#### Performance Coursework

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##### Page 1: Front Cover

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

The title: Performance Workshop

Your name: [Whatever it is]

Then leave a gap and write:

Course name: GCSE in Applied 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.

#### 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].

##### TASK 1: 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?** |
| Working practices and skills | Evaluation of use |
| * Warming up [Example]
 | [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. [This is the important bit, this is where you evaluate what you did and what you have learnt] 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. Foe example if we were writing you 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. |
| **What professional skills and working practices did I use in my last piece of work?** |
| Working practices and skills | Evaluation of use |
| * 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
 |  |

##### Task 2: 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 you 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?** |
| Working practices and skills | How I will use them |
| * My commitment to character
* Punctuality to rehearsals
* Being pro-active
 | 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 homeIt 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 problemsI 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. |
| **What professional skills and working practices am I aiming to use this time**? |
| Working practices and skills | How I will use them |
| * 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
 |  |

#### Research and Planning

Task 3 : 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. Annotate this with your ideas.

tASK 4: 1st and 2nd Production Meeting [Planning and Research]

Once you have received your brief you need to hold your 1st production meeting to research the area it asks you to work on. In this meeting 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 1DICSUSSION OF BRIEF. INITIAL IDEAS. ALLOCATIONOF ROLES AND REPSONSIBILITIES |
| MEETING 2SOURCES AND TYPES OF RESEARCH DECIDED ON AND WHY |

Task 5: 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: |
|  |

##### Task 6: 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: |
| Evaluation of the work so far:I feel the movement pieces within our piece are an effective idea, but the 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. I t 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. |
| What do we plan to do to improve it: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 fro key characters as well as developing a scene which explores another point of view from the central character. To improve my commitment o 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: |
| Evaluation of the work so far: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.  |
| What do we plan to do to improve it:We will use the rehearsal technique of performing the piece at twice the speed. Mr Puddy 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.  |

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 10a and 10b

If you wish to include more progress reports (which will get you more marks) just add pages 10c and 10d.

|  |  |
| --- | --- |
| **Progress Report** | Date: |
| Evaluation of the work so far: |
| What do we plan to do to improve it: |

|  |  |
| --- | --- |
| **Progress Report** | Date: |
| Evaluation of the work so far: |
| What do we plan to do to improve it: |
| **Progress Report** | Date: |
| Evaluation of the work so far: |
| What do we plan to do to improve it: |

|  |  |
| --- | --- |
| **Progress Report** | Date: |
| Evaluation of the work so far: |
| What do we plan to do to improve it: |

Task 7 : Evaluation

Personal Evaluation C GRADE

**EXAM PERFORMANCE COURSEWORK**

* This is an evaluation of the PROCESS ONLY. NOT PERFORMANCE
* It is about what YOU did. Not others in your group. Use “I”. Not “We”.
* ***Length : 4 sides of A4.***

**YOU MUST USE LANGUAGE OF THE THEATRE THROUGHOUT:**

**HELPFUL VOCAB FOR ALL TO USE:**

**Performing/rehearsing**

Rehearsal, Space, levels, movement, voice, tone, pace, pitch, symbolism, gesture, role, character, vocalisation, physicalisation, monologue, dialogue, still image, slow motion, stylised movement, naturalism, Stanislavsky, props, cross cutting, flash back,

**Lighting**

gobo, wash, gel , tight edge spotlight, soft edged spotlight, dim, bright, patch board, rig, rig plan, cue sheet

**Stage management**

Mark out, get in, get out, Cue script/bible, Calling the show,

**MARK SCHEME**

**Top band**

Candidates offer a **thorough evaluation** of their **contribution to** **planning and research**.

Candidates offer a **thorough critical** **evaluation of their skills** **development**  using **work-related language**.

**SECTION ONE (aim for 2 pages)**

**Planning Part a: Discussions and brainstorms**

* Give **TWO** examples of what you contributed to the planning of your ideas in the first production meetings.
* What was your idea?
* How do you feel it would improve the piece?

**Part b: Research:**

* Give **TWO** examples of the contribution you made to the research
* What did you specifically research?
* How did this impact upon the process and/or performance?

**Planning. Part c: Rehearsals**

* **Give TWO DETAILED examples of how YOU contributed to the rehearsal process.**
* **Detail what needed improving.**

*Eg: I felt that the opening scene was too flat. It did not engage the audience and was not impactful at all. What I felt we needed was a scene which was physical and made the audience feel excited by the subject matter of women through time. I wanted the opening to make the audience want to know more and to set the scene for the rest of the piece.*

* **What you suggested to make it better…IN DETAIL**

Eg: *I suggested that we should hold placards to the audience depicting the poor treatment of women through time. I offered the idea that we should use music durig this new opening and move in slow motion as we held the placards up. Our movements should be at varying levels and we should depict pain to represent the pain and suffering of these women. I suggested a red wash should be used to show the female suffering and to create an atmospheric start.*

* **Evaluate the IMPACT of your suggestion: Did it achieve what you wanted it to? Describe what changed and the new effect it had.**

*Eg: By adding the music, I felt the atmosphere at the start changed. We chose haunting tracks, which had the effect of creating an eerie tone. The red wash added to this atmosphere, enhancing it as the dimness made the theatre feel sinister. This sinister feeling was effective as it reflected the fear the women in our piece were feeling through time. They had always been victims and felt fear. Additionally, the slow motion created a sense of what he women had been through. The movements depicted their lives. I said the movements should show them at work and being treated badly by society, so I moved my hands up despairingly. This was effective as it made the treatment seem gruesome.*

**SECTION TWO (aim for 2 pages)**

**Skills Evaluation**

* **Identify 4 skills or from below that you developed during the process.**
* **For EACH skill: Evaluate your development of this skill**
* **How have you improved the use of this skill?**

**Give a specific example of using it**

*Eg: through the process I feel I really developed my characterisation. I was playing a young child and I needed to chow this effectively to the audience. I have improved the use of this skill because I have worked for more thoroughly on the use of my body, movement, gestures and voice to show my character. For example in scene three, I used a really high pitch voice with a childish tone. My movement was jerky to show I was a child and I walked on a lower level to highlight this. I developed this skill by watching myself in the mirror and asking my group to give me feedback on whether my character was clear. I also watched child development videos and was inspired by these to help me portray a child. Thanks to these, my use of space became larger, using the whole stage and moving quickly showed how naïve my character was, walking anywhere he liked.*

* **How did your use of the skill contribute to improving the process or performance?**

**Give a specific example**

***Eg:*** *this made my character far more convincing. Previously I had not worked so hard on developing my character or my physicalisation. This skills development meant my character was recognisable and helped others in my group to respond to me in character as my performance was truthful. For example….*

* Warming up
* Hot seating
* Thought tracking
* Units and objectives
* Emotion memory
* 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