

# Unit 1: Performance Workshop

<b>Unit code:</b>	<b>L/502/4904</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit allows learners to explore the process of making performance and to experiment with and try out performance ideas in practical workshop situations.

## ● Unit introduction

The unit emphasises how the performing arts interrelate, and encourages learners to work across the disciplines of dance, drama and music, although one form is acceptable. It gives learners an exciting opportunity to explore and integrate the skills they are developing to create performance material. Workshop processes will include the developing of ideas through research and practical exploration, shaping and rehearsing of material, and performing the work to an audience. Learners will also evaluate the material created for performance and consider its effectiveness.

It is suggested that learners will work on two workshop performance; one devised from scratch, using stimuli which may come from one or a range of sources, and the other using scripted or other prepared material as the starting point for the development and rehearsal process. Work should ideally involve the integration of dance, drama and/or music although work that uses only one discipline is acceptable.

Work for this unit will be created and evaluated within a vocational context. To this end, learners must be aware that they are essentially creating a product for an audience, and need to evaluate its potential accordingly. The skills and techniques developed in this unit, together with an understanding of the generation of work for a target audience, will provide learners with a valuable foundation for progression to higher education and/or careers within the performing arts industry.

**Learners should take part in at least two workshop performances. One performance must be of a pre-existing work, for example script, score or choreographic instruction; the other a piece of original work.**

## ● Learning outcomes

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

- 1 Be able to interpret ideas for performance material
- 2 Be able to apply ideas creatively
- 3 Be able to take part in workshop performances
- 4 Understand the workshop process in light of performance.

## Unit content

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### 1 Be able to interpret ideas for performance material

*Sources:* themes eg social, cultural, historical, ethical, spiritual and/or moral issues; textual eg autobiographical material, literary and non-literary text, poems, stories, dance notation, music scores, sheet music; visual eg painting, postcards, photographs, artefacts; aural eg music, audio recordings, live sound; media eg films, videos, newspaper and magazine extracts

*Exploration:* eg exercises, improvisation, research, discussions, idea and thought mapping, try-outs

### 2 Be able to apply ideas creatively

*Development:* shaping of ideas; exploring meaning; communicating meaning; applying different forms; elements; techniques and/or structures; applying the chosen medium and/or media in different ways

*Rehearsal:* identifying and applying the required skill(s); practising and refining skills; giving and/or taking instructions; time management; learning lines and/or moves

### 3 Be able to take part in workshop performances

*Presentation:* eg solo, ensemble, live, recorded, acting, singing, dancing

*Performance skills:* eg use of body, voice, instrument, communication with an audience, communication with other performers

### 4 Understand the workshop process in light of performance

*Artistic and professional:* eg production values, effectiveness, creativity, clarity of interpretation, execution of vocal and physical performance skills, fulfilment of objectives, audience response, target setting, working relationships, self-criticism, management of time and tasks

*Vocational:* eg target audience for work, potential for further development, nature of work and possible markets, economic viability

**Learners should take part in at least two workshop performances. One performance must be of a pre-existing work eg script, score or choreographic instruction; the other a piece of original work.**

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> show a response to source material through research and practical workshops, recognising obvious possibilities as performance material [IE]	<b>M1</b> show considered responses to source material, exploring its more creative possibilities as performance material with insight and attention to detail	<b>D1</b> show a range of detailed responses to source material, in which the possibilities as performance material are explored in a perceptive and comprehensive manner
<b>P2</b> develop and shape workable ideas [CT, TW, SM]	<b>M2</b> develop and shape the most workable ideas	<b>D2</b> develop and shape the most creative ideas
<b>P3</b> perform with a level of skill appropriate to the chosen medium showing engagement with the material and communicating ideas to an audience [TW]	<b>M3</b> perform with a level of skill that shows a degree of control in the handling of the chosen medium, degree of engagement with the material, communicating ideas to an audience in a focused manner	<b>D3</b> perform with a sense of flair, confidence and assured control of the chosen medium, showing consistent focus and engagement with the material and clear and responsive communication to an audience
<b>P4</b> evaluate the potential of the work in artistic, professional and vocational terms with recognition of the strengths and weaknesses of the work. [RT]	<b>M4</b> evaluate the potential of the work in artistic, professional and vocational terms, with considered judgements about what worked well and/or less well.	<b>D4</b> evaluate the potential of the work in artistic, professional and vocational terms with strengths and weaknesses clearly identified and judgements fully justified and thoughtfully expressed.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit should use practical workshop activities to enable learners to experiment with ideas and techniques, thus developing their creative, physical and presentational skills. Tutors must ensure that learners engage with the material in a focused way and consider a range of performance possibilities where appropriate. Learners will need to engage in at least two workshop performances to meet the unit assessment requirements.

Tutors could provide stimulus material and advise on pre-existing performance material; however group negotiation could also be considered to allow learners to be involved in the selection of texts/material. Learners should be encouraged to consider a variety of resources and ideas when developing original material for performance and to use a range of research techniques and/or improvisational skills when interpreting and developing this material. Performance workshop projects could be based around themes, existing works or learner-generated ideas, and learners may work within one discipline, for example drama or dance, or integrate performance disciplines and/or media to present material for performance.

The workshop nature of this unit should give flexibility in the resources and scope for performance work generated, but it is not necessary for all technical aspects of production to be present. Learners should, however, show an awareness of the full performance needs of the material and should ensure that the work generated has a clear vocational relevance and shows an understanding of target audience and recognises professional practice. Tutors should ensure that the workshop nature of the presentation does not compromise the communication of ideas to an audience, as identified within the grading criteria.

The unit requires learners to develop skills in recognising appropriate source material, interpreting and developing this material through a range of discussion, exploration and practical workshops, and preparing work for performance. Learners will need to research material for performance from a range of sources, for example internet, books, visual, music, and will need to show an understanding of research skills through their annotating, selecting and summarising of material. Learners need to develop evaluation skills, showing an understanding of the constraints and possibilities when developing performance work for an audience and different methods of sourcing performance material. They will also need to evaluate their working practices and performance skills, recognising working relationships of the group and comparing the different projects generated for performance.

Learners will need to keep a log, which may take the form of a written diary or logbook, or may be captured as a video diary or audio recording. The log should provide clear supporting evidence for the research undertaken and the manner in which stimuli have been selected, explored and developed for example annotated research, visual references, mind maps, ideas boards, in addition to diary entries.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and structure of the programme of learning.
Research and discussion activities: <ul style="list-style-type: none"><li>• what makes a good performance?</li><li>• investigation of a range of theatre companies.</li><li>• forming a performance company – developing an artistic policy.</li></ul>
Starting points: <ul style="list-style-type: none"><li>• practical activities to explore the dramatic potential of a range of starting points: theme, text, visual, aural, media.</li></ul>
Exploring structure and form <ul style="list-style-type: none"><li>• practical activities to develop two contrasting ideas from the previous sessions.</li></ul>
Rehearsal, performance and evaluating skills (covered throughout the programme) <ul style="list-style-type: none"><li>• practical activities to develop appropriate acting, dance, music skills.</li><li>• using the rehearsal process to develop and refine work.</li><li>• how to review and evaluate work.</li></ul>
<b>Assignment 1: War Poetry – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4</b> <ul style="list-style-type: none"><li>• Research and exploration of stimulus</li><li>• Developing and shaping the work</li><li>• Rehearsals</li><li>• Workshop performance</li><li>• Evaluation of the work's potential.</li></ul>
Feedback from assignment.
<b>Assignment 2: Look and Listen – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4</b> <ul style="list-style-type: none"><li>• Research and exploration of stimulus</li><li>• Developing and shaping the work</li><li>• Rehearsals</li><li>• Workshop performance</li><li>• Evaluation of the work's potential.</li></ul>
Feedback from assignment.

## Assessment

The evidence for this unit is largely process based. Much of the evidence will be via tutor observation and a process log kept by each learner. Learners will need to ensure that the log provides clear supporting evidence for the research undertaken and the manner in which stimuli have been selected, explored and developed eg annotated research, visual references, mind maps, ideas boards, in addition to diary entries. Peer assessment could provide a valuable source of evidence, together with tutor observation statements. To achieve P1 evidence should show that learners have used their research to identify possibilities for development although responses will consist of the most obvious uses of the material. For M1, learners will be able to consider a number of possibilities for the development of source material and this will be undertaken in a more creative manner. To achieve D1 source materials must be explored in a detailed and insightful manner. Learners will show that they have considered a number of possibilities and will not be afraid of rejecting ideas. They will also be able to explain the thought processes behind their choices in a thorough manner.

Videoed evidence of key stages of development eg group discussions and workshops, will provide supporting evidence for individual learners' response to stimuli and contribution to the creative process. To achieve P2 learners must engage in the development of feasible ideas showing that they appreciate some of the practical constraints, eg time and physical resources, they are likely to come across. For M2, their contribution to the development process will demonstrate that they understand the medium in which they are working eg drama, dance or physical theatre and can apply their understanding of the medium to the shaping of the work. They will demonstrate some foresight in the consideration of practical constraints they are likely to come across. To achieve D2 learners will demonstrate a more creative and perceptive way of working. They will not only be able to identify constraints but will be able to suggest alternatives and work through problems to find workable solutions.

Where assessment takes place through performance, it should be recorded on video/DVD as evidence for verification purposes. If learners choose to present work for the recorded medium, the recording will be a naturally occurring piece of evidence. Grading of the evaluation can be assessed through written and/or oral communication. If it is through oral communication (video diary, audio presentation or viva voce) there should be clearly attributed recorded evidence to support this.

Performance work will be assessed through GC3 and to achieve P3 learners should demonstrate competent performance skills appropriate to the medium being used. Performance work should show that they have used and demonstrated some skills appropriate to the chosen performance medium. Learners should show some commitment to the work and be able to communicate their ideas to the audience. For M1, performances will show control in the handling of performance skills. A higher degree of commitment to the performance will be apparent and performance work will be focused. To achieve D3 learners should be confident and well focused.

The evaluation of the work's potential could be evidenced through a written document such as a report. It would also be appropriate for learners to present their evaluations in the form of an oral presentation. To achieve P4 learners should be able to identify what went well and less well and make some suggestions as to how the work might be further developed. These suggestions are however, likely to be unelaborated and general in their nature. For M4, the evaluation should discuss the potential of the work making reference to specific examples from the work produced. To achieve D4 learners will be able to weigh up the potential of the work and make judgements about the feasibility of further development. Comments will be fully supported by well-chosen examples from the work.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P2, M2, D2, P3, M3, D3	War Poetry	Learners work as a newly formed performance company to research and explore performance possibilities in response to the poetry of a range of war poets. They will develop their ideas and present a workshop performance in response to the stimulus.	Process log consisting of: <ul style="list-style-type: none"> <li>research materials</li> <li>actors journal</li> <li>teacher observations.</li> </ul> Video evidence of milestone discussion/devising/rehearsal sessions and the final workshop performance.
P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4	Look and Listen	Learners work as a performance company to source and research visual, aural and/or thematic starting points for performance in relation to an existing piece of work. They will select and develop ideas and present a workshop performance in response to the given piece.  Finally they will discuss and evaluate the artistic potential of both workshop performances.	Process log consisting of: <ul style="list-style-type: none"> <li>research materials</li> <li>actors journal</li> <li>teacher observations</li> <li>evaluation.</li> </ul> Video evidence of milestone discussion/rehearsal sessions and the final workshop performance.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Preparing Performing Arts Work	Devising Plays	Rehearsing for Performance
	Performing Dance	Performing to an Audience
	Acting Skills and Techniques	Applying Acting Styles
		Choreographic Principles

## Essential resources

This unit can be delivered with fairly minimal resources. However, to enable learners to explore and experiment with ideas in a practical way means they will require access to an adequate rehearsal space. Access to source materials and to basic staging equipment will also be required. An appropriate performance space will be needed for the workshop performance/s.

## Employer engagement and vocational contexts

Centres should develop links with local theatre and/or dance companies. A visit from a member of a company would provide learners with a valuable insight into the way they develop performance work.

## Indicative reading for learners

### Textbooks

The range of topics that could be selected for specialist study is so wide that any specific recommended reading list will be inadequate. More general performing arts texts may offer some useful guidance however. Reference should be made to relevant specialist units for further reading.

Jewers S, Carnaghan C and Webster P – *BTEC National Performing Arts Student Book* (Pearson Education, 2010) ISBN 9781846906787

Jewers S, Carnaghan C and Webster P – *BTEC National Teacher Resource Pack* (Pearson Education, 2010) ISBN 9781846906794

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	researching source material to develop ideas for performance work
<b>Creative thinkers</b>	developing and shaping ideas for performance work
<b>Reflective learners</b>	considering strengths and weaknesses of the work produces and the potential of performance work for further development
<b>Team workers</b>	working as a performance company to develop and shape ideas for performance work taking part in performances
<b>Self-managers</b>	developing and shaping ideas for performance work.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	undertaking research into topics or issues related to the source material
<b>Creative thinkers</b>	solving problems undertaken in the development process of the work
<b>Reflective learners</b>	considering how their own performance skills have developed as a result of the work undertaken in the unit
<b>Team workers</b>	working as a company to organise resources for the workshop performance
<b>Self-managers</b>	meeting deadlines associated with the work eg learning lines.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching potential source material for performance work
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing ideas for performance work and evaluating the potential of workshop performances
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	using texts as starting points for performance work
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	evaluating the potential of workshop performances.