

Unit 55: Arts in the Community

Unit code:	T/502/5660
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' understanding of the factors involved in facilitating community arts projects and events. The unit focuses on developing the skills and techniques needed for setting-up, organising and running projects.

● Unit introduction

Arts in the community is one of the most prolific and energetic areas of the performing arts sector. It is also the area where learners are likely to get their first employment opportunities and experience. The range and extent of community arts is huge and covers all social groups and ages.

This unit aims to introduce learners to the factors involved in implementing community projects and events. Against an understanding of the nature of arts in the community, it focuses on developing the skills and techniques required in setting up, organising and running projects.

Working as a group, learners will use the skills and techniques gained to facilitate a community project. It may focus on drama, dance or music or it might be multi-disciplined, integrating arts in order to meet the needs of specific groups. Recognising and defining these needs is a major aspect of the unit and learners will learn from arts organisations how they design, develop and deliver innovative and exciting arts projects.

As well as developing their own artistic skills and interest, learners will begin to have understanding of how the arts can make a real contribution to improving people's lives and social cohesion. For those learners who want to apply their creative skills in this way, the unit will give an insight into the social application of the arts, creative therapies, local arts ecology and the diversity of audiences. The unit will give learners some of the skills needed to develop their own professional community arts work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the range and nature of arts in the community
- 2 Understand the skills and processes needed to run a community arts project
- 3 Understand the roles and responsibilities within a community arts project
- 4 Be able to undertake roles in the setting up and running of a community arts project.

Unit content

1 Understand the range and nature of arts in the community

Sources: practitioners; agencies; arts development officers; library; website

Purpose: eg to develop participation in the arts, increase a sense of community, improve community relationships, explore issues, celebrate community events, promote community features, entertain, inform and celebrate diversity

Range: eg workshops, residencies, street performance, small-scale theatre, gigs, open-air productions, concerts, community plays, festivals

Clients: the community as whole or selected groups eg schools, the elderly, the unemployed, ethnic minorities, special interest groups

Type: facilitator led; cooperative venture; active participation/passive support from community

Focus: theme; issue based; arts development; community participation

2 Understand the skills and processes needed to run a community arts project

Skills: eg liaising, motivating, negotiating, facilitating, coordinating, organising, administrating, directing, teaching, designing, performing, technical production, making contacts, arranging interviews, running meetings, maintaining communication, developing public relations, creating public awareness, working with outside agencies, coordinating groups, arranging schedules, working in teams, leading workshops, rehearsing mixed groups, client care

Identification: project; purpose; focus; style; content; facilitators; contacts; performers; production team; client group; funding; use of market research; meetings; reports; discussion

Progression: allocation of roles and areas of responsibility; time planning; budgeting; marketing; legal constraints; structuring; rehearsing; designing costume/set/lighting/sound; liaising with community; coordinating participants; venue/audience

3 Understand the roles and responsibilities within a community arts project

Within organisations: theatre companies; local authorities; funding bodies; client organisations; schools; small-scale venues; other bookers

Administrative roles: audience development; programme planning/booking; marketing; evaluation writing; consultants on effectiveness; tour planning and logistics; checking legal and statutory constraints

Artistic and creative roles: choice and use of art form; specialist roles, workshops and class leaders, cross-over/multi-skilled roles

4 Be able to undertake roles in the setting up and running of a community arts project

Project logistics: eg get-in, performance, lighting, sound, customer care, get-out, feedback

Roles/responsibilities: eg community liaison/coordination, administration, marketing, finance, workshop leadership, directing, designing and constructing set/costume, performing, stage management, lighting, sound, front-of-house, video recording of projects and integral use of video

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:
P1 discuss the range and nature of arts in the community [IE, EP]	M1 explain the range and nature of community arts with some reference to relevant examples	D1 analyse the range and nature of community arts with full reference to relevant and well-chosen examples
P2 discuss the skills and processes needed to run a community arts project [IE, TW, CT, EP]	M2 explain the skills and processes needed to run a community arts project with some reference to relevant examples	D2 analyse the skills and processes needed to run a community arts project with full reference to relevant and well-chosen examples
P3 discuss the roles needed to run a community arts project, with some detail of the responsibilities of each one [IE, CT, TW, EP]	M3 explain the roles needed to run a community arts project with some reference to relevant examples, detailing the main responsibilities of each one	D3 analyse the roles needed to run a community arts project with full reference to relevant and well-chosen examples, considering fully the responsibilities of each one
P4 undertake a role in the running of a community arts project with support and guidance. [IE, CT, RL, TW, SM, EP]	M4 undertake a role in the running of a community arts project with minimum support and guidance.	D4 undertake a role in the running of a community arts project, working independently.

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

Delivery

Delivery of this unit should be linked to the four learning areas described by the learning outcome. 'Nature' will be informed by knowledge of the history, development and contemporary context of art in the community. 'Range' should include art forms as well as the political and social rationale practitioners use to justify and support their work.

Discussion skills, process and roles should be placed within the context of research into real practitioners and companies. It would be advisable for a number of roles to be researched and 'tasted' before roles are decided upon so that learners can have a variety of experience and the opportunity to evidence skills and techniques from different areas. It is important that learners consider the responsibilities that are attached to each role.

To give learners opportunities to understand the range of community arts projects tutors could arrange visits to arts development agencies, community arts practitioners, visiting speakers and to appropriate websites. Learners carrying out individual and group research may need to make contact with outside agencies and members of the community. This will help in identifying, structuring and realising a project, and fulfilling roles in the process. Skills and procedure should be discussed and, where appropriate, tried out and developed in simulation exercises.

The delivery of this unit links well to projects similar to the worldwide event, Refugee Week as it uses the centre as a community group an example of an aim would be to work with the centre's community to explore notions of identity, community and common humanity. An assignment based around this theme will give the learners an opportunity to cover all learning outcomes by organising events across one centre working, for example with art and design, music, performing arts, childcare and catering departments. This could culminate in a day of activities celebrating diversity and illustrating that differences between cultures and lifestyles should be valued and not feared, making the notion of common humanity both relevant and tangible to young people.

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

Understand the range and nature of community arts

- history, development and contemporary context of community arts
- case studies of practitioners and organisations
- guest speakers to visit centre
- local arts development officer
- administrator from local community theatre organisation
- community arts worker
- funding and sponsorships.

Topic and suggested assignments/activities and/assessment

Understand the skills and processes needed to run a community arts project.

Learners to:

- work in small groups to research and identify opportunities for a community arts project and present to the whole group ideas, project aims, etc culminating in discussions and making class notes. Learners will also compile a list of key personnel/roles needed to run a community arts project from these discussions.

Assignment 1 – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4

Project to be focused over a 12-week term.

The title could be *Being a Global Citizen* – this example assignment is working towards the worldwide event, Refugee Week. An example of an aim could be to work with the centre's community to explore notions of identity, community and common humanity. This assignment gives learners an opportunity to organise events cross centre working, for example, with art and design, music, performing arts, childcare and catering departments culminating in a day of activities. These activities would celebrate diversity and illustrate that differences between cultures and lifestyles should be valued and not feared, making the notion of common humanity both relevant and tangible to young people.

In planning this event learners must:

- make sure they are aware of the centre population
- ensure the commitment/leadership of senior management
- raise staff awareness through a planning group
- involve learners, parents, governors and the local community, eg local school, day centre
- enlist commitment and share responsibilities
- explore funding opportunities
- research and gather information to ensure awareness of current asylum issues
- consider linking Refugee Week to the centre's Inclusion or Race Equality agenda
- liaise with the local Refugee Week co-ordinator
- evaluate the process.

Further details and information on planning an event for Refugee Week can be found on www.refugeeweek.org.uk.

Understand the range and nature of community arts

- history, development and contemporary context of community arts
- case studies of practitioners and organisations
- guest speakers to visit centre
 - ◊ local arts development officer
 - ◊ administrator from local community theatre organisation
 - ◊ community arts worker
- funding and sponsorships.

Assessment

Grading criterion 1 could be evidenced through a written report or a presentation by one learner or a small group. Presentations should be recorded for internal and external verification purposes. To achieve a pass grade, learners will have identified sources, purpose, range, client groups and type; it is likely that this will be as a list produced including descriptions and outlines of the examples offered. To achieve a merit for grading criterion 1, learners will offer descriptions and, explanations and provide relevant examples. To achieve a distinction grade, learners will supply an extensive list, identifying sources, which will be specific about purpose, range, client and type. It is likely they will give excellent relevant examples comparing and contrasting examples and making links to any ideas they have for a community project.

Grading criteria 2 and 3 can be evidenced through various forms of note taking, ideas-boards, reports and spidergrams are all acceptable forms of evidence which can also be supported by peer and tutor observation sheets.

To achieve a pass grade the learners will give a detailed description of skills and process needed to run a community project and will be able to discuss the roles and responsibilities required. To achieve a merit the learners will be able to explain the skills and processes needed including details of specific tasks, providing relevant examples.

To achieve a distinction in grading criteria 2 and 3 learners will give a comprehensive and relevant description of skills offering well-chosen examples. Learners will also explain the roles needed to run a community arts project giving specific examples and explaining why each role is relevant to the project.

Grading criterion 4 could be evidenced through a working notebook/diary, as well as DVD recordings of process and final product.

To achieve a pass learners must take an active role in the process, with valid contributions captured through tutor observation reports and their working notebook. DVD evidence will show learners contributing to the project most of the time, regularly asking for advice, support and guidance from their peers as well as the tutor. To achieve M4, the learners' contributions are valid, appropriate and driven, constantly striving to get things done. This will be evidenced through tutor observation reports and their working notebook. DVD evidence will show learners working assuredly and their verbal responses will be appropriate. Learners will occasionally ask for advice, support and guidance from their peers as well as the tutor.

To achieve D4 learners must take a leading role, be committed and driven. They will be seen to be actively supporting others' and sensitive to others thoughts and feelings and reacting to ever changing situations with appropriate responses.

This will be evidenced through the tutor feedback sheet and their working notebook.

DVD evidence will show learners working in this manner and whilst they will seek advice they will rarely, if at all, ask for support from their peers or tutor.

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, P4, M4, D4	Assignment 1 Being a Global Citizen – This example assignment is working towards the worldwide event, Refugee Week.	To work as part of a team to organise a community event.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> • summary of research • records of discussion and exploratory activities in working notebooks • tutor feedback sheet • peer feedback sheet • an action plan that includes identification of individual strengths and weaknesses • video evidence of process • video evidence of products.

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	Performing Arts Production Process	Theatre in Education
		Theatre for Children
		Performing Arts Events Management

This unit also has links with the following National Occupational Standards:

Community Arts

- CA1 – Act responsibly to ensure community projects are compliant with relevant legal and ethical frameworks
- CA4 – Contribute ideas for community arts projects
- CA5 – Assist in developing, delivering and evaluating a community arts project
- CA8 – Obtain and use research information
- CA13 – Assist with marketing activities.

Essential resources

To meet the requirements of this unit learners will need access to community groups and arts organisations including funding bodies and practitioners; they will also require access to suitable administrative technology as well as rehearsal space and technical support. Working with a realistic budget would be a useful resource for learners. Access to ICT is essential for communication and internet research.

Employer engagement and vocational contexts

Centres should develop links with local theatre companies, arts workers, community groups, local arts development officers and larger, local organisations. Guest speakers from these types of organisations could be invited to speak to learners.

Skillset, the Sector Skills Council for the creative industries has a substantial section of their website dedicated to careers, including job descriptions – www.skillset.org/careers

Indicative reading for learners

Textbooks

Artaud A – *The Theatre and its Double* (Grove Press, 1994) ISBN 9780802150301

Boal A – *Games for Actors and Non-Actors* (Routledge, 2002) ISBN 9780415267083

Everitt A – *Joining In: An investigation into Participatory Music* (Calouste Gulbenkian Foundation, 1997) ISBN 9780903319768

Mason B – *Street Theatre and Other Outdoor Performance* (Routledge, 1992) ISBN 9780415070508

Matarasso P – *Regular Marvels: Handbook for Animateurs, Practitioners and Development Works in Dance, Mime, Music and Literature* (Community Dance and Mime Foundation, 1994) ISBN 9781898409014

Websites

www.artscouncil.org.uk

Arts Council

www.itc-arts.org

Independent Theatre Council

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 ...
Independent enquirers	planning and carrying out research to develop a community project
Creative thinkers	generating ideas and exploring possibilities for a community project
Reflective learners	reviewing and reflecting on working practices and acting on the outcomes to modify and progress
Team workers	collaborating with others to produce a community project
Self-managers	organising time and resources and prioritising actions through the rehearsal process
Effective participators	raising awareness of refugee issues.

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 ...
Independent enquirers	planning and carrying out research to develop and actively participating in the organisation of a community project
Creative thinkers	listening to and trying out different ideas adapting their ideas as circumstances change
Reflective learners	inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Team workers	working in groups to develop and make a community project happen managing discussions to reach agreements and achieve results
Self-managers	responding positively to change, seeking advice and support when needed dealing with competing pressures, including personal and work related demands
Effective participators	raising awareness of refugee issues.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching for the workshop
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching history of community arts researching community projects creating a relevant contacts database for project
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching history of community arts. researching community projects creating a relevant contacts database for project
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	creating a relevant contacts database for project
Bring together information to suit content and purpose	creating a relevant contacts database for project
Present information in ways that are fit for purpose and audience	creating a relevant contacts database for project
Evaluate the selection and use of ICT tools and facilities used to present information	creating a relevant contacts database for project
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with others involved in community project
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning activities and presenting ideas preparing minutes of meeting evaluating work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and preparing draft proposals for community project
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	researching and preparing proposals for community project writing a theatre programme preparing a press release.