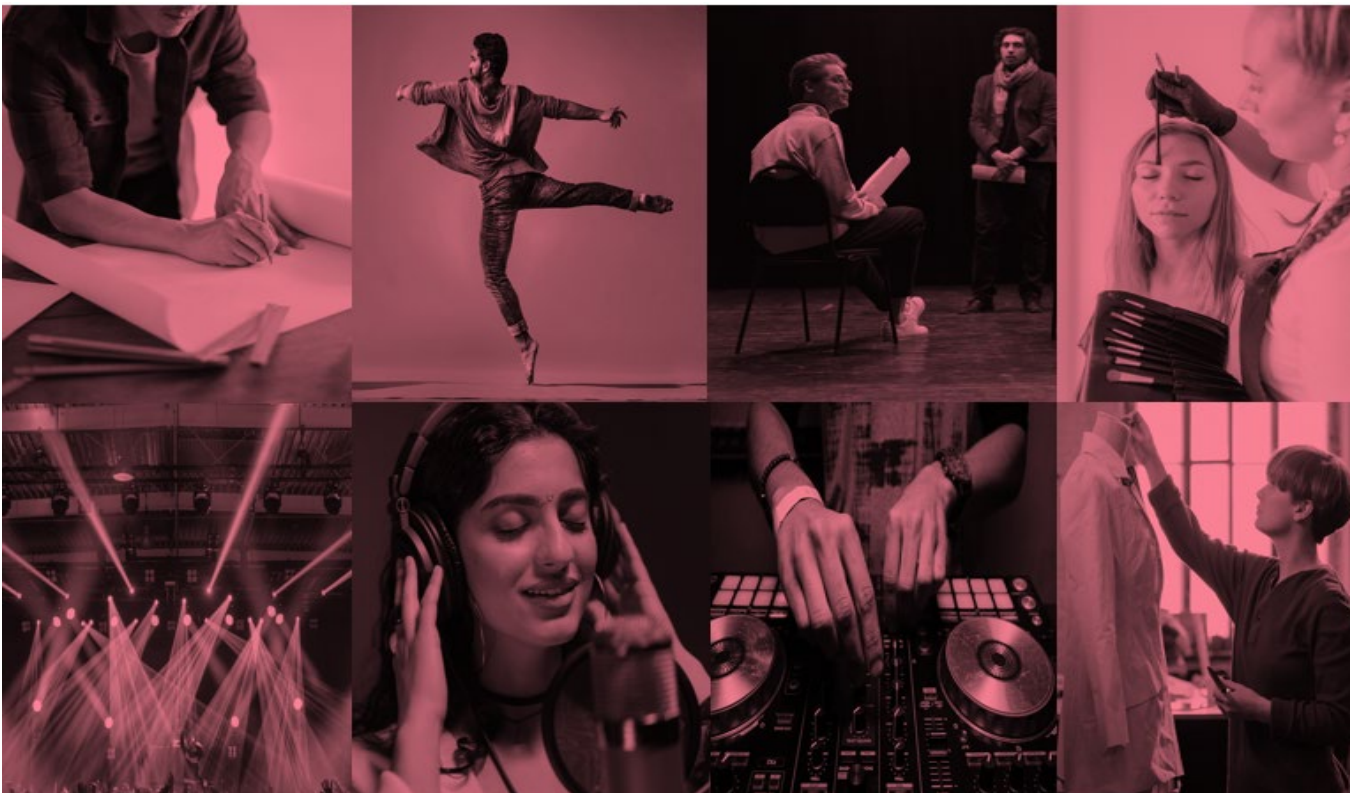


# Teacher Notes

## Unit 2 Creating



# Unit 2 Overview

Unit 2 is the creating unit. Learners must create original work in response to the published brief which will be released each September.

Learners can complete this unit in any of the following disciplines.

Choreography, Composition, Composition using Technology, Costume Design, Devised Drama, Lighting Design, Make Up and Hair, Set Design, Sound Design.



## Creating



Internal - Portfolio



36 GLH (10 hrs)

Explore and develop  
Create and perform original work  
Review, reflect, refine

## 4 Tasks



Research



Development Log



Perform / Present



Evaluation



## Key Dates

### Unit 2 Brief Released

1<sup>st</sup> September annually

### Entry Deadline

21<sup>st</sup> October – January Series

21<sup>st</sup> February – June Series

### Submission Deadline

10<sup>th</sup> December – January Series

5<sup>th</sup> May – June Series

## Teaching and Learning

The precise requirements (in terms of timing, characters etc) for each discipline are set out in the Candidate Pack containing the brief.

You will need to teach learners how to write a melody, how to create dialogue, how lighting can be used to create particular effects etc. **as appropriate to their chosen discipline**, so build in time for this skills development process. You could choose to do this by looking at how other practitioners have worked and comparing techniques, as well as by giving learners short exercises to complete.

Remember that there is more to the course than completing the tasks. There is teaching required before these can be started. This is not controlled assessment time. Controlled Assessment time can also be split up, it doesn't have to happen in one block of time.

## General

**Learner:** What is this unit all about?

**Teacher:** In this unit you will create original work in response to a brief set by the exam board. You can select to work in any of the following disciplines: Choreography, Composition, Composition using Technology, Costume Design, Devised Drama, Lighting Design, Make Up and Hair, Set Design, Sound Design.

**Learner:** What do I need to know?

**Teacher:** You will need to know how original work is created and the methods used for your chosen discipline. You will also need to know about producing work for a chosen target audience, venue etc and have an understanding of different styles and how other practitioners create work.

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

**Teacher:** Either. If you work in a group it must be clear what you have individually contributed – e.g. have you written your own monologue as part of an ensemble piece? Have you composed a particular section of music or a specific instrumental part, or choreographed a solo or section of duet?

**Learner:** How creative can I be in my response to the brief?

**Teacher:** You can be as creative as you want, providing you can make clear links back to the brief and explain your ideas. For example, in the Sample Assessment Materials the set theme is Heroes and Villains. You could take that literally and consider any well known hero or villain characters, compose a piece of film music for a new superhero film, design costumes for characters etc. Alternatively, you may want to think about what qualities or traits you might associate with a hero or villain, then create work based on some / all of those words or themes.

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

**Teacher:** It should be between 3 - 10 minutes.

**Learner:** Can you help me with my idea?

**Teacher:** We will have done some work on skills and techniques before you start responding to the brief. I can give you general feedback during the creating process, for example, I can suggest you consider the effectiveness of an idea but can't say things like 'don't do this, do this instead'. During your creative process there may be times where I need to teach a specific skill or technique, so we can put away the actual task work and have a lesson where I demonstrate this using different material.

**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 – Components of the Creative Brief

**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 think about how this influences your own choices.

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

**Teacher:** In this task you need to outline your overall idea, how it links to the set brief and what have you been influenced by. You need to decide how you are going to create something which links to the themes set out in the brief. In your response you will need to think about the following:

- Will you compose music, choreograph a dance, devise a drama, design sound, set, lighting, costume, make-up and hair?
- If you are creating music, dance or drama will it be just one piece, or more than one to make up the time requirement?
- What is the title of your piece going to be?
- What **effect** do you want it to have? Does it tell a particular story? (Devised drama probably will). Is it setting a scene or a mood? What techniques will you use to achieve this?
- What is its **purpose**? (There could be overlap here with effect). How will it meet this purpose? **How does it connect to the set brief?**
- Who will the **intended audience** be and **where will it be performed**? Why?
- Are there particular **themes and ideas** you want to explore? What are they? How will you do this?
- What is **the scale** of your piece going to be? A duet? An ensemble?
- How does this fit with your **own knowledge, interests, and experience**?
- What **resources** do you have available? (Software, dance studio, etc)
- What **styles** have you considered? What are **the demands** of each?
- Name at least **two people whose work you have investigated** which has influenced you. Describe what you have looked at / watched / listened to / read and what you like about it.

**Learner:** How many marks are available for this task?

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

★ Words in red link to the mark scheme.

## Task 2 – Development Log

**Learner:** Is this task about listing what I do?

**Teacher:** Task 2 is about showing the development of your work and your ideas. It should record the process and the progress you are making.

- What did you do? Keep a diary when you work on your created piece. Note down what you did – added a counter melody, looked at different colours and types of fabrics in combination, drafted a monologue, choreographed a motif etc.
- Why did you do each thing? What was the effect you were aiming for and how does it fit with the brief you set yourself in Task 1?
- Did you do anything which didn't work as you wanted, and you 'un-did' it? Why?
- What feedback were you given during the creating 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.

**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 screenshots of your composition on Logic etc then make some notes about what you have done / will do next. You could take photos at different stages of your design 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 3 – Presentation

**Learner:** Is this just about performing my piece or presenting my design ideas?

**Teacher:** Basically yes, this is where you will perform or 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, you just need to all be clear about what you are individually contributing.

**Learner:** How long does it need to be?

**Teacher:** Between 3 – 10 minutes

**Learner:** If I'm in a group of 4 does that mean it has to be between 12 – 40 minutes?

**Teacher:** Not necessarily, for example if you are working as an ensemble and you are all performing for between 3 - 10 minutes then that would be fine.

**Learner:** I have worked on my own to compose music, choreograph a dance or devise a piece of drama, but I need others to help me perform it, is this allowed?

**Teacher:** Yes, you can use other people if you want to, providing the ideas are your own.

**Learner:** Do I have to design for another group?

**Teacher:** You can if you want to and it is appropriate, otherwise you could create new designs for an existing piece of work, so costumes for an existing play etc.

**Learner:** Am I assessed on my performance / presentation skills?

**Teacher:** This is not about whether you have been able to perform or present your piece perfectly, although this will help in communicating your knowledge of your subject specific discipline. This is about how well creative skills and subject specific methods have been used to create your piece. If something doesn't go to plan, for example someone forgets their lines as part of a script you have written, then you can explain this later and if you include the script with your evidence then it will be clear what was intended.

**Learner:** Do I have to give a presentation as well as my performance?

**Teacher:** No, the performance itself would be fine, although you may want to do a presentation or introduce the piece first if you feel it helps to explain your idea.

**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:** How many marks are available for this task?

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



## Task 4 – Evaluation

**Learner:** Can I just write a few sentences to say that my idea met the brief and it went how I wanted it to?

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

- What **feedback** did you get **during** the creating 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 were you in meeting the brief** you set yourself in Task 1? Don't just answer yes or no, explain how. Refer to the context you gave for your brief – was it for an occasion, a particular venue etc? What was the intended mood? How did you achieve these things? Give specific examples.
- 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 reference to the discipline specific words in the assessment criteria for Tasks 2 and 3.
- What **feedback did you get when you performed / presented 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 develop your created piece? How could you use this feedback on future projects?
- **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? E.g. If the suggestion was 'it would be great if this piece was performed outdoors in the Brecon Beacons and video recorded using drones' then you may want to explain that this would not be possible due to costs, health and safety reasons etc. If the suggestion that adding a drum beat to the composition would make it easier to dance to, you may want to respond by explaining that would take away from the serenity of what you wanted to convey with the music. If feedback was that your costume design would be cheaper if you'd used polyester rather than silk, you may want to respond by explaining that under hot stage lights natural fibres would be more comfortable for a performer to wear.
- If you would **act on specific feedback** for a particular reason then think about why – e.g. – 'this idea was useful because it led me to research and use a new technique' or 'suggestions from this person were valuable because of their own expertise in...'

**Learner:** Does this have to a written piece?

**Teacher:** No, you could audio / video record your response, 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 **20 marks**

★ Words in red link to the mark scheme.