * Continuation from week 1 – use this time to help students develop skills and work 1-2-1 with the teacher. * Students can also perform to each other. | |
| 4 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | | * 2 hour practical session – students will need this time to have 1-2-1 development with the teacher. * Teacher-led discussion – Reflect on the Spotlight CV the students created. They are not going to put it into practice creating 5mins (max) worth of performance work which exemplifies their skills and abilities. Look at the specimen mark scheme, what are they looking for in this performance?(15mins) * Full warm up – physical and vocal warm up. (15mins) * Independent task – students work independently developing their performance piece, teacher works with each students and their chosen skill. (1hour) * Peer feedback – students perform to each other and are given verbal feedback by the teacher and students to help them focus their preparation work for next week. (20mins) * Independent homework task – students set targets on what they need to focus on and improve for next week. (10mins) * Teacher- led discussion – after the work done so far on the letter and spotlight profile they should not be creating a clear view of who they are as a performer and why they want the job. They are going to prepare a Pitch to camera – look at the questions in section 2 of the exam. They will be performing this in week 7 as part of a mock exam. (15mins) * Pair activity – students work in pairs to answer the questions and perform to each other as if they are being filmed. (30mins)   Teacher – led feedback – on watching the pitches whilst students were working in pairs the teacher now feedback to the whole class areas for improvement. One area which will need to be explored further is the Progression strategy – how does this fit in to the career route? They must write an answer for this and start to think about the 5 year plan for homework. (15mins). |
| 5 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | | * Independent starter - what can they recall about social/cultural and economic context or the performing arts industry? Students complete a ‘brain-dump’. (15mins) * Teacher- led discussion – Students share their ‘brain-dump’ with the class. They are now going to start the written report element of the exam paper – ‘a report on the economic, social and cultural context of the event outlined in the advertisement’ (15mins) * Independent task – students refer back to the investigation work they did around some of the keywords in the advert. What­­­­­­­ do we need to understand, discuss and exemplify in our report? Students research to economic statistics around the context of the advert and start to build up a research bibliography. (60 mins) * Teacher – led example – the teacher explains how to set out the report and how to write the report with appropriate references. Some may need more help than others but the [PEE Method](https://www.bbc.co.uk/bitesize/articles/zh8skmn) is a good place to start. Ensure they understand that the aim is to show understanding of the context but also to argue the importance of the arts and why the project is beneficial. (15mins) * Independent student task – students return to their research and now start to write up their findings (60mins) * Teacher-led feedback – the teacher looks at the reports so far, choose examples to show misconceptions and issues in report writing and also positive examples of what went well. (15mins) |
| \*No practical session - Students should continue to work independently on developing their performance piece. |
| 6 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | | * Teacher led activity – The timeline. A large roll of paper (wallpaper/lining paper works well) is laid out on the floor. Students have to map out their career route timeline based on the decisions they have made so far with their spotlight profile. What happens after that? What is their 1 year, 3 year and 5 year plan? How does this job fit into their career route? (This will help feed into 3rd & 4th bullet points on the exam paper - the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement. (30mins) * Student independent task - Following on from their economic report students now write about what they can offer in terms of skills, knowledge and understanding that you could bring to the role and then add detail in the form of a 5 year plan and how the project would fit in to their progression strategy. Then they add a final section which would be ideas of performances/projects they could create and final summary that concludes they are right for the job: (1 hour 15mins) * Independent homework task – students improve pitch to camera not including more detail taken from today’s session. Teacher reads through the questions again and makes sure students know what to prepare for next week - they will be recording this before the performances in exam conditions. |
| **Practical Session – new performance(s) in REPONSE TO THE SAM**   * Class warm up – physical and vocal or [drama games](https://www.dramatoolkit.co.uk/drama-games) / short improvisation – the warm up is also a good opportunity to develop a common skill so should be led by the teacher. (10mins) * Class discussion – students discuss the independent progress they have made. (10mins) * Independent task – students work independently developing their performance piece, teacher works with each students and their chosen skill. (25mins) * Peer feedback – students perform to each other and are given verbal feedback by the teacher and students to help them focus their preparation work for the performance next week. (15mins) |
| 7 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins) * Individual practical performance – SAM pre-release assessment performance, students perform their pitch and performance work to a professional standard, in front of a live audience and video recorded (without stopping) – this should be done as the ‘real’ exam so they can get a feel for how it will be next time. * Teacher led feedback – Group and individual feedback should be given both verbally and written to help students set targets for improvement moving forward to the final exam. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/323977-original-performance.pdf) in their feedback. (2hours 15 mins) * Independent homework task – students prepare 4 sides of A4 based on the work they have done so far to prepare to answer part 1 of the paper. It’s important to refer back to the exam paper and go through each bullet point so student know what they could write about to respond in the written report. (30mins). | |
| 8 | LO1 – Understand the performing arts sector.  LO2 – Know the organisations and roles in the performing arts industry.  LO3 – Understand progression and opportunities in the performing arts sector.  LO4 – Be able to produce strategies for sustaining a freelance career. | * Individual task – Students complete section 1 of the mock exam (SAM pre-release) – the written pitch /portfolio for one of the roles mentioned in the advertisement. This should be done in controlled conditions and students should use the guide of 1500-2500 words to write a response. They can take in their preparation notes (4 sides of A4) but have no access to the internet during this time. (3hours) | |
| 9 |  | * Independent Student task – student’s watch the recordings back of their pitch to camera and solo performance work and discuss peer feedback, teacher feedback, strengths and weakness (including technical aspects) and areas for development. (3 hours) * Teacher marks mock written work against SAM mark scheme. | |
| 10 |  | * Teacher 1-2-1 – Students receive formal feedback in the form of a written report against the SAM grading criteria. They discuss areas for improvement with the teacher and create an action plan to help them prepare for the real exam. (2hours) * Group activity – as a class the students pool their thoughts together and create a ‘top 10 tips’ list to help them work independently and most effectively ready for when they receive the exam paper next session. (1hour). | |
| 11-18 |  | 8 weeks preparation time – please see the [assessment guidance](https://www.ocr.org.uk/Images/267827-prepare-to-work-in-the-performing-arts-sector.pdf).  Students work under controlled conditions in response to the pre-release material. | |
| 19 |  | Assessment Phase: 2 week controlled time assessment - 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>). | |
| 20 |  | 2 week controlled time assessment – continued. | |

## Useful links

<https://targetcareers.co.uk/career-sectors/arts-and-creative/1015387-careers-in-theatre>

<https://www.dramatoolkit.co.uk/drama-games>

<https://www.hoddereducation.co.uk/subjects/drama-performance-studies/products/level-3/cambridge-technicals-level-3-performing-arts-stude>

<https://nationalcareers.service.gov.uk/skills-assessment>

<https://www.16personalities.com/free-personality-test>

<https://www.royalexchange.co.uk/>

<https://www.artscouncil.org.uk/funding>

<https://www.artscouncil.org.uk/funding/other-sources-funding#section-1>

<https://www.ucas.com/>

<https://www.bbc.co.uk/bitesize/articles/zh8skmn>

**Student Help Booklet – Unit 1**

* Help links and information for each section to answer the written report section
* **Write in your own words**
* Make sure you keep links on 4x A4 sheets you can take into the exam
* My example is quite detailed to cover everything and give you lots of ideas for everyone but yours does not have to be, so pick and choose appropriately.
* 1500-2500 words
* This unit is worth double = 120GLH so your answer needs to be thorough!
* The second half of the written answer will feed into what you will say for your pitch to camera.

**UNIT 1 - Help Sheet – use this to help you answer each box**

*Your preparation must include a portfolio (guide of 1500-2500 words) of documentation including:*

*Introductory comments on your chosen vocational role including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for:*

Current employment conditions = this is what employment you can have in your role as an actor, dance, singer or technical, not just in the arts but other jobs to supplement your income.

* Freelance: collection of positions, roles and short-term contracts that form part of a ‘portfolio’ of work over a period of time. E.g. drama workshop, advert work, music video, one of or short term jobs.
* Contract: a job with fixed hours where both the employer and employee have working conditions.
* Part time: small number of hours but regularly e.g. 4 hours per week
* Seasonal: work taken up at certain times of the year. e.g. Summer camp, cruise ship, euro Disney, Christmas wonderland etc.

Promotional methods = things you do to promote yourself (think about the self-promotion pack here!)

* Head shots
* showreel
* Business cards/letter heads/
* Spotlight profile and other CV listing websites : casting call pro, backstage.com, mandy.com, starnow
* Agent representation
* Social networking
* Un paid work/networking
* Open auditions

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| **Example Opening response:**  *To whom it may concern:*  *I write to you apply for a role at The Coach House Arts Centre for the role of an* ***actor*** *in exciting new performance project ‘From Zoom to Doom’ I have lots of creative ideas about the project and feel my flexible and dynamic approach will be a real contribution. Firstly, I would like to tell you about my background as I have developed many skills through my education and training which I feel could be a benefit to the team.*  *Attached is my spotlight profile which outlines my education and training, work experience and current and previous employment. I have trained in Performing Arts at sixth form college a course which was very flexible and helped me develop as well rounded performer. My strongest skill is acting and I went on to study acting at Manchester Metropolitan University (2014 – 2017) but through my education I have also developed as a singer and am competent at using movement and dance in my performances, something which will be ideal for the historic storytelling nature of this project. I have also included a link to my current show reel and headshot and some recent testimonials/reviews of my most recent work.*  *Enclosed is my portfolio which details my knowledge and understanding of Performing Arts festivals plus experience and skills I have enquired from leaving college. I have also included not only what I could bring as a performer but also my workshops with creative examples and ideas for the theme ‘*From Doom to Zoom*’ I already have.*  *As part of the festival team I see an exciting opportunity to develop my own skills and take on new challenges which will help me grow as a performer.*  *I look forward to hearing from you soon.*  *Keira Daily* |

**Education and Training**

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| **CV - Kiera Daily** |
| **Contact:** 21a Crescent Road, Canterbury CT2 5JZ **Phone:** (01227) 346987  **Mobile:** 07961 152 349 **Email:** Kiera@hotmilk.com  **Agent:** Joan Trollope Personal Management 124 Wardour Street, London W1 3PU. (01234) 222 233  **Location:** South East England  **Spotlight number:** 1236  **Equity number:** M3111 55456 |
| **Height:** 6'1" **Build:** slim **Hair:** Brown **Eyes:** Green  **Accents:** UK South East RP, Geordie, London, Standard American, French,  **Role Playing Ages** 17- 24 |
| **Skills:** Full Driving Licence, BADC intermediate certificate in Stage Fighting, Ballet, Tap & Modern ISDT level 5, street dance, Horse Riding, Workshop Leader, Skiing, Tennis, Scuba Diving, Computing, circus skills **Music Skills:** **Singing:** Soprano. Chorus and Solo Singing  **Instruments:** Versatile Guitarist, Piano Grade 4. **Training:**  * 2017 - 2018 Mountview Theatre School: Postgraduate Diploma - Acting * 2014 - 2017 University of Manchester : BA (Hons.) Drama 2:1   2012-2013 Rainford Sixth Form: Level 3 Cambridge Technical in Performing Arts – Distinction |
| Credits  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year** | **Type** | **Role** | **Production** | **Company** | **Director** | | **Theatre** |  |  |  |  |  | | 2014 | Play | Godot | Waiting for Godot | Marlowe Theatre, Canterbury, | Jason Bloggs | | 2014 | Play | Juliet | Romeo and Juliet | Gulbenkian Theatre, Canterbury | Student Production | | 2012 | Pantomime | Rear end of horse | Dick Whittington | Gulbenkian Theatre, Canterbury | Jenny Frog | | **TV & Film** |  |  |  |  |  | | 2015 | Short Film | Tom | The Search for Anna | Peartree Productions | Alan Smithee | |

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| Current Employment & Details  I am currently teaching musical theatre workshops at ‘The Dance Academy’ where I hold dance workshops for ages 8 – 18. I thoroughly enjoy teaching and my hours are flexible so it also works around auditions and freelance acting work. This is really useful as I find it helps with networking when I go to auditions and I have taken on lots of interesting jobs such as dancing in music videos and voice over work for radio adverts and paid work as an extra in the soup ‘Emmerdale’. I am very organised and responsible ensuring I complete my National Insurance and Tax contributions and there for happy to be employed on as a freelance performer.  I am also a member of equity; I have public liability insurance and with working with children I am fully DBS checked.  I am currently in rehearsal for the 2020 pantomime with Gulnekian Theatre, playing the role of ‘Fancy’ a comedy duo in the pantomime Aladdin. I have a 4 month seasonal contract with the Guinekian Theatre for this project which will be complete by January 2020.  Promotion  I work hard at ensuring I keep up my professional profile as an actor online and in person. I have professional profiles I use online for networking, using ‘LinkedIn’ along with Twitter and Instagram to promote my work and projects. A recent example of this was during the rehearsals for the pantomime I have been promoting the show through Instagram by doing Q&A’s with the cast which has really encouraged a lot of interest from people in the area and in turn increased ticket sales through adding a link direct to the box office. In my free time I love to go and see new plays and musicals and I will often ensure I ‘tweet’ what I have seen online and make contact with the director to ensure my name is heard or seen.  I feel I am excellent advocate for any project I undertake as I always promote it positively and confidently and over time I have built up a strong social media following.  Showreels & Headshots  Please take a look at my recent headshots and show reel on my spotlight profile:  **Spotlight –** 6290-0199-5220  You can also contact my Agent**: Joan Trollope Personal Management** to discuss by skills and attributes.  Testimonials  This is a recent testimonial from the dance workshops I have ran:  *Five years have passed since our daughter started at The Dance Academy. We had originally signed her up to keep her focused and busy...we never imagined the impact of the training she received then and over the course of the next several years. Annabelle is motivated, determined, and focused...all of which is fostered by the classes and instructors at The Dance Academy. Not only is our nine-year-old able to recognize the value of ballet in all styles of dance, but she has developed a love of all the arts and can discuss aspects of technique and artistry in professional work. Her desire to learn and perfect various movements...of which she knows the official names (she is still teaching us the terminology!) can be attributed to the professionally trained staff. Kiera Daily and all of the dancers take an active role in training students of all ages and abilities. Performances showcase all levels integrated...it is a delight to watch a beginner ballet student with a level 5 dancer. Not only are audiences entertained, but younger performers are encouraged and inspired by those with more experience. Staff members greet students and families with the utmost respect and enthusiasm. Students are expected to follow routines and guidelines, and they do so because of the professional example modeled by all in the studio. Whether it's ballet, tap, jazz, or summer workshops, we are confident that our daughter is receiving the best training available. Perhaps she will pursue a career with dance, or maybe enjoy it as recreation, or recognize the value of such in others' work. Regardless, The Dance Academy is helping to instill a sense of responsibility and love of the arts in our daughter, and for that we are incredibly thankful. ~ K & G Lavoie (parents).* |

• a report on the economic, social and cultural context of the event outlined in the advertisement

See separate document with quotes and links and also look back at the group presentations you did.

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| **Example**  As seen in my most current employment I am very enthusiastic about Arts in the Community. The pantomime has shown me the diverse audiences it brings to the theatre and it really brings a community together young and old and people with different disabilities and needs (we have special performances for people with disabilities such as a Relaxed and Sensory Adapted performances, audio description and signed performances). I believe the more arts events produced can have such a positive social impact on everyone who experiences it.  'When we talk about the value of arts and culture, we should always start with the intrinsic – how arts and culture illuminate our inner lives and enrich our emotional world. This is what we cherish. '[[1]](#footnote-1)  The statistics taken from the government 'taking part' survey shows how important the arts are to our social engagement with 77% of adults engaging with the arts.[[2]](#footnote-2) Children and families involved in arts events can only have a positive impact on their social lives building skills such as communication, interaction and enrichment. With a community project that the Coach House Arts Centre are planning not only will individuals gain a lot from experiencing and taking part in fridge events and performances but it was also integrating the community and making them proud of the history of the town . This also shows the people in the community what arts are available and hopefully encourage them to be part of it to keep it going for years to come some which it is clear vision for the public sector heritage grant: ‘We fund all kinds of projects, as long as they help to create positive and lasting change for people and communities.’[[3]](#footnote-3)  The popularity of these type of events have grown year on year for example As shown on <https://www.artsfestivals.co.uk/festival-details> there is a variety of individual arts festivals being run every year such as: Cheltenham jazz festival, Cambridge literary festival, BBC proms. These are quite specific to the art in question but most recently it has been very popular for festivals that cater for the whole family such as Edinburgh Festival across a large geographical area, this really celebrates the town/city it is in and is excellent for involving all people from the area ‘removing barriers for attendance and participation’ [[4]](#footnote-4)  Although this festival is about the heritage of the community and its target audience is the people from the town it will also being money and visitors (tourism) if the performances are engaging and dynamic. It could be a real asset to the economic growth of the town.  ‘For every £1 of salary paid by the arts and culture industry, an additional £2.01 is generated in the wider economy through indirect and induced multiplier impacts’[[5]](#footnote-5)  The value of the arts on the economy is great and events like community arts festivals are excellent way of creating job opportunities and business growth, encouraging enterprise of local businesses, tourism and inward investment. [[6]](#footnote-6)  I can see ‘From Doom to Zoom’ being very popular just from the advert and having a real positive impact on the community and surrounding areas. I have lots of creative ideas and experience to bring to the team if I were to perform in this project. |

the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement

**In this section you are advertising yourself and what you can offer:**

**Examples of skills, knowledge and understanding that you could bring to the roll.**

Make it clear what you are – ACTOR, SINGER, DANCER

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| **Example**  I would primarily applying for the role of an Actor in the company to mainly perform during the festival but as stated in the advert the festival will have performances on the streets, in schools and in community spaces. Through my work with the dance school where I teach musical theatre classes I am used to work with a range of ages to create performance work. I am confident at devising and creating and I have lots of ideas for how we can bring the history of the town to life through performing Arts. For example, I imagine a fun ‘horrible histories’ style children’s performance where we look at ‘town life’ in 1086 and then take that family through time to different moments in history all whilst showing them how people lived. I feel my acting skills would really benefit the team here having played many roles young and old through my stage and tv work so far.  As shown in my application letter, I am primarily an actor. Having studied up to degree level I have gained and developed my skills up to a high standard. During my time at college and university I have really developed my voice and movement skills. In fact, the project as well as developing my acting skills I tried to develop my dance skills to help me become a more flexible and employable performer.  Below are a list of specific skills I think would really be asset to an acting role in the festival:  Skills & Experience: storytelling, physical theatre, mime, movement, character voices, accents, multi-rolling. Dancing, working with children and devising.  Whilst completing my CTEC level 3 qualification I devised and performed in a performance of Romeo and Juliet entitled ‘Shakespeare Reimagined’, I also have experience of directing, leading Dance workshops, acting Technique and I have a broad knowledge and understanding of repertoire I have studied – I can bring lots of creative ideas. During my studies I also completed a unit called commissioning brief – here I gained great knowledge of how to pitch for funding understanding both public and private organisations this has helped me understand and appreciate the economy and the arts.  During my degree, as well as continuing to hone my acting skills taking on lead roles in a variety of genres from Shakespeare to Godber I also developed some circus skills by attending additional classes in the area. This would make me an ideal candidate for street performing as I can juggle and stilt walk.  After my studies at university I wanted to get some experience of working with younger students. I did this a, this and this, and this has helped me with my communication skills, planning, organizing and delivering instruction to help students participate in performances. I find this work truly rewarding and I really enjoy see students access the performing arts.  As you can see from my experience I am used to working in a variety of PA settings and I understand collaboration is key to a successful project. I am used to working with front of house, stage managers, different directors and technicians and I am very flexible in my working approach. |

**Progression plan – how this job fits into this:**

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| A role in the company would really fit in to my career plan. Here is my proposed plan and I believe it shows my independence and ambition to develop my skills as a performing artist.   |  |  |  | | --- | --- | --- | | **1 Year** | **3 year** | **5 Year** | | **Acting Work** | | | | Seasonal contract Actor in local pantomime.  Freelance/contract performing in Doom to Zoom Festival.  TIE project – devising and creating as well as acting. | Pantomime or children’s show , lead role (6 week run).  Touring company job – touring in a musical show : Grease, Ghost, Les Misérables.  Short film small role.  Lead role in west end play (6 week run). | 12 month contract as an actor with repertory theatre/company (e.g. knee high).  Start a Masters in theatre direction. | | **Other Freelance performance work** | | | | Freelance work: Extra work, voice over adverts, music videos, immersive ghost tours. | Freelance work: small roles in TV comedy shows, soaps and dramas.  TV/streaming advert. | Freelance work: TV/streaming adverts (to fit around rehearsals and repertory company work. | | **Other Work** | | | | Subsidise my income:  Teaching musical theatre classes.  Front of House staff. | Subsidise my income:  1-2-1 tuition LAMDA to 12-18 year olds. |  | |

**Ideas and final summary that concludes you are right for the job:**

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| Finally, as you can see I am ambitions and motivate to work in the industry I love. I have lots of creative ideas in storytelling and performance skills that I could bring to the project – which I will show in my performance to camera. In these pieces I will show….. **add in own performance choices here and what you are trying to show.**  In addition to being a versatile performer I have admirable personal skills such as confidence, organisation, motivation, enthusiasm and ambition to make everything I do be the best quality it could be.  As well as performing in the main performance I am adaptable to run workshops, perform juggling and stilt walking - this could be good promotion for other events. Below I have listed a few ideas for the event which I could be part of:  Workshops/ performance ideas:   * Horrible Histories style show for children * TIE show with small cast to tour schools about local history and making digital history * Street performers in the market/flash mob style performance every day * Circus acts handing out events list * Heritage tour with actors in period costumes telling the tales of local heros * Theatre Workshops for children and adults creating a performance about ‘our town’ * Final performance night ‘Our Town’ with local talent.   I have lots of ideas and I am very flexible. I how you enjoy my performance as an example of my skills and abilities when performing.  Thank you |

**TRY TO INCLUDE AS MANY KEY TERMS AS POSSIBLE – see the HOT WORD LIST**

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1. <https://www.artscouncil.org.uk/sites/default/files/download-file/Value_arts_culture_evidence_review.pdf> [↑](#footnote-ref-1)
2. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664933/Adult_stats_release_4.pdf> [↑](#footnote-ref-2)
3. <https://www.heritagefund.org.uk/our-work> [↑](#footnote-ref-3)
4. <https://www.edfringe.com/learn> [↑](#footnote-ref-4)
5. <https://www.thecreativeindustries.co.uk/industries/arts-culture/arts-culture-facts-and-figures/the-economic-contribution-of-the-arts> [↑](#footnote-ref-5)
6. <https://www.artscouncil.org.uk/sites/default/files/download-file/Arts_culture_contribution_to_economy_report_July_2015.pdf> [↑](#footnote-ref-6)