

# Unit 3: Performance

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## Introduction

This unit provides learners with the opportunity to produce a performance for an audience.

The unit requires learners to plan, research, develop and evaluate the performance. Learners begin by identifying a project title and making a project plan. They will then research potential materials, information and techniques. They will apply these as part of the developmental process, which involves trying out different approaches, refining ideas and preparing for and rehearsing the performance. They then give the performance. Finally, learners will evaluate the project and present the outcomes to an audience.

Learners are required to provide written evidence to accompany the project. It is estimated that this will be between 1500-3000 words. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

## Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to identify, plan and manage a performance project
- 2 Be able to use resources to research and select prospective performance material and techniques
- 3 Be able to develop and interpret performance material within the context of a performance to an audience
- 4 Be able to present project outcomes and an evaluation to an audience.

**The assessment evidence presented by the learner must evidence all the above outcomes.**

## QCF unit summary

Outcome Number	Learning Outcome The learner will:	Assessment The learner can:
1	Be able to identify, plan and manage a performance project	identify the main objectives for the project provide an appropriate plan use organisational skills and strategies appropriately
2	Be able to use resources to research and select prospective performance material and techniques	research relevant performance material and skills select relevant material from valid sources relate techniques to performance project
3	Be able to develop and interpret performance material within the context of a performance to an audience	produce a well-rehearsed performance show understanding of style and interpretation demonstrate skills and creativity
4	Be able to present project outcomes and an evaluation to an audience.	review and evaluate the project and own learning present the project outcomes in an organised manner, engaging with audience and responding to questions.

## Unit content

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### 1. Be able to identify, plan and manage a performance project

#### *Identifying and planning the project*

Learners should select a topic from an area which interests them and then narrow this down to a working title.

As part of their proposal, learners must complete the Project Proposal Form (Annexe B). This must be signed off by the teacher-assessor before any further work can be carried out. For further information, see pages 56-57). The title/topic must be considered suitable by the teacher-assessor, and suitable in size and scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should identify the proposed activities that they will need to undertake, for example:

- Researching potential performance material
- Other activities needed in preparation for the performance, eg sourcing any equipment/materials, preparing publicity materials for the performance
- Rehearsals and exploring appropriate techniques for the performance
- Evaluating the project and own learning
- Preparing for the presentation.

Plans should also include the resources that they will require and an attempt to prepare for contingencies.

#### *Managing the project*

During the course of the project, learners must keep individual 'project activity records' which document its progress, the activities undertaken and decision-making process, eg by means of a logbook, diary, IT logging system or records of periodic reviews with the teacher-assessor. This is likely to include a detailed rehearsal schedule with objectives for each session and also a record of what took place at those rehearsals.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the project activity records.

#### ***Summary of evidence required from learner***

- The project proposal form
- Project activity records.

## 2. Be able to use resources to research and select prospective performance material and techniques

Learners should show that they understand the resource requirements for the successful development, rehearsal and staging of the performance.

Learners should demonstrate that they have investigated a range of potential performance material and performance techniques, showing connections and links between ideas, information, sources, etc.

Different types of research may be appropriate, depending on the type of performance and the learner's own role, but examples could include:

- The learner's own analysis of any possible source materials
- Other people's commentaries on, or analysis of, source materials
- The learner's own observations of others' performances
- Reviews or accounts of others' performances
- Research into the social, cultural or historical context in which any source materials were written or set
- Research into specific issues relating to any chosen source material
- The target audience
- The venue
- Technical facilities and equipment.

It may also be relevant to research and select other resources, eg sets, costumes, sound, lighting.

Learners should assess the usefulness of their sources, making use of a consistent system of referencing for any sources used. There should also be a bibliography which uses an appropriate and consistent format.

### *Summary of evidence required from learner*

- Research carried out and resources selected. This could be kept with the project activity records.

### 3. Be able to develop and interpret performance material within the context of a performance to an audience

Learners should use the resources and techniques that have been selected and develop them in order to prepare for the final performance.

This is likely to involve the following stages:

- Exploring initial ideas
- Trying out different approaches
- Agreeing an approach
- Preparation and rehearsals, accompanied by ongoing refinements of the idea, as required.

The activities undertaken and the evolution of ideas should be recorded as fully as possible.

During the development process, decisions will need to be taken, which will include the choice of materials and performance techniques that will be used. It may also include other matters (which will vary according to the type of performance and the circumstances in which it is performed), such as: costumes, sound, lighting, staging, set design, publicity materials, timings.

It is during this phase of the project that learners will learn or improve the individual skills that will be required for the performance. These skills will vary depending on the type of performance and the learner's own role, eg physical, artistic, technological, directorial, musical, choreographic.

The learners will then give their performance. However, it is important to realise that the primary assessment evidence for this learning outcome will come from the development process that leads up to the performance, not from the performance itself.

#### ***Summary of evidence required from learner***

- Evidence of the development process, eg records of meetings, decisions taken, rehearsals. This should be kept with the project activity records.
- The performance. The project outcome should be recorded, ideally on video or audio. If these are not practical, photographs are acceptable. An observation record should be completed by the teacher-assessor. Alternatively, a witness statement could be provided.

#### 4. Be able to present project outcomes and an evaluation to an audience

##### *The evaluation*

Learners must produce an evaluation of the project.

The evaluation should aim to address the following areas:

- The extent to which they achieved what they set out to achieve
- How well they managed at different stages of the project
- How well they did in the final performance
- What they would do differently next time and why
- What they have learned about putting on a performance and how useful this has been to them
- What they have learned about their own strengths and weaknesses and how they could make use of this in the future.

##### *The presentation*

The results of the project should be presented to an audience. This should summarise what the project is about, what their role was, what was done, and how the performance went.

It must be appropriate to the selected audience, in terms of length, language used, room selected and conditions, and also any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given on pages 53-54.

##### ***Summary of evidence required from learner***

- The evaluation
- The presentation and any supporting material.

## Mark grid for Performance

### Performance -AO1 - Manage

Band 1	Band 2	Band 3
<p>The performance topic and title are identified and developed with <b>a lot of</b> guidance, support and assistance from the teacher-assessor.</p> <p>The project plan gives <b>objectives</b> for the project and a <b>brief</b> rationale. <b>Most of the main</b> tasks to be completed are provided in an appropriate order. <b>Some potential problems</b> are <b>identified</b> and there are <b>basic ideas</b> for how to overcome them.</p> <p>The learner shows <b>limited</b> organisational ability and time management skills when managing the project. The learner maintains <b> cursory</b> records of activities undertaken during the project. <b>There is some monitoring of own progress.</b></p> <p><b>1-3 marks</b></p>	<p>The performance topic and title are identified and developed with <b>some</b> guidance, support and assistance from the teacher-assessor <b>and is then finalised and refined by the learner individually or within groups.</b></p> <p>The project plan gives <b>clear objectives</b> for the project and a <b>clear</b> rationale. <b>All of the main</b> tasks to be completed are provided in an appropriate order <b>and described</b>. The plan includes <b>information</b> on how learners will organise their time in order to meet the project objectives. <b>Potential problems</b> are <b>described</b> and there are <b>realistic and convincing ideas</b> for to overcome them.</p> <p>The learner shows <b>reasonable</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them. Progress is monitored against the original plan.</b></p> <p><b>4-6 marks</b></p>	<p>The performance topic and title are identified and developed with <b>limited</b> guidance, support and assistance from the teacher-assessor <b>but is then finalised and refined independently by the learner individually or within groups.</b></p> <p>The project plan is <b>clear and concise, with clear and detailed objectives and rationale. All of the main</b> tasks to be completed are provided in an appropriate order <b>and described in detail</b>. The plan includes <b>detailed and realistic</b> information on how the learners will organise their time in order to meet the project objectives, <b>with an appropriate time span allocated for each task. Potential problems</b> are <b>described in detail and listed in order of likelihood and seriousness</b> and there are <b>realistic and convincing ideas</b> for to overcome them.</p> <p>The learner shows <b>high levels of</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear and detailed</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary.</b></p> <p><b>7-9 marks</b></p>

See pages 51-52 for guidance on how to allocate marks

## Performance- AO2 - Use resources

Band 1	Band 2	Band 3
<p>Some possible performance material, skills and techniques have been <b>investigated</b>.</p> <p>From the research carried out, <b>information and resources</b> have been selected for use in the project <b>although some of this may not be not directly relevant</b>. Information has been <b>collated</b> in reference to the performance project. <b>There are attempts to establish</b> links between the research carried out and the performance project, <b>although some of these may be tenuous</b>.</p> <p>Some understanding of the <b>less complex</b> areas of the resources and research required for the development, rehearsal and staging of the performance has been shown.</p> <p><b>There is some referencing of sources</b> and a bibliography is included, listing <b>most of the sources</b>.</p> <p><b>1-4 marks</b></p>	<p>A <b>range of different types</b> of possible performance material, skills and techniques have been <b>investigated</b>.</p> <p>From the research carried out, <b>appropriate information and resources</b> have been selected for use in the project. Information has been <b>analysed</b> in reference to the performance project. The <b>learner has established clear</b> links between the research carried out and the performance project.</p> <p>A <b>reasonable understanding</b> of the complexities of the resource and research required for the development, rehearsal and staging of the performance has been shown.</p> <p>Sources are referenced <b>appropriately</b> and a bibliography is included, listing <b>the sources in an appropriate format</b>.</p> <p><b>5-8 marks</b></p>	<p>A <b>wide range of different types</b> of possible performance material, skills and techniques have been <b>thoroughly investigated</b>.</p> <p>From the research carried out, <b>appropriate information and resources</b> have been selected for use in the project. Information has been <b>analysed and synthesised</b> in reference to the performance project. <b>Clear, concise and detailed links</b> and have been established between the research carried out and the performance project.</p> <p>A <b>thorough understanding</b> of the complexities of the resource and research required for the development, rehearsal and staging of the performance has been shown.</p> <p>Sources are referenced <b>appropriately and consistently</b> and a bibliography is included, listing <b>the sources in an appropriate and consistent format</b>.</p> <p><b>9-12 marks</b></p>

See pages 51-52 for guidance on how to allocate marks



### Performance- AO3 - Develop and realise

Band 1	Band 2	Band 3
<p>An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is <b>generally presented</b> in a logical order, although some of this may not be wholly relevant.</p> <p>The learner demonstrates a <b>limited involvement in, and understanding of</b>, the developmental process. They make <b>some</b> contributions to discussions and decisions taken. There is <b>some</b> evidence of development of ideas and that alternative ideas and approaches have been <b>considered</b>, with <b>some</b> attempt to <b>explain</b> the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed with <b>some success</b>.</p> <p>The learner shows evidence of <b>adequate</b> preparation and rehearsal and makes <b>some contribution</b> to the final performance.</p>	<p>The supporting information that relates to the development process is <b>structured and presented clearly</b>. The information contained within it is <b>generally clear and relevant</b>.</p> <p>The learner demonstrates <b>good involvement in, and understanding of</b>, the developmental process. They make <b>generally effective</b> contributions to discussions and decisions taken. There is <b>clear</b> evidence of development of ideas and that alternative ideas and approaches have been <b>considered carefully</b>, with a <b>clear</b> explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed <b>generally successfully</b>.</p> <p>The learner shows evidence of <b>good</b> preparation and rehearsal and makes a <b>generally successful contribution</b> to the final performance.</p>	<p>The supporting information that relates to the development process is <b>structured and presented clearly</b>. The information contained within it is <b>consistently clear and relevant</b>.</p> <p>The learner demonstrates a <b>high level of involvement in, and a thorough understanding of</b>, the developmental process. They make <b>consistently effective</b> contributions to discussions and decisions taken. There is <b>clear</b> evidence of development of ideas and that alternative ideas and approaches have been <b>considered carefully and evaluated</b>, with a <b>well thought out and well argued</b> explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed <b>consistently successfully</b>.</p> <p>There is evidence of <b>thorough</b> preparation and rehearsal and makes a <b>successful and important contribution</b> to the final performance.</p>
1-8 marks	9-16 marks	17-24 marks

See pages 51-52 for guidance on how to allocate marks

## Performance -AO4 - Review

Band 1	Band 2	Band 3
<p>Overall the learner shows <b>some self-awareness</b> when evaluating the project and the extent to which they have achieved their aims. The learner <b>attempts to identify</b> their own strengths and weaknesses in the project generally and in the final performance in particular. <b>However these may not always correspond with</b> other evidence seen by the teacher-assessor as part of the project. The learner <b>identifies</b> some <b>basic</b> ideas for what they could do differently next time. They have drawn <b>basic</b> conclusions about the process of putting on a performance that could help them in future.</p> <p>The presentation is <b>structured</b> so that the <b>audience can see that there has been some attempt to organise it logically</b>. If an oral presentation is given, it is <b>generally audible</b>, although it is likely that the learner <b>relies heavily</b> on supporting materials, eg notes or cue cards. Where visual aids are used, these <b>attempt to support</b> the presentation, <b>although they may not be clearly visible</b> to the audience and may <b>contain too much information</b>.</p> <p>Some questions are answered and the learner shows <b>reasonable</b> subject knowledge.</p>	<p>Overall the learner shows <b>good insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner is <b>generally successful at identifying and explaining</b> their own strengths and weaknesses in the project generally and in the final performance in particular. <b>These generally correspond with</b> other evidence seen by the teacher-assessor as part of the project. The learner <b>describes</b> ideas for what they could do differently next time. They have drawn <b>clear</b> conclusions about the process of putting on a performance that could help them in future.</p> <p>The presentation is <b>structured</b> so that it is <b>reasonably clear to the audience how it is organised and how the different parts link together</b>. If an oral presentation is given, it is <b>audible</b>, although it is likely that the learner <b>relies on</b> supporting materials, eg notes or cue cards, <b>but there are parts of the presentation that are not simply read aloud</b>. Where visual aids are used, these are <b>relevant and are reasonably effective at supporting</b> the presentation. They show <b>reasonable clarity and design</b>.</p> <p>Questions are answered <b>reasonably clearly and effectively</b> and the learner shows <b>reasonable</b> subject knowledge.</p>	<p>Overall the learner shows a <b>high level of insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner is <b>highly adept at identifying and analysing in detail</b> their own strengths and weaknesses in the project generally and in the final performance in particular. <b>These correspond well with</b> other evidence seen by the teacher-assessor as part of the project. The learner <b>explains and justifies</b> ideas for what they could do differently next time. They have drawn <b>clear and perceptive</b> conclusions about process of putting on a performance that could help them in future.</p> <p>The presentation is <b>clearly and logically</b> structured so that it is <b>completely clear to the audience how the different parts link together</b>. If an oral presentation is given, it is <b>clearly audible throughout</b>. The learner <b>may make some use of</b> supporting materials, eg notes of cue cards, <b>but the presentation is not simply read aloud</b>. Where visual aids are used, these are <b>relevant and are consistently effective at supporting</b> the presentation. They are <b>clearly visible</b> to the audience, are <b>well designed and do not contain too much information</b>.</p> <p>The learner handles questions <b>calmly and confidently</b>. Questions are answered <b>clearly and insightfully</b> and the learner shows <b>good</b> subject knowledge.</p>
1-3 marks	4-6 marks	7-9 marks

See pages 51-52 for guidance on how to allocate marks

**Total marks out of 54.**