

Teacher Notes

Unit 1 Performing



Unit 1 Overview

Unit 1 is the performing unit. Learners must perform an existing piece or pieces of repertoire.

Learners can perform individually or in groups of up to 10. Each individual must perform for between 3 – 6 minutes. If working in a group this does not necessarily need to be multiplied per individual, for examples a duet where both learners perform at the same time for 3 minutes would be enough.



Performing



Internal - Portfolio



36 GLH (10 hrs)

Research and rehearse
Perform repertoire
Review and reflect

6 Tasks



Research



Application of Research



Rehearsal Schedule



Reflective Journal



Performance (3 – 6 minutes)



Evaluate



Key Dates

Unit 1 Brief

This brief remains the same for the lifetime of the specification. This can be found on the secure website.

Entry Deadline

21st October – January Series
21st February – June Series

Submission Deadline

10th December – January Series
5th May – June Series

Teaching and Learning

Learners will need to be taught the specific skills required to perform, as appropriate to their chosen discipline. This could be done through skills workshops, looking at other practitioners and comparing techniques, as well as giving learners short exercises.

A note about Musical Theatre.

In order to access the top bands of the criteria for Task 4, a Musical Theatre performance will need to incorporate **at least two** of the three disciplines of acting, singing and dancing. There is no minimum requirement for the second discipline, it must just be present, so could be a line or two of dialogue before a dance number for example. If the performance includes dance then this should be a routine which is taught or learned from a video or similar. This is not about learners choreographing their own routine.

General

Learner: What is this unit all about?

Teacher: In this unit you will select and perform an existing piece of repertoire.

Learner: What do I need to know?

Teacher: You will need to know the skills and techniques required in order to perform repertoire and the process involved in producing / rehearsing a piece of repertoire.

Learner: Do I have to work on my own or can I work in a group?

Teacher: Either. If you work in a group then you must all have different parts, e.g. if singing then you should all have your own parts and harmonies, not just singing in unison.

Learner: How long does my performance / presentation need to be?

Teacher: It should be between 3 - 6 minutes.

Learner: Does it have to be one piece or can I use a combination?

Teacher: You could do either. If you are doing more than one piece – e.g. two scenes from a play, then these do not have to be continuous, you could include extracts from different points.

Learner: Can I choose something from a film?

Teacher: Yes, that would be fine.

Learner: Can I make changes to a script?

Teacher: This is about performing the work of someone else, not reinventing work. You can consider small changes if appropriate – e.g. John Godber often updates his references in his texts to make them more relevant, or you could have different genders playing parts if appropriate, but it shouldn't alter the intention of the piece.

Learner: Does my music performance have to strictly follow a score?

Teacher: If you are using a score, then yes it should follow it but any small, planned changes could be annotated on the score. For something more interpreted you could consider a lead sheet instead.

Learner: How do I have to present my responses to the tasks?

Teacher: You can do this in any format you want, you may decide to type this, or you could use notebooks, sketches, diagrams, annotated images / screenshots of your work in progress, video or audio recordings of your responses. You can do this for any of the tasks.

Task 1 – Research

1A

Learner: What do I need to know for this task?

Teacher: For this task you will need to know how work is created by professionals. You will need to know about different practitioners and their styles and consider the original intention of the piece – e.g. target audience etc.

Learner: What do I have to do for this task?

Teacher: In this task you have to say what you have chosen to perform and give some background information about your choice.

- Will your performance be Drama, Music, Music Technology or Musical Theatre?
- Will it be just one piece, or more than one to make up the time requirement?
- Will it be a solo or group / ensemble piece?
- What is the title? **Who was the composer / author / choreographer?**
- What were their **intentions** for the piece? What was the **original target audience?**
- What is the message / **mood?** Are there any **key themes** and ideas?
- What is the **style / genre?**
- Why did you choose this piece?
- Who will the **intended audience** be and **where** will it be performed? How does this affect the way you will perform? Think about the **relationship between the audience and you as a performer.**
- How does this choice fit with your own knowledge and experience?
- Remember to use specific terminology precisely.

1B

Learner: How is this different to task 1A?

Teacher: In this task you need to show how your research will **influence** your own work and the **impact** you want to achieve.

Learner: How many marks are available for this task?

Teacher: This task is worth **11 marks** (6 marks for Task 1a and 5 marks for Task 1b)

- **Words in red link to the mark scheme.**

Task 2 – Rehearsal Log

Learner: What do I have to do for this task?

Teacher: You have to make a plan of how you will rehearse / schedule your time leading up to the performance.

- When will you practice?
- Where?
- For how long?
- Who will need to be there?
- If it's a group performance, will there be times when you need to rehearse separately?
- Include references to different types of rehearsals – e.g. readthrough, blocking, dress and technical rehearsals, sitzprobe.
- If it's a music tech piece, how will you structure your time to create the lines which will be taken into your final piece of work?

Learner: How many marks are available for this task?

Teacher: This task is worth **4 marks**.

- 2 marks are available for a fully developed and effective time plan
- 2 marks are available for full consideration of different types of rehearsal

Task 3 – Reflective Journal

Learner: Is this task about listing what I do?

Teacher: Task 3 is about showing the progress you are making throughout rehearsing and performing your piece. You should keep an ongoing log which you update regularly.

- What did you do? Keep a diary of when you are working on your piece, note down what you did in the session and what that leads to you needing to do next.
- Why did you do each thing? What was the effect you were aiming for? E.g. were you working on vocal skills, doing warm ups, rehearsing a particular skill you need to develop in order to successfully perform your piece, developing character by using some Stanislavski techniques?
- Did you do anything outside of your planned rehearsal time?
- If it's a music tech realisation, what did you do in terms of preparing sounds, experimenting with equipment etc? Did you do anything which didn't work as you wanted, and you 'un-did' it? Why?
- What feedback were you given during the rehearsal process? Who by? What did you do as a result?
- Keep recordings / photos / appropriate records of work in progress – you should include at least your initial ideas and one 'midpoint' in the process.
- Look carefully at the list of **discipline specific skills** and **techniques** in the assessment criteria for Tasks 2 and 3 and make sure you are including all the things which are appropriate to your piece.
- Note any health and safety issues – e.g. posture, avoiding injury, electrical equipment etc.

Learner: How many entries do I need to make?

Teacher: There is no set amount you need to include but it should reflect the whole process, show how work is developing and how you are applying your knowledge and understanding of the discipline specific skills as relevant to your piece.

Learner: Do I have to keep this as a written log?

Teacher: No, you may choose to keep a written diary, but you can record this information in any format you want. You could take photos at different stages of your process and make notes on these, include extracts of scripts with notes, photos of work in progress etc. You may want to do an audio / video recording of you saying what you've worked on that session, how the work is developing and how you are acting on feedback.

Learner: How many marks are available for this task?

Teacher: This task is worth **10 marks**

Task 4 – Performance

Learner: Is this just about performing my piece?

Teacher: Basically yes, this is where you will perform / present your work to an audience.

Learner: Can I work with others, or does this have to be on my own?

Teacher: It's fine to work with others in a group of up to 10, but you should all have different things to do.

Learner: How long does it need to be?

Teacher: Between 3 – 6 minutes

Learner: If I'm in a group of 4 does that mean it has to be between 12 – 24 minutes?

Teacher: Not necessarily, for example if you are working as an ensemble and you are all performing for between 3-6 minutes then that would be fine.

Learner: Can I perform to a backing track?

Teacher: Yes, if it doesn't double the part you are doing, so an actual backing track not just performing along with the original.

Learner: Do I have to perform / present in front of an audience?

Teacher: You will need an audience present as you will need feedback, but we can decide who that will be.

Learner: If I make a mistake will it impact my mark?

Teacher: Mistakes can happen, the important thing to think about and prepare for is how you will deal with them. The description for Band 5 in the mark scheme includes 'methods of dealing with mistakes; coping well under pressure'.

Learner: What exactly am I marked on in my performance?

Teacher: You will be marked on the following, as appropriate to your chosen discipline: accuracy, coordination, communication, control, dealing with mistakes, interpretation, technical control. There are also discipline specific criteria, these can be found in the top red box in the mark scheme for Unit 1.

Learner: How many marks are available for this task?

Teacher: This task is worth **20 marks**

Task 5 – Evaluation

Learner: Can I just write a few sentences to say that my performance was accurate and went well?

Teacher: No, there are certain things you need to include.

- What **feedback** did you get **during the rehearsal** process and how did you react? Who was it from? Did you act upon it? How? If not, why not? **Evaluate** how it improved the piece.
- How successful was your performance in terms of the **intended effect** and the target audience? Explain how you achieved that. Think about the style – have you been able to successfully recreate the specific techniques used? Use examples and details to support.
- **Strengths** - what skills have you demonstrated and developed during this work? How have you shown this? What can you do now that you couldn't before? What would you like to **develop** even further? Make use of the discipline specific skills from the mark scheme for task 4.
- What **feedback did you get when you performed your work**? You could ask to see the recording of this to help you. What would you do in future if you were to go back and repeat your performance? What **actions** would you set yourself.
- **Evaluate the effectiveness of the feedback**. Was there anything the audience suggested as feedback that you **wouldn't act upon**? Or anything you couldn't do for other reasons.
- Reflect on how you have used **professional working practices**, including health and safety, you could also comment on any rehearsal techniques etc.

Learner: Does this have to be a written piece?

Teacher: No, you could record your response using audio / video, you can also make use of notes, drawings, diagrams, photos etc.

Learner: How many marks are available for this task?

Teacher: This task is worth **15 marks**

- Words in red link to the mark scheme.