

Edexcel GCE

Applied Performing Arts

Unit 3: Performing to a Commission

Moderation Summer 2013

Paper Reference

6982/01

You do not need any other materials.

**The project must be completed and assessed between
1st April and 30th June 2013.**

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GCE AS Applied Performing Arts

Unit 3: Performing to a Commission

For this unit you must work as part of a group to select one of the following Commission Briefs to create and perform a production for a live target audience. The performance should last between 30 and 60 minutes, depending on group size.

You must work in groups of between three and twelve **performers** with a possible design, technical and production management team of up to six members to support the production.

It is perfectly acceptable, and indeed likely, that each member of the group will contribute to more than one of the following roles:

- Administrator (including Front of House)
- Designer
- Performer
- Stage manager
- Technician.

You will be assessed on your individual contribution to the production.

Each **group** must prepare a written response to the brief on the attached pro forma and submit this to the assessor prior to the performance. This should state the group's anticipated outcomes for the work in response to the original commission.

Each **candidate** must maintain a record of the development process in a working log that details their initial response to the stimulus, research, exploration, practical application and ongoing evaluation. The working log must be handed in to the centre assessor to be marked prior to the moderation visit.

All **candidates** working in a design or support role(s) must prepare and deliver to the assessor and moderator, in addition to the working log, a short presentation (between five and ten minutes) that clarifies their contribution to the production.

Select **one** of the following commission briefs and create a production for an appropriate performance space and target audience. The work may be performed at your own venue or any other location as appropriate but it must accommodate the examination/moderation process.

The finished product may employ any one or more of the performing arts disciplines. The style and form of the work must be clear and appropriate, in order to create meaning for the chosen target audience.

Commission 1

Use one or more cultural traditions as the starting point for the creation of a performance for an appropriate target audience.

OR

Commission 2

You have been invited to create a performance aimed at local schools as part of a regional event promoting literacy.

OR

Commission 3

You have been commissioned to create a performance as part of the fringe programme of a well-known arts festival. The theme for the fringe programme is 'artificial intelligence'.

Assessment Requirements:

Assessment evidence will consist of a performance for the target audience identified in response to the Commission Brief together with individual working logs.

Each candidate should be fully involved throughout the process and undertake thorough preparation during rehearsals in a creative, accurate and supportive manner. Candidates must document their individual involvement in a working log which must be handed in to the centre assessor to be marked prior to the moderation visit.

Although working as part of a group, candidates will be assessed individually on their contribution. Where a group does not have any design or technical candidates, set, lighting, sound and costume may be provided at an appropriate level to support the performances, however these aspects will not form part of the assessment.

It is not acceptable to use Unit 3 to fulfil the requirements of Unit 2. The content/event for Unit 2 must be defined by the centre.

The assessment evidence must confirm that candidates:

- 1 have selected the relevant skills for their chosen specialism(s) in a manner that is appropriate to the demands of the Commission Brief
- *2 can apply these skills to a performance that reflects the demands of the selected brief and record this in their working log
- 3 have the ability to communicate with the appropriate target audience.

*Candidates will be assessed on the quality of their written communication.

The centre assessor and external moderator will use the accompanying assessment criteria (also in the specification on pages 41 and 42) to assess the quality of work and apply them equally to all skills offered. The table is expanded in the section of the specification headed *Assessment Guidance*.

It is essential that all performances are recorded on a standard format (preferably DVD for Windows Media Player or PC memory stick) and that all candidates are clearly identified at the beginning of the recording. A copy of the recording may be requested by a Performing Arts Examiner shortly after the moderation visit. It is no longer compulsory to send a copy of the recording to the Chief Examiner.

Assessment criteria - Unit 3

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(a) (AO1)	Select skills that show some awareness of the structure, processes and products of the performing arts sector but may not be entirely appropriate to the demands of the original commission. (0-3)	Select relevant skills that show a basic understanding of the structure, processes and products of the performing arts sector in relation to the demands of the original commission. (4-6)	Select skills that show a secure understanding of the structure, breadth and processes of the performing arts sector and that clearly address the demands of the original commission. (7-9)	Select skills that show a highly developed understanding of the structure, breadth and processes of the performing arts sector and that fully address the demands of the original commission in an imaginative and sophisticated treatment of the material. (10-12)	12
(b) (AO2) QWC (i-iii)	Produce a log that will demonstrate a variable level of skill and technique that is not always focused on the demands of the commission. Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. (0-3)	Produce a log that will demonstrate basic skills and processes to the creative development of an initial idea to final realisation. Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy. (4-6)	Produce a log that will demonstrate secure levels of skill and technique that are deployed in a coherent manner. Contributions will indicate a clear understanding of working with others. Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. (7-9)	Produce a log that will demonstrate a complete command of appropriate skills and techniques that are sustained and integrated with complete confidence and control throughout the performance. Ensure all contributions are consistent and appropriate to produce fit-for-purpose outcomes. Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. (10-12)	12

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(c) (AO3)	<p>Realise a performance employing skills and techniques that may not be entirely appropriate or secure.</p> <p>There may be an apparent reliance on other members of the group.</p> <p>Show awareness of others but the ability to communicate, both with performers on stage and with the audience may be limited by some lapses in technique and concentration.</p> <p>(0-8)</p>	<p>Realise a performance with some accuracy with an attempt to engage the audience. There will be some recognition of the most obvious technical and aesthetic factors.</p> <p>Support the group as a whole with some focus to communicate the concepts inherent in the performance.</p> <p>(9-16)</p>	<p>Realise a confident performance through the secure application of skills and processes that reveal an understanding of technical and aesthetic factors and an awareness of professional practice.</p> <p>Show a personal technique that reveals a significant contribution to the overall quality of the work.</p> <p>Communicate a very clear performance with secure appreciation of the concepts inherent in the piece.</p> <p>(17-26)</p>	<p>Realise a convincing and engaging performance through a sustained personal technique that demonstrates a thorough understanding of professional practice and complete control of technical and aesthetic factors.</p> <p>Work independently and with others in an appropriate and focused manner to produce fit for purpose outcomes.</p> <p>Sustain a personal technique to deliver the concepts inherent in the work in a totally convincing and engaging manner.</p> <p>(27-36)</p>	36
				Total marks	60

(For description of AOs see *Appendix D* of the Specification.)

Example of the pro forma to be handed to the assessor before the performance.

UNIT THREE: PERFORMING TO A COMMISSION		
COMMISSION NUMBER: 2 'Promoting Literacy'		
Candidate Name	Role(s)	Skills/Techniques
Sandy Batchelor	We all multi-role throughout the stories. We take on singing, acting and dance roles and each specialise in the skills listed. Ashley has designed and operates the lights.	Acting
Thomas Wilby		Acting
Anita Kapoor		Acting
Celina Nowak		Dancing
Hafiz Zarin		Acting & Flute
Carly Helme		Administration
Harry Sanders		Dancing
Ashley Jones		Lighting
Title		'Just So'
How the work addresses the commission	We have devised a piece about questions and answers inspired by the Just So stories. Our target audience is key stage 2 children.	
Aims and Intended Outcomes	To promote reading for pleasure. To teach children in a fun and engaging way. We want the audience to recall what we teach them by having catchy songs and actions and larger than life characters they will remember.	
Target Audience	Key stage 2 children.	
Style	A performance with different stories. Each story has its own style and includes live music, narration, audience participation, acting, dancing and singing.	
Venue	The school hall.	

Title	
How the work addresses the commission	
Aims and Intended Outcomes	
Target Audience	
Style	
Venue	

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