

**UNIT 4**

**Performing Arts In The Community**

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| **STUDENT NAME:** |  |

**Learning Aim A**

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| **Learning aim A: Understand community performance and practice** | | | | | |
| A.P1 Explain the practices  that define community  performance work through  exploration. |  | A.M1 Analyse the practices that define community  performance work through effective exploration with  reference to purpose,  focus and Practitioners. |  | A.D1 Evaluate the practices  that define community  performance through  effective exploration,  comparing and  contrasting well-chosen  examples of purpose,  focus and practitioners  to support findings. |  |

**Learning Aim B**

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| **Learning aim B: Develop ideas for a community performance** | | | | | |
| B.P2 Demonstrate use of  exploratory techniques  when responding to  community needs.  B.P3 Demonstrate the  development of  performance material when  responding to community  needs. |  | B.M2 Demonstrate effective exploration, selection and development of  performance material  when responding to  community needs. |  | BC.D2 Demonstrate confident, disciplined and  organised development  and application of specialist skills and techniques through  rehearsal and performance that meet the needs of the  community, target audience and purpose. |  |

**EVIDENCE CAN BE FOUND ON THE ACCOMPANYING RECORDINGS OF REHEARSALS and PRODUCTION MEETINGS**

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| **LEARNING AIM B** |

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| **Student name:** |  | | |
| **Qualification:** | **Pearson BTEC Level 3 National Diploma in Performing Arts** | | |
| **Unit number & title:** | **Unit 4: PERFORMING ARTS IN THE COMMUNITY** | | |
| **Description of activity undertaken** | | | |
| LEARNING AIM B: Develop ideas for a community performance.  Practitioners were observed over a number of rehearsals. Two sessions were also filmed as further evidence for Learning Aim B. | | | |
| **Assessment & grading criteria** | | | |
| B1 Responding to community needs  B2 Developing performance material  B3 Developing performance | | | |
| **How the activity meets the requirements of the criteria** | | | |
| The observation clearly allowed the assessor to accurately assess whether the unit content had been covered and which grade should be awarded. Filmed evidence also supports the grading. | | | |
| **Student signature:** |  | **Date:** |  |
| **Assessor signature:** |  | **Date:** |  |
| **Assessor name:** |  | | |

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| **Learning aim B: Develop performance skills and techniques for live performance** | | | | | |
| B.P2 Demonstrate use of  exploratory techniques when responding to community needs.  B.P3 Demonstrate the  development of performance material when responding to community needs. |  | B.M2 Demonstrate effective  exploration, selection and development of performance material  when responding to community needs. |  | BC.D2 Demonstrate confident,  disciplined and organised development and application of  specialist skills and techniques through rehearsal and performance that meet the needs of the community, target audience and purpose. |  |

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| Witness name: |  | | |
| Witness job role: |  | | |
| Witness signature: |  | Date: |  |

**EVIDENCE CAN BE FOUND ON THE ACCOMPANYING RECORDINGS OF REHEARSALS and PRODUCTION MEETINGS**



**Evidence to support Learning Aim B**

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| **P2.P3 – PROJECT PLAN (inserted after this title page)** |

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| **M2, D2**  **Why was this document useful in the planning and development stages of this project? If you were to repeat this project, how would you improve this document or you use of it?** (approx. 250 words) |
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**Evidence to support Learning Aim B**

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| **P2.P3 - COMPANY STRUCTURE (inserted after this title page)** |

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| **M2, D2**  **Why was this document useful in the planning and development stages of this project? If you were to repeat this project, how would you improve this document or you use of it?** (approx. 250 words) |
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| **M2, D2**  **Give a brief evaluation of how everybody worked within their allotted role, and changes you may have made in hindsight.** (approx. 250 words) |
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**Evidence to support Learning Aim B**

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| **P2.P3 – SWOT Analysis (inserted after this title page)** |

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| **M2, D2**  **Why was this document useful in the planning and development stages of this project? If you were to repeat this project, how would you improve this document or you use of it?** (approx. 250 words) |
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**Evidence to support Learning Aim B**

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| **P2.P3 – PRODUCTION SCHEDULE (inserted after this title page)** |

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| **M2, D2**  **Why was this document useful in the planning and development stages of this project? If you were to repeat this project, how would you improve this document or you use of it?** (approx. 250 words) |



**Evidence to support Learning Aim B**

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| **P2.P3 – MINUTES & AGENDAS (inserted after this title page)** |

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| **M2, D2**  **Why was this document useful in the planning and development stages of this project? If you were to repeat this project, how would you improve this document or you use of it?** (approx. 250 words) |
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**Learning Aim C**

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| **Learning aim C: Apply skills to a community performance** | | | | | |
| C.P4 Demonstrate application of  performance skills through  rehearsal when developing  material for a community  project. |  | C.M3 Demonstrate effective selection, development and application of performance skills through rehearsal and  performance to meet  community needs. |  | BC.D2 Demonstrate confident, disciplined and  organised development  and application of  specialist skills and  techniques through  rehearsal and performance that meet the needs of the  community, target audience and purpose. |  |
| C.P5 Apply performance skills to a community project communicating purpose and meaning. |  |

**EVIDENCE CAN BE FOUND ON THE ACCOMPANYING RECORDINGS OF PERFORMANCES**

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| **LEARNING AIM C** |

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| **Student name:** |  | | |
| **Qualification:** | **Pearson BTEC Level 3 National Diploma in Performing Arts** | | |
| **Unit number & title:** | **Unit 4: PERFORMING ARTS IN THE COMMUNITY** | | |
| **Description of activity undertaken** | | | |
| LEARNING AIM C: Apply skills to a community performance  Practitioners performed their piece of community theatre A LIST OF BRILLIANT THINGS.  The first performance of the tour was filmed for evidence.  Evidence is also taken from the rehearsal recordings. | | | |
| **Assessment & grading criteria** | | | |
| **C1** Application of performance skills through rehearsal  **C2** Application of performance work | | | |
| **How the activity meets the requirements of the criteria** | | | |
| The observation clearly allowed the assessor to accurately assess whether the unit content had been covered and which grade should be awarded. Filmed evidence also supports the grading. | | | |
| **Student signature:** |  | **Date:** |  |
| **Assessor signature:** |  | **Date:** |  |
| **Assessor name:** |  | | |

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| **Learning aim B: Develop performance skills and techniques for live performance** | | | | | |
| C.P4 Demonstrate application of performance skills through  rehearsal when developing  material for a community  Project. |  | C.M3 Demonstrate effective  selection, development  and application of  performance skills through  rehearsal and performance to meet community needs. |  | BC.D2 Demonstrate confident,  disciplined and organised development and application of  specialist skills and techniques through rehearsal and performance that meet the needs of the  community, target audience and purpose. performing to an audience. |  |
| C.P5 Apply performance skills to a community project  communicating purpose and meaning. |  |

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| Witness name: |  | | |
| Witness job role: |  | | |
| Witness signature: |  | Date: |  |

**EVIDENCE CAN BE FOUND ON THE ACCOMPANYING RECORDINGS OF REHEARSALS**

**EVIDENCE CAN BE FOUND ON THE ACCOMPANYING RECORDINGS OF THE PERFORMANCE**

**Learning Aim D**

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| **Learning aim D: Review own development and final community performance** | | | | | |
| D.P6 Explain own development  and application of  performance skills to  a community project,  strengths and areas for  improvement |  | D.M4 Analyse own development  and application of  performance skills to  a community project  setting targets to support progression and practice |  | D3 Evaluate own strengths  and areas for  improvement through  consistent review and  reflection on the development and  application of performance skills to a community project,  setting comprehensive  targets to support progression and practice. |  |



**Evidence to support   
Learning Aim D**

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| **X6 Performance Logs for Development Process**  **x1 Evaluation of Own Development of Performance Skills (1)**  **x1 Evaluation of Final Performance (2)** |



**APPENDIX**

**Of materials produced by the company to support this Community Production**