#### *Exam Performance Coursework*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Requirements | Page Number | Content of Page | Planning & Res | Skills Dev | Work Related | Evaluation |
| All – Everyone must complete this section and one of the ones below Page 1 to 7 |
|  | All |  | Front Cover |  |  |  |  |
|  | All | Task 1 | Skills Evaluation |  | **** |  | **** |
|  | All | Task 2  | Planning Skills Development | **** | **** | **** |  |
|  | All | Task 3 | Health and Safety | **** |  | **** |  |
|  | All | Task 4 | The Project Brief |  | **** | **** |  |
|  | All | Task 5 | 1st and 2nd Production Meetings  | **** |  |  |  |
|  | All | Task 6 | Research | **** | **** |  |  |
| Acting Skills - This section to be completed by actors only Page 8 to 16 |
|  | All Performers | Task 7 | Action Plan and Rehearsal Schedule | **** | **** | **** |  |
|  | All Performers | Task 8 | Progress Reports – Examples and blanks |  | **** | **** | **** |
|  | All Performers | Task 9 | Evaluation |  | **** | **** | **** |
|  | All Performers | Task 10 | Witness Statement Sheet |  | **** | **** |  |
|  | All Performers | EXTENSION | Music/lyrics/script | **** | **** | **** |  |
| Lighting - This section to be completed by lighting technicians only Page 8 to 17 |
|  | Lighting | Task 7 | Planning lighting requirements | **** | **** | **** |  |
|  | Lighting | Task 8 | Lighting plans – Rough & Final Designs | **** | **** | **** |  |
|  | Lighting | Task 9 | Progress Reports – Examples and blanks |  | **** | **** | **** |
|  | Lighting | Task 10 | Rig Plan | **** | **** | **** |  |
|  | Lighting | Task 11 | Cue Sheet | **** | **** | **** |  |
|  | Lighting | Task 12 | Lighting Script | **** | **** | **** |  |
|  | Lighting | Task 13 | Evaluation |  | **** | **** | **** |
|  | Lighting | Task 14 | Witness Statement Sheet |  | **** | **** |  |
| Stage Management – This section to be completed by stage mangers only Page 8 to 17 |
|  | Stage M | Task 7 | Attendance Registers & Rehearsal Schedules | **** | **** | **** |  |
|  | Stage M | Task 8 | Stage Mark Out Diagram | **** | **** | **** |  |
|  | Stage M | Task 9 | Production weekly action plan | **** | **** | **** | **** |
|  | Stage M | Task 10 | Props lists/acquiring props | **** | **** | **** |  |
|  | Stage M | Task 11 | The bible | **** | **** | **** |  |
|  | Stage M | Task 12 | Get In, Get Out |  | **** | **** |  |
|  | Stage M | Task 13 | Evaluation |  | **** | **** | **** |
|  | Stage M | Task 14 | Witness Statement Sheet |  | **** | **** |  |

##### *Front Cover*

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

The title: Exam Performance Workshop

Your name: [Whatever it is]

Job Title [Actor, Dancer, Singer, Stage Manger, Lighting]

***All – Everyone must complete this section***

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

##### *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 Development & 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
 |  |

Task3: Health and Safety

|  |  |  |
| --- | --- | --- |
| 1st Audit Date: | Evaluation | 2nd Audit Date: |
| Fire safety for venue communicated |  |  |  | Fire safety for venue communicated |
| Visual check of rehearsal space |  |  | Visual check of rehearsal space |
| Visual check of performance space |  |  | Safe storage of personal belongings |
| Safe lifting policy in place |  |  | Safe lifting policy in place |
| Safe movement policy in place |  |  | Safe movement policy in place |
| Water provided for performers |  |  | Water provided for performers |
| Keep register |  |  | Room cleared at end of session |
| Ensure that all operatives are trained |  |  | Ensure that all operatives are trained |
| Ensure that lanterns are safety chained |  |  | Ensure that lanterns are safety chained |

Task4: 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.

So this page contains your project brief.

Task 5: Production Meeting 1[Planning and Research]

Once you have received your brief you need to hold your 1st production meeting to discuss your ideas, record roles and responsibilities and what you are planning to do next.

Record the results of the discussion .

|  |
| --- |
| Notes:Initial ideas and reasonsForms to be included in the piece: eg still image, monologue, slo, mo, narration, flashback, dance, song etcRoles:ProgrammeSoundPropsCostumeNote taking |
| What we plan to do next: |

Production Meting 2

|  |
| --- |
| Research needed.Who will collect each bit of research |
| Research selected and why: |

Task 6: research

Collect all the research from your group and include it in your portfolio.

Annotate research with how you might use it or how it might influence your performance.

***Acting Skills - This section to be completed by actors only***

##### *Task 7: Action Plan and rehearsal Schedule Development and Work Related]*

Complete a flow chart action plan for your rehearsal process.

Use the below as an example

* start of devising process
* finalise script
* rehearsals after school
* props to be sourced
* costumes to be completed
* lighting to be completed
* sound to be completed
* tech performance
* final performance
* striking set
* group evaluation

**Complete a rehearsal schedule . Use the one below as an example.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE & TIME** | **VENUE** | **FOCUS** | **CAST NEEDED** | **RESOURCES** |
| P1. 23/11/14 | THEATRE | SC1 WITH MRS LYONS | CELIA AND BOB | SHOE BOX AND SCRIPT |
| LUNCH 24/11/14 | DR1 | CREATE LIGHTING PLAN FOR SC 1 | ALL | SCRIPTS AND PAPER |
| ETC |  |  |  |  |
| ETC |  |  |  |  |
| ETC |  |  |  |  |

Task 8: 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]

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

You should have 2 – 4 progress reports that cover the run-up to the performance date. These should cover two pages of your coursework.

If you wish to include more progress reports you can either make them fold out or make them smaller

|  |  |
| --- | --- |
| **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: |

***Evaluation***

YOU WILL COMPLETE THIS SECTION IN CONTROLLED CONDITIONS AFTER YOUR EXAM

***Task 9 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:** |

**EXTENSION TASK**

please include the musical score/script or song lyrics of your performance annotated with

**ANNOTATIONS:**

STAGE DIRECTIONS:

Upstage: US

Downstage: DS

Stage Left: SL

Stage right: SR

Centre Stage: CS

EMOTIONS

TONE OF VOICE

MOVEMENTS AND GESTURE

UNITS AND OBJETIVES

SUBTEXT

***Lighting - This section to be completed by lighting technicians only***

This section should only be completed by those who have worked as lighting technicians during the performance exam.

***Task 8: Planning Lighting Requirements [Planning, Skills and Work Related]***

The content of this page should include all the information you have gathered from the group regarding their lighting requirements. Go through their planned drama scene by scene noting down the following things

What they require

What your initial ideas are including possible gobos, lights and gels

Initial rough design sketches

This page should look like a working document. You can add more evaluation and information by sticking notes over the original page.

***Task 9: Lighting Plans: Rough and Final Drafts [Planning, Skills and Work Related]***

This page should look really neat and be professionally presented. You can make this page a foldout A3 section of your coursework if you need the space.

This page should include a neat design drawing for each lighting change in the drama you are working on. I

Eg

Record your designs for each lighting state.

**Lanterns used:** Profile

**Why?** To create a hard edged tight spot. To represent the characters loneliness.

**Gels and Gobos used:** None

**Why?**

**Transitions used:** Snap to spot

**Why?** To maintain the pace of the production.

**LX 1**

Spot

CS

Task 10: 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:1. I have now completed the rough sketches of my initial lighting designs. The sketches have taken a couple of hours but I think that they really communicate my design.
2. I have also booked the portable lighting rig and spoken to the stage manager about time to begin setting the lights up with the group actually on stage.
 |
| Future Planning:1. I will now show my designs to the group and ask for feedback. In particular I am interested to see what they think of the lights in the final scene because I am not sure they quite capture the mood of the piece.
2. I now need to set up the portable rig to check I know how to use it and also make sure all the lights, cables and fuses work
 |

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 two pages of your coursework.

|  |  |
| --- | --- |
| **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: |
|  |

***Page 11: Rig Plans [Planning, Skills and Work Related]***

You must make sure that you have full and detailed Rig Plan for your lighting of your group’s performance piece

Your rig plan should:

* Have each of the lights you are using on it
* Have the colour of each light noted
* Include any gobos in the rig

**Toot Hill School Theatre** **Rig Plan**

**Toot Hill School**

**Lighting cue sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LX** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Comments/transition** |
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***Task 12: Cue Sheets [Planning, Skills and Work Related]***

You should have a fully filled in cue sheet and attached to it should be notes explaining what each state looks like on stage.

***Task 13: Lighting Script [Planning, Skills and Work Related]***

You must include a fully annotated lighting script that looks like a working document. You should also include notes on it explaining how you used it.

***Evaluation***

YOU WILL COMPLETE THIS IN CONTROLLED CONDITIONS AFTER YOUR EXAM.

***TASK 14: 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:** |

***Stage Management - This section to be completed by SM’s only***

This section should only be completed by those who have worked as Stage Managers during the performance exam.

***Task 7: Attendance Registers, Rehearsal Schedules [Planning, Skills and Work]***

These pages should have:

attendance registers

Rehearsal schedules

Your rehearsal schedule should contain the following information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE & TIME** | **VENUE** | **FOCUS** | **CAST NEEDED** | **RESOURCES** |
| P1. 23/11/14 | THEATRE | SC1 WITH MRS LYONS | CELIA AND BOB | SHOE BOX AND SCRIPT |
| LUNCH 24/11/14 | DR1 | CREATE LIGHTING PLAN FOR SC 1 | ALL | SCRIPTS AND PAPER |
| ETC |  |  |  |  |

***Task 8: Stage Mark Out Diagram [Planning, Skills and Work Related]***

On this page you should have diagrams outlining a stage mark out diagram for each of the scenes in your group’s performance.

If you need more space you can attach a sheet of A3 and fold it out.

In particular this page should contain:

A diagram showing where each bit of furniture and each prop should be positioned for each scene. The diagrams should be marked and have notes explaining where props brought on to stage are stored.

Notes on each diagram explaining the planning and layout of the set.

***Task 9: Production Weekly Action Plan [Planning, Skills, Work & Evaluation]***

This page should show what tasks you carried out each week during the preparation and performance periods. It should outline what the task was and when it was completed by.

It should be laid out on a weekly basis with a week number at the top and then the list with dates and notes underneath.

***Task 10 Props List/Acquiring Props [Planning, Skills and Work Related]***

The props list should list each prop required in each scene, where you are going to source it from and which prop table or stage area it is going to be stored on. An example might be…

|  |
| --- |
| **Scene One** |
| Prop | Source | Storage | Return |
| Gun | Joke Shop (£6.99) | Stage right prop table | Stage right prop table |
| Table Lamp | Home | Table on stage | Table on stage |
| Table | Props room | Stage | Stage |
| Chair | Props Room | Stage | Stage |
| **Scene Two** |
| etc |  |  |  |
|  |  |  |  |

***Task 11: THE BIBLE***

It is your responsibility to have a master script that has all the lighting cues marked (as it is your job to call them during the performance) but also prompt notes and what props are needed where.

Your teacher will create this with you during your tech rehearsal

***Task 12: Get In, Get Out [Skills Development and Work Related]***

This page should include all your notes and plans for setting up the stage and props in the theatre and packing them away. You can include pictures lists and notes but the main thing is a list of things to do in a particular order.

You could also give the actors in your group particular responsibilities and mark this next to the task.

h should have an explanation of what is going on and why you have included it.

***Evaluation***

YOU WILL COMPLETE THIS IN CONTROLLED CONDITIONS AFTER YOUR EXAM.

***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:** |