

GCSE AQA Performing Arts

Toot Hill School Drama Department

Section C – Performance Coursework

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	Page 2	Skills Evaluation		✓		✓
	Page 3	Planning Skills Development	✓	✓	✓	
	Page 4	The Project Brief		✓	✓	
	Page 5	1 st and 2 nd Production Meeting	✓			
	Page 6	Research	✓	✓		
	Page 7	Progress Reports	✓	✓		
	Page 8	Performance Review	✓	✓		
	Page 9	Personal Evaluation	✓	✓		
	Page 10	Witness Statement Sheet		✓	✓	✓

Page 1: Front Cover

On this page you need to ensure that you have the following information:

The title: Section C - Performance Workshop
Your name: [Whatever it is]

Then leave a gap and write:

Course name: GCSE Performing Arts (Single Award)
Your school: Toot Hill School
Your centre number: 28308

Try to make your title page look professional in it's layout and style.

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Evaluation and Planning

In the first part of this coursework section you will include an evaluation of what you learnt in the last project [evaluation], how you intend to use that knowledge to improve and develop what you do during this project [planning] and the research you have done to develop your ideas [research].

Page 2: Skills Evaluation /Skills Development and Evaluation

In this section what you need to do is to evaluate what skills you used in the last piece of work and what you learnt through using them.

Use the table format in your coursework if it helps but if you want you can present the information any way you like. Remember the most important thing is that you evaluate what you did in DETAIL! To help you there is an example on this page and a list of possible skills on the next page.

Remember, you must evaluate AT LEAST 5 different skills for a C grade, much more for a B or A grade. Use the heading above on the top of your page.

What professional skills and working practices did I use in my last piece of work?	
<u>Working practices and skills</u>	<u>Evaluation of use</u>
<ul style="list-style-type: none">Warming up [Example]	<p>[This bit explains what you did] We started using warm-ups when we were improvising our script at the beginning of the project. Once we got going though, we did it less because we just wanted to get on with it and they took up too much time.</p> <p>[This is the important bit, this is where you <u>evaluate what you did and what you have learnt</u>] I think that during this next project I would like to try to use warm-ups all the way through because as we rehearsed performances it was difficult to get everyone to focus at the start of a session. I also think it would have been better to use different warm-ups for different sessions. For example if we were writing your script or improvising we might do a word game warm up such as Zip Zap Bop but if we were acting we might do a range of physical warm-ups.</p>

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What professional skills and working practices did I use in my last piece of work?	
<u>Working practices and skills</u>	<u>Evaluation of use</u>
<ul style="list-style-type: none">• Warming up• The tool box of devising and acting techniques• Rehearsal techniques• Marking out the rehearsal space• Scheduling rehearsals• Researching: character, content, other theatre companies ideas• Annotating scripts• Learning lines• Experimenting with different ideas• Developing characterisation• Completing progress reports• Being pro active, turning up on time, clearing away, taking ownership of all my responsibilities• My commitment to character• Punctuality to rehearsals• Character research• Offering a range of ideas when working on a piece and then choosing the best one. NOT just settling for our first idea• Being pro-active• Constantly evaluating my work and setting ways to improve through my progress reports	

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Page 3: Planning Skills Development [Planning, Skills Dev & Work Related]

In this section you must plan what skills you want to develop during this piece of work and why?

Use the table format in your coursework if it helps but if you want you can present the information any way you like.

Remember the most important thing is that you write in **DETAIL** why and how you wish to develop your chosen skills! Use the list on the next page to guide you. To help you there is an example on this page and a list of possible skills on the next page.

You must discuss **AT LEAST 5** different skills for a C grade, much more for a B or A grade. Use the heading above at the top of your page.

What professional skills and working practices am I aiming to use this time?	
<u>Working practices and skills</u>	<u>How I will use them</u>
<ul style="list-style-type: none">• My commitment to character	Use more of the Rehearsal, Tool Box and Stanislavski techniques learnt in the acting workshop when developing character. In particular I need to work on my character beyond the workshop time and develop details at home
<ul style="list-style-type: none">• Punctuality to rehearsals	It is crucial to be on time and a quality essential for employment. I will keep a copy of the rehearsal schedule on me at all times. I will also try to ensure that other group members are on time, particularly during lunchtime and after school rehearsals where we usually have most problems
<ul style="list-style-type: none">• Being pro-active	I must come over as dedicated and committed part of the team. If anything needs to be done I should be first to volunteer. Last time I didn't say as much as I should even when I had an idea. This time I must always contribute when we are developing work.

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What professional skills and working practices am I aiming to use this time?	
<u>Working practices and skills</u>	<u>How I will use them</u>
<ul style="list-style-type: none">• Warming up• The tool box of devising and acting techniques• Rehearsal techniques• Marking out the rehearsal space• Scheduling rehearsals• Researching: character, content, other theatre companies ideas• Annotating scripts• Learning lines• Experimenting with different ideas• Developing characterisation• Completing progress reports• Being pro active, turning up on time, clearing away, taking ownership of all my responsibilities• My commitment to character• Punctuality to rehearsals• Character research• Offering a range of ideas when working on a piece and then choosing the best one. NOT just settling for our first idea• Being pro-active• Constantly evaluating my work and setting ways to improve through my progress reports	

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Research and Planning

In this section you must record the research you have done based on the stimulus and show how you planned, using the research, to develop your work.

This must be recorded in lessons and then used later to produce the actual coursework.

Your coursework must include all of the following sections and be presented using a range of forms such as: diagrams, text, images.

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Page 4: The Project Brief [Skills Development and Work Related Aspects]

The project brief is the sheet of paper we gave you with all the instructions on telling you what we wanted you to do. You must include this on the second page of your coursework. If your original sheet has notes on and looks well used all the better.

The brief should look like this. There is a copy on the last page of this booklet

Schools' Celebration

The local Education Authority has invited your company to perform as part of a schools' celebration of the performing arts.

The theme is [Insert theme based on your class brief], and the content must be suitable for Key Stage 2 pupils and their parents.

Your Showcase may include any performing arts discipline suitable for the theme of
[Insert your specific class brief].

The performances will take place in education venues. You will be responsible for performance, technical, design, front of house, marketing and publicity elements as required for the Showcase.

We look forward to your contribution.

It is expected that:

I you will research a range of ideas suitable for your chosen target audience

I you will explore different performance styles and genres, suitable for the theme and target audience

I you will choose a suitable venue

I you will use set and costume where appropriate

I you will consider the technical equipment necessary for performing in the chosen venue

I stage management and crew will run the performance

I front of house personnel will be responsible for customer care

I suitable marketing and publicity material will be produced.

The size of the performance area, stage or platform will depend on the venue chosen.

You must consider health and safety at all times.

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Page 5: Production Meetings [Planning and Research]

Once you have received your brief you need to hold your 2 production meetings to research the area it asks you to work on. In these meetings you must discuss possible sources for the research and types of research that would be useful.

Record the results of the discussion and who is responsible for each task below.

Meeting 1:

Sources & types of research decided on:

Why:

Meeting 2:

Sources & types of research decided on:

Why:

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Page 6: Research [Planning/research and Professional Development]

Record your research and where it came from below. You will need to include the key bits of research in your final coursework so make sure everyone has a copy and that you keep hold of it. Once you have gathered your research cut and stick it on this page and include NOTES about why you have chosen it and why it is relevant.

Research collected:

Research selected and why:

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Page 7: Progress Report Examples and Blanks

These example sheets show you how to record an awareness of the standard of your work [evaluation] and what to do to improve it at critical points through development [planning].

Progress Report	Date:
<u>Evaluation of the work so far:</u> I feel the movement pieces within our piece are an effective idea, but they do not flow and look unrehearsed. So although they could be of a professional standard they are not at present. If an audience were to view our piece as it is the length of it would be insufficient. It needs to be longer to ensure it meets with the requirements of the brief. I am also lacking in commitment to my character and I need to develop this in order to improve the standard of the piece. I also feel we could choose more effectively the forms of Drama as often we do not spend enough time asking HOW we could show it and settle for the first solution.	
<u>What do we plan to do to improve it:</u> We will rehearse the movement pieces to music and ask a dance teacher or a student who is a dancer to help us choreograph this section of the work. To increase the length we will include monologues from key characters as well as developing a scene which explores another point of view from the central character. To improve my commitment to my role I am going to apply some tool box techniques. I will try hot seating and emotion memory to give my performance more focus. Ms Hopkins or Mr Puddy could be used to help with our selection of the forms of Drama and how we show it.	

Progress Report	Date:
<u>Evaluation of the work so far:</u> The drama is now nearly at the stage where it is long enough to meet the requirements of the brief. I am pleased with the commitment to character we are all displaying. Using hot seating, emotion memory and adding a focusing warm up to our rehearsals has really helped. We are using a wider variety of forms too. This improves the standard of the piece. EG we now use flashbacks, narration and slow motion. I now need to look at the piece overall. It is not of a standard I am satisfied with yet because it does not flow. It is lacking in pace and our scene changes are not swift enough.	
<u>What do we plan to do to improve it:</u> We will use the rehearsal technique of performing the piece at twice the speed. Mr Brown also advised us to rehearse scene changes on their own and add music to cover noises on stage. The cast needs to become really comfortable with their lines too. This means all our cues would be picked up faster and the pace of the piece would increase.	

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Blank Progress Reports [Skills Dev, Work Related and Evaluation]

Use the examples above to fill in the four sheets on the next few pages of this booklet. The purpose of these sheets is to evaluate what you have done so far and plan for your work in the future.

The more you evaluate and then plan the more marks you get.

You should have four progress reports that cover the run-up to the performance date. These should cover at least two pages of your coursework and be numbered 7a and 7b

If you wish to include more progress reports (which will get you more marks) just add pages 7c and 7d.

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Progress Report	Date:
<u>Evaluation of the work so far:</u>	
<u>What do we plan to do to improve it:</u>	

Progress Report	Date:
<u>Evaluation of the work so far:</u>	
<u>What do we plan to do to improve it:</u>	

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Progress Report	Date:
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<u>Evaluation of the work so far:</u>	
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Performance Evaluation

In this section you will review your performance, include your script and photographs of your performance and finally evaluate your own contribution to the project.

Page 8: Performance Review /Skills Development, Work Related & Evaluation/

Write a page long review of the performance from your perspective. You should have a **paragraph** on the following points:

- How you prepared on the day of the performance.
- How effective was your costume?
- Did you make any mistakes?
- Did the set work?
- How did the audience react?
- How well did your piece fit in with the brief?
- How did you feel after the performance had finished?

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Personal Evaluation

In this section you need to evaluate your role in the project.

This section covers 3 pages and is worth loads of marks so try your best to fill it in as well as possible. The first two pages you fill in yourself but the last page in this section, the witness statement sheet, requires you to ask two other people in your group to write about your achievements and sign it. Find someone who is going to say something positive and intelligent.

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Page 9a: Personal Evaluation /Skills Development, Work Related & Evaluation/

How did your work contribute to the success of the performance?

What skills did you learn or improve upon during the process?

How did the work of the team contribute to your success?

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Page 9b: Personal Evaluation /Skills Development, Work Related & Evaluation/

How did the audience respond?

Is there anything you would change if you did it again?

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Page 10: Witness Statement Sheet /Skills Development and Work Related Aspects/

Use this sheet to record witness statements to confirm that you have completed the Performance Workshop. One witness should be a member of staff; the other two should be fellow students you have worked with. Remember to include the heading above well as the witness statements in your portfolio

Witness Statement One
Name: Date: Statement:
Witness Statement Two
Name: Date: Statement:
Witness Statement Three
Staff Name: Date: Statement:

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