



SUPPORT SHEET FOR PRACTITIONERS & PARENTS: DRAMA, DANCE, PERFORMING ARTS



PRACTITIONERS: Where can students get help for themselves?

Practitioners, you are sent a weekly schedule which outlines all deadlines, activities, production recommendations, tutorial meetings etc. In the first instance you must ensure you have read that document weekly. Teachers are there for guidance with your studies but we would expect you to have accessed support materials and tried to work out any misunderstandings yourself before seeking out extra help. Rather than coming to a teacher saying 'I do not get it...' try to answer the question yourself first. You can then approach the teacher with a question or a suggested solution and we can then enter into a reflective dialogue. The onus is then on you to take responsibility for your learning. The following can help you with that:

1. **TEXTBOOKS:** Consolidation of content is important – there are subject text books in all our studios and teaching spaces. There are copies of these course text books in the L.R.C.
2. **GODALMING ON LINE:** This is where you will find all our worksheets and help-packs and podcasts. We also post links on here to external sites that maybe of help.
3. **PRODUCTIONS:** See as much theatre as you can; we make recommendations each week on the schedule. You could join the National Theatre's Entry Pass Scheme <https://www.nationaltheatre.org.uk/entry-pass> which allows you to access discounted tickets and workshops at The National. You could also join the Yvonne Arnaud or Chichester Theatre's young person's scheme which allows you to access cheaper tickets.
 - **OUTSIDE OF LESSON TIME:** We offer a weekly 1-1 drop in tutorial slot which is advertised on the weekly scheme. The department 'creative assistant' is always available to help/support practitioners. If you email them directly and ask to arrange a 1-1 appointment. There is usually a member of staff in the office. Practitioners can come and ask for help at any time.



PARENTS: How Can You Help?

Whilst almost all the work that is required to be successful at this level must come from the student practitioners there are some things that parents can do that can help :-

1. Encourage them to watch the news. Current knowledge of socio political matters will be invaluable in their creative work.
2. Encourage them to read sections of a daily broadsheet (including online additions) – all written work requires our practitioners to reflect upon socio political cultural aspects of their work. Please no Daily Mail, Sun or other tabloid!
3. Encourage them to attend performances where-ever possible, and to invest in their Cultural Education – art galleries, concerts, cinema, performance art events etc. Again, we make recommendations weekly, but our practitioners can always come and ask if they have a particular area of interest.
4. Learning cannot happen just in the classroom. They have to be responsible for that learning as well. It is something we drill into them from the beginning of their studies. 50% of their learning is expected to happen in the classroom but 50% is also expected OUTSIDE the classroom.



CRUNCH TIME: **Busy times during the programme of study**

FIRST YEAR DRAMA PRACTITIONERS

December/January/February	Practitioners are rehearsing for their Component 1 devised performance and should be undertaking additional rehearsals outside of class-time (possibly evenings). Their teacher director will also make themselves available for a day during the Feb Half Term Holiday so we hope that all practitioners can be available for that.
April	Practitioners will be writing their Component 1 portfolio (assessed coursework)
July	Practitioners will have performance assessments right up until the end of term. They do need to ensure they are here until the last day of term

SECOND YEAR DRAMA PRACTITIONERS

November/December/January	Practitioners are rehearsing for their Component 2 naturalism performance and should be undertaking additional rehearsals outside of class-time (possibly evenings). Their teacher director will also make themselves available for a day during the Christmas Holidays so we hope that all practitioners can be available for that.
April / May	Intensive revision period for the Component 3 written exam

FIRST YEAR DANCE & PERFORMING ARTS PRACTITIONERS

December/January	Practitioners are rehearsing for their end of Unit 2 final assessed performance and should be undertaking additional rehearsals outside of class-time (possibly evenings). They should also consider setting aside at least a day during the Christmas Holidays to rehearse with their peers.
January	Practitioners will be writing their Unit 2 portfolio or evidence
Early May	Externally assessed Unit 1 exam

SECOND YEAR DANCE & PERFORMING ARTS PRACTITIONERS

October / November	Practitioners are rehearsing for their Unit 12/19 performances and should be undertaking additional rehearsals outside of class-time (possibly evenings). They should also be considering scheduling additional rehearsals over the October half term period.
December / January	Practitioners will be writing their written portfolio of evidence (assessed coursework)
March / April	Practitioners will have their Unit 3 external exam which runs throughout these two months.



Lessons, Homework Assessment

Our practitioners are expected to be completing a minimum of 4.5 to 6 hours homework per week. They will be set three types of homework:

- **PREP WORK:** This is prior reading to a topic or discussion we might have in class. It is intended to be hard and will push and challenge the student. We emphasise that learning is not easy and takes time

and perseverance. This work will be assessed in class by a brief inspection by the teacher and then a class discussion or peer assessment.

- **WRITTEN COURSEWORK:** Performing Arts and Dance practitioners will have extensive written portfolio work weekly. This needs to be completed in their own time. Explicit deadlines are issued at the start of a programme of study. On some occasions practitioners will have to submit the work for feedback, on other occasions practitioners will be expected to complete the work weekly to ensure they stay up to date, but the work will not be checked until the final formal hand in deadline. Drama practitioners have assessed coursework for Component 1 and Component 2.
- **REHEARSALS:** It is expected that a lot of 'homework time' will be allocated to out of class rehearsals. The practitioners cannot achieve well on our courses without this rehearsal work.



What happens if a practitioner is underperforming?

At Godalming College, there is an ethos of 'dealing with the student first'. We will work with you to achieve your studies as best we can and parents are only contacted at the review times of January, June in the first year and November and March of the second year. However some students struggle with our subjects and find they are unable to learn effectively for whatever reason. If your teachers are significantly worried about your progress, the department will place you onto a 'Departmental Action Plan' (DAP) as sanctioned by the Head of Department outside of these review periods. This is where we formalise contact with your parents through a bespoke action plan so that you, the department and your parents can all help you to achieve your potential. These action plans are a supportive mechanism to get you back on track. A failure to meet the action plan will mean that you are referred to your Senior Tutor for further support. Where a student is culpable for their underperformance, the Senior Tutor may decide to place you onto a Formal Warning under the College's disciplinary procedures. Where a student is struggling for health or other extenuating circumstances, the Senior Tutor may place you onto a 'Supportive Warning' to further support your studies.



Ethos and Pedagogical Approach of the department

We are here to challenge, provoke and push performance boundaries with our practitioners, that way they achieve the best results they can and their knowledge of the work and the work itself is rich, diverse and challenging. The performance art-forms allow young people to enquire into the values which inform society and the forces which shape it and gives them the opportunity to formulate the values by which they wish to live. Art is a mode of knowing the world in which we live and ClassAction uses theatre and performance to work alongside our companies of young practitioners to make meaning of our lives and the world around us. If you have any concerns about the practitioner methodologies or the subject matter or language of the texts we are exploring please ask and enter a dialogue with us so we can explain our ethos and the work of each professional practitioner explored.

Last checked September 2021

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