**PROJECT PLAN**

**REVELATIONS**

**THE REPORT EVIDENCE**

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| **OVERVIEW** |
| We will be producing the performance of Revelations to a live audience in the performance studio Revelations is a dance which is split into three sections. The first conveys the struggles and emotional torture the slaves endured during their time in captivity. The second section portrays their reliance on God and how their spirituality brought them through their hardships. The third section is the progression of black people integrated into society and depicts mainly the relationship between the married couples. This performance will include the A2 dancers executing ‘Revelations’ by Alvin Ailey and also a group of primary school students dancing beforehand to a piece choreographed by our AS class. The evening will not only be focused on the performance but also raising money and awareness for a charity of our choice; ‘Link Leisure’. The charity participation will be organised by the charity liaison, who also has the role of front of house. We have a marketing team to advertise the evening in the college, press and on the radio, furthermore they will organise the personalised t-shirts for our team. The education team are in charge of contacting the school, organising workshops, choreographing the dance for the children and then teaching them. Finally the technical team will have the responsibility of the lights, sound, costume, backdrop and props which will be implemented on the night. |
| **OBJECTIVES AND KEY REQUIREMENTS** |
| 1. To put on a professional evening of entertainment that runs smoothly and safely 2. Give the audience an enjoyable and positive experience 3. Promote ClassAction Productions and Godalming College 4. Act as advocates for Dance and performing arts 5. Raise money for selected charity and raise awareness for the cause 6. Create an opportunity for youth dance in Godalming 7. Learn new skills within the performing arts sector which can prepare us for future employment 8. Allow the A2 dancers to achieve high mark in their Unit 5 Revelations performance 9. Overcome personal challenges within our specific roles and gain experience from them 10. To gain the individual mark that each team member deserves which reflects their work throughout the unit |
| **APPROACH** |
| **How is the project going to be tackled?**  We are going to tackle this project by running various workshops that will help us to rehearse to have a better idea of how the show is going to run. Rehearsing will ensure that we are confident with elements included in the project to make sure that the show we put on will be the best we can make it. Putting on company meetings that include the whole company to help make sure we are all aware how everyone is getting on with their jobs, also writing down notes about things that we feel we need to include in the project to make it more successful.  **How will you decide what jobs need fulfilling**  To decide what jobs needed fulfilling we had a company meeting where we discussed what jobs would be appropriate for each other. We had a voting technique that helped us to finalise who would get what job, for example if two people wanted a specific job we had to vote for who we thought would suit the job best and would make the project most successful.  **How will you decide who takes what jobs**  We decided who took what job by either using voting technique or people volunteering to do the job they felt would suit them best.  **How will you monitor your progress?**  Looking at each other’s production report to see what people have written about their progress within workshops.  Reading whether they feel more confident and successful in their initial jobs can help us to see where people are progressing. |
| **MAJOR DELIVERABLES AND KEY MILESTONES** |
| **Deliverables**   1. To put on a performance which lasts around 35-40 minutes 2. To get a decent amount of money raised for the chosen charity “Link Leisure” 3. Make sure the event is publicised effectively in the local press which we have chosen 4. Make the foyer display successful in the way that it should stand out and get people to want to donate to the chosen charity 5. Create a questionnaire enabling us to understand and evaluate our performance 6. Providing workshops for the children, giving them the opportunity that they want 7. Providing the audience a professional evening, including refreshments   **Milestones**   1. Complete the project schedule 2. Select the charity in time to contact them and get a reply from them, in order to start fundraising for the chosen charity 3. Allocate a role to each member of the company so we are all aware of who is responsible for doing each thing 4. Create and complete the marketing material and publicise the event effectively 5. Make sure there are other people who help the leader of each role in order to get more ideas 6. Put on a professional performance 7. Evaluate the performance and make a de-brief to see how it went and what could have gone better |
| **SCOPE** |
| In general   * Two groups; A2 dancers performing Revelations and primary school children performing a dance piece choreographed by the AS group on one evening with an audience of about 70. * One charity will be working with us as we will be raising awareness and money for their cause.   Technical   * We will be creating 11 skirts for each dancer – created by Kathleen the costume designer. * We will be using various lights and the sound board, therefore the technical parts will need to be explored.   Charity   * We will be contacting Link Leisure to get them involved in the project. * We will be holding cake sales primarily to fundraise for the banner and t-shirts we’re using but we will give excess to the charity. * On the evening the marketing team will create a stall for the charity so people can read and learn about it, but also give and donate.   Marketing   * We will be advertising around the college using one banner, many posters and guerrilla marketing too. * There will be a press release which will raise awareness of the show so audience members can come from afar. * The radio will be made aware of our production so they can mention us on air and again raise awareness of the show.   Education   * The school will be contacted by someone in the team so they know we are willing and keen to work with them. * The team will go across to the school and hold workshops about once a week so the kids can learn the style and understand the kind of dance they will be performing. * They will also teach the students the piece they have choreographed. * The number of students will be about 20-25. * They may hold extra rehearsals if it isn’t as clean cut as the team would hope it to be. |
| **RESCOURCES NEEDED** |
| For this project, we will need a vast amount of resources from all areas of the college and from the company. We will need computer access to create marketing and publicity material as well as designs for tickets and programmes. We will also need lighting and sound equipment to put on a professional and slick performance that will engage the audience. Other resources include costumes, props and make-up which we will be providing or re-using from previous performances. We will also be providing the human resource of front of house staff on the night who will oversee that the audience are seated and refreshments and programmes are sold.  **See initial audit for resources available to the company for this event.** |
| **ORGANISATION / ROLES AND RESPONSIBILITIES** |
| The roles we have employed consist of:   * Marketing team * Education team * Project manager & administrator * FOH   Educational team take care of the responsibility of contacting the primary school and if they don’t reply they have a list of a few other schools to contact.  They also work as a team to put together the choreography for the children ensuring what they put together will suit their ages and won’t be to complex. |
| **INTERNAL AND EXTERNAL DEPENDENCIES** |
| Internal   1. We can control the choreography within the performance 2. We can control the marketing and the publicity involved with the performance 3. We can control the organisation of the performance e.g. contacting the charity, contacting the school 4. The prices of all of the things we will be selling e.g. the tickets and refreshments 5. What refreshments are needed 6. The plan of the evening   External   1. If the charity doesn’t respond it is not the company’s responsibility therefore not our fault 2. The weather 3. We can’t control the amount of children wanting to take part 4. We can’t control the audience on the night of the performance |
| **ASSUMPTIONS** |
| General   * The A2 dancers will know their dance and be capable in performing * The A2 dancers will be friendly and help us help them! * Audience turn up * Over this course the AS group fulfil their roles and work to full potential   Marketing   * We will be able to print many posters and leaflets * We will have the time to create and design the posters * We will be allowed to distribute the posters in various places around the college * The radio will mention us and the details of the show * The press will be interested in the show and what we are doing in order to make it successful   Fundraising   * The students will want to buy/eat the cakes we make allowing the cake sale to raise some money * We have enough money after a few (if necessary) cake sales * There will be appropriate times to sell the cakes   Charity   * The charity will be keen to allow us to fundraise and raise awareness of their cause * The charity will reply to our request to work with them * They will allow us to put up posters and a stall in their name to advertise their charity   Education   * The school will want to get involved * Children will volunteer themselves for the dance * There will be enough time to choreograph and teach a dance to the children * The children will turn up and try their best to perform on the evening   Technical   * The lights and sound work to full capability * Kathleen is capable in creating/improving clothing * The digital media works on the evening |
| **IMPLEMENTATION STRATEGY** |
| * **Performance lasting approx 30 – 40 minutes** – when choreographing the dance for the children, we will time what we have created and then add this to the 30 minute performance of Revelations. We are aiming to have around a 5-7 minute section for the children. * **Money raised for selected charity through event** – we will put on different events between now and the performance to help raise money for Link Leisure (our chosen charity) and keep a table of how much we have raised. * **Event publicised in local press** – we will contact the Surrey Advertiser and 96.4 Eagle Radio to tell them about our project and the themes behind it. We will ask the Surrey Advertiser if they can either produce an article before the event to tell Surrey about how unique it is or one afterwards and invite them along to create a review for us. * **Creation of foyer display** – we will first create a plan of the FOH area and discuss possible areas for the display to be placed. We will then contact the charity and see if they can provide any material for us to display and whether they will providing a spokesperson for them on the night of the performance. The FOH team will research charity displays and discuss possible ideas for how it could be set out and what to include on the display. This planning will allow a swift set up on the night and to get the most out of the display and raise money for Link Leisure. * **Evaluation of the project** – after the event, we will create and send out a questionnaire to the audience members, teachers of the primary school children and the children themselves to collect a wide amount of data on how the event ran. We can then use this to evaluate the success and how we could’ve improved all aspects; workshops, performance itself, marketing, fundraising * **Provision of workshops** – before attending the primary school, the education team must get in contact with them and create a letter which includes all relevant information on it (dates, times, content of workshops). Once this has been agreed, they will choreograph the dance and create lesson plans for the workshops so they run smoothly. In order to make sure the teaching and learning is successful, they must find out how many children will be attending so they can plan out groupings. A visit to the school will be necessary to gauge the space that they will be using and how they will utilise it effectively. All of this will ensure that this deliverable is achieved**.** * **Refreshments** – before the event, we will fundraise money in order to buy the refreshments and any snacks that we want to provide on the night. Once the tickets have been sold, we can calculate how much we will need to provide and then set it up early on the night so we are prepared. We must decide where to put the refreshments table which will mean looking at the FOH plan and seeing where the charity display is being placed. We must make sure that it doesn’t compromise any fire exits or other health and safety aspects for the audience or members of the performance. We will know if we have delivered this effectively if audience members buy the drinks and money is raised for the charity from them.   Please see attached marketing strategy |
| **SCHEDULE** |
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| **RISK ASSESSMENT AND ISSUE MANAGEMENT** |
| Workshops  The risks that are involved within the workshops could include the fact that an injury could occur in a particular part of the body, which could cause a serious disadvantage to the final performance. The children also need to be aware of the surroundings, and have a good spatial awareness, to prevent them from bumping into each other or bumping into an object, resulting in injury. If there is any substance or object that is in the way this could lead to an injury by slipping/tripping over. The students must be aware of the fire evacuation process and know that a fire could occur at any point and must know what to do in this situation. Children must remove all jewellery and wear appropriate clothing for the activity to prevent any injury to themselves or any other members of the class. We as teachers must be aware of the fact that some children may have medical history that could involve asthma, epilepsy, diabetes or autism. These factors also need to be considered in the final revelations performance.  Who is at risk?  The children are at risk as well as the people leading the workshop as explained above, so all of these things need to be considered.  Controls in place  To make sure that the workshop is safe we have to consider a variety of different factors. These include having a warm up and cool down at the beginning and end of the session, these are important to prevent injury to the children; also a warm up is used to get them motivated for the rest of the lesson to ensure a full commitment. Clearing space is also important to make sure that there is room for us to dance and that we won’t put the children or us in any danger of becoming injured. We have to ensure that we remove our socks, take off jewellery and wear suitable clothing to show the children that we are professional and then they will learn that this is acceptable. We also need to make sure that they have done this too, ensuring in a safe performance to show we are professional and working in a safe environment. We as leaders need to be informed about any of the children’s previous medical history so we know how to react in case of an emergency.  Revelation performance  The revelations performance has to consider the above factors and also a few extras which include making sure we are being safe with the props that are used within the performance, to ensure a safe practise which will prevent injury to any of the children. For this performance we also need to consider that crowded space as there will be a lot of children on the stage at one time, the children also have to be aware of this so they don’t bump into each other which could injure them as well as affecting the performance. They need to ensure they have good spatial awareness so they don’t cause injury to themselves or other members of the class. Children changing also can take up a lot of time and could cause injuries if we are not doing this in a safe way, therefore we need someone to monitor this to ensure that nothing goes wrong and the children are still in a safe environment.  Who is at risk?  The people at risk would be the performers which are the children, also in case of a fire the audience and staff would also be at risk.  Controls in place  To make sure we aren’t taking any risks we have ways to ensure we are in a safe environment, to do this we are going to make sure that everyone knows where the props are placed on stage and also that non-wanted props aren’t left around. We have to also make sure that all the children are warm before dancing to ensure they are safe and don’t cause any injury to them. We also need to consider that the children are all familiar with the stage layout before they start performing on it to make sure they are aware of how much space they have to perform. This will help to improve their spatial awareness. To make sure it doesn’t take too much time for the children to get ready we have asked them to come to the performance already dressed, if not there is a designated room for them to change in but would be more appropriate if they had already changed. Finally before the children enter the stage and get ready to perform we need to ensure that they are all wearing suitable clothing and have removed any jewellery, socks and girls have their hair tied back this makes them look professional and ensures that they are being safe. |
| **QUALITY ASSURANCE AND CONTROL** |
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