

BTEC First Diploma / First Certificate in Performing Arts (Performance)

| Teacher Statement Form | | | |
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| Learner: | | Teacher: S. Bruton-Lang | |
| Unit: A1: Performing Arts Production Process | | Date of Observation: | |
| Assignment 1: Festive Concert Task | | Activity: Planning a Backstage & Front of House of a Production | |
| The Brief | | Week one - thirteen | |
| <ol style="list-style-type: none"> 1. Your theatre company has been commissioned to facilitate and organise the backstage and front of house for the Finham Park School Festive Concert 2. Your company will be employed by Finham Park staff to co-ordinate the backstage and front of house at the formal event – the Festive Concert, held at Finham Park Theatre Thursday 18th December 2008 3. Your company needs to allocate/select roles to facilitate the event 4. You have 13 weeks to research, co-ordinate and execute your elected role either back stage or front of house 5. This production is the first of 2/3 productions you will oversee | | <ol style="list-style-type: none"> 1. Research roles backstage/front of house 2. Allocate/select roles for Concert 3. Produce version 1 flow chart. Start diary of contact with personnel 4. Meet with MDs, directors regarding Acts and required equipment 5. Select and organise appropriate equipment 6.-11. Organise equipment, staff 12. Final Planning Meeting 13. Complete role and evaluation | |
| Ref | Grading Criteria | Achieved ✓/x | Comments / Evidence |
| P1 | identify the necessary planning requirements for a performing arts product | | |
| M1 | describe the necessary planning requirements for a performing arts product | | |
| D1 | explain the necessary planning requirements for performing arts product with insight, foresight and confidence | | |
| P2 | identify appropriate material/equipment suitable for a performing arts product | | |
| M2 | describe appropriate material/equipment suitable for a performing arts product with some attempt at shaping the nature of the work in development | | |
| D2 | explain appropriate material/equipment suitable for a performing arts product in a way that shows a positive and/or artistic contribution to the work in development | | |
| P3 | communicate with other team members and/or event personnel as appropriate | | |
| M3 | communicate with other team members and/or event personnel using appropriate channels and methods to ensure communication achieves its objective | | |
| D3 | communicate clearly with other team members and/or event personnel with a degree of confidence to ensure communication achieves its objective | | |
| P4 | carry out a role in the development process showing a grasp of the task requirements and with some commitment | | |
| M4 | carry out a role in the development process showing that the task requirements are handled with some thought and attention to detail and with some commitment | | |
| D4 | carry out a role in the development process showing that the task requirements are handled with efficiency, commitment and independence | | |
| P5 | evaluate the product with reference to the planning and preparation process, identifying personal effectiveness and suggesting opportunities for improvement. | | |
| M5 | evaluate the product with reference to the planning and preparation process, describing personal effectiveness and suggesting opportunities for improvement. | | |
| D5 | evaluate the product with reference to the planning and preparation process, making judgements about personal effectiveness and suggesting opportunities for improvement. | | |
| Signed (teacher / tutor): Date: | | Signed (learner): Date: | |

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| Activities/Evidence Form | | | |
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| Learner: | | Teacher: S. Bruton-Lang | |
| Unit: A1: Performing Arts Production Process | | Date of Observation: | |
| Assignment 1: Festive Concert Task | | Activity: Planning a Production | |
| Activities | Criteria | Evidence | Date Completed |
| 1. Devise flow chart for planning an event at Finham Park – this should be completed before, during and after the performance to reflect your learning | P1 M1 D1 | Teacher observations/journal | |
| 2. Present your flow chart and ideas for planning an events to the class | P1 M1 D1 | Presentation recording/ Teacher observations/journal | |
| 3. Complete a chart of the equipment needed for the Festive Concert and why. | P2 M2 D2 | Teacher observations/journal | |
| 4. Complete diary of contact with event personnel over the planning stages upto night of the concert | P3 M3 D3 | Teacher observations/journal | |
| 5. Attend final planning meeting and ensure equipment, arrangements and personnel are ready and briefed for the Festive Concert | P4 M4 D4 P5 M5 D5 | Teacher observations/journal | |
| 6. Attend final rehearsal, make notes on any issues, potential problems and changes that may be required. Meet with your team to ensure everything is ready and analyse/evaluate your performance and what you can do to improve | P2 M2 D2 P3 M3 D3 P4 M4 D4 | Rehearsal recording/ Teacher observations/journal | |
| 7. Festive Concert – focus on your role backstage/front of house in performance, establish, communicate and maintain rapport with your fellow team. | P4 M4 D4 | Performance recording Teacher observations/journal | |
| 8. Collect evaluation comments from Producer, Director, Musical Directors and discuss these in lesson. | P5 M5 D5 | Lesson recording/ Teacher observations/journal | |
| 9. Complete self evaluation tasks | P5 M5 D5 | Journal/Self evaluation tasks | |

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Unit content

Know how to carry out planning requirements for a performing arts product

GC1, 2 & 3

Planning: agendas; minutes; action plans; contingency plans; job allocation and interview; planning; instructions and meetings; organisation of production period; identifying health and safety requirements; communication methods; technical requirements of equipment; venue requirements target audience, e.g. age, gender, socio-economic, race

Planning requirements for marketing: target audience e.g. age, gender, socio-economic, race; marketing strategy, e.g. posters, flyers, press release, radio advertising, TV advertising

Product: artistic intention e.g. performance, play, physical theatre, street theatre, community theatre, dance, concert, circus, gig

Be able to take part in the developmental process for a performing arts product

GC1, 2, 3 & 4

Development: rehearsals; exploration of performance material; research into performance material; playwriting; composition; choreography; workshops, text explorations; technical rehearsals; dress rehearsal

Technical: venues, e.g. theatre, arts centre, school hall, village hall; venue resources, e.g. entrances, exits, power supply, auditorium space, seating; stage organisation; stage layout; accuracy in handling and operation of equipment; responding to cues and instructions; safe working practise; communications with team members and performers; equipment audit; maintenance; transit of equipment; get-in, set-up and get-out; rigging; communications; health and safety; reports; following technical plans and instructions; technical rehearsals, dress rehearsal

Production team: team meetings; planning; schedules; health and safety; communications; preparations specific to individual role(s), e.g. following design briefs, design meetings, presentation of design ideas, organisation of properties, sound, light and set, FOH organisation, setting-up box office

Understand the purpose of the planning and preparation process in the creation of a performing arts product

GC1, 2, 3 & 5

Evaluation: strengths/weaknesses; effectiveness of rehearsal/production processes and techniques; professional relationships; use of resources; individual contribution; team contribution; audience response; suggestions for improvement/development

Product: e.g. performance, play, physical theatre, street theatre, community theatre, dance, concert, circus, gig

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| Learner Formative Self-Assessment Form | | |
|---|---|--------------------------|
| Learner: | Teacher/Tutor: S. Bruton-Lang | |
| Unit: A1: Performing Arts Production Process | Date of Self-observation: 1-2 weeks prior to concert | |
| Roles: | Assignment Title: Festive Concert Task | |
| Ref | Grading Criteria | Self-assessment Comments |
| P1 | identify the necessary planning requirements for a performing arts product | |
| M1 | describe the necessary planning requirements for a performing arts product | |
| D1 | explain the necessary planning requirements for performing arts product with insight, foresight and confidence | |
| P2 | identify appropriate material/equipment suitable for a performing arts product | |
| M2 | describe appropriate material/equipment suitable for a performing arts product with some attempt at shaping the nature of the work in development | |
| D2 | explain appropriate material/equipment suitable for a performing arts product in a way that shows a positive and/or artistic contribution to the work in development | |
| P3 | communicate with other team members and/or event personnel as appropriate | |
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| D3 | communicate clearly with other team members and/or event personnel with a degree of confidence to ensure communication achieves its objective | |
| P4 | carry out a role in the development process showing a grasp of the task requirements and with some commitment | |
| M4 | carry out a role in the development process showing that the task requirements are handled with some thought and attention to detail and with some commitment | |
| D4 | carry out a role in the development process showing that the task requirements are handled with efficiency, commitment and independence | |
| P5 | evaluate the product with reference to the planning and preparation process, identifying personal effectiveness and suggesting opportunities for improvement. | |
| M5 | evaluate the product with reference to the planning and preparation process, describing personal effectiveness and suggesting opportunities for improvement. | |
| D5 | evaluate the product with reference to the planning and preparation process, making judgements about personal effectiveness and suggesting opportunities for improvement. | |
| Teacher Comments | | |
| Signed (learner): Date: | Received: (teacher): Date: | |

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| Assessment Form | | | | | |
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| Learner: | | | Teacher: S. Bruton-Lang | | |
| Unit: A1: Performing Arts Production Process | | | Date Returned: | | |
| Assignment 1: Festive Concert | | | | | |
| Activities | Criteria | Comments | P | M | D |
| 1. Devise flow chart for planning an event at Finham Park – this should be completed before, during and after the performance to reflect your learning | P1 M1 D1 | | | | |
| 2. Present your flow chart and ideas for planning an events to the class | P1 M1 D2 | | | | |
| 3. Complete a chart of the equipment needed for the Festive Concert and why. | P2 M2 D2 | | | | |
| 4. Complete diary of contact with event personnel over the planning stages upto night of the concert | P3 M3 D3 | | | | |
| 5. Attend final planning meeting and ensure equipment, arrangements and personnel are ready and briefed for the Festive Concert | P4 M4 D4 P5 M5 D5 | | | | |
| 6. Attend final rehearsal, make notes on any issues, potential problems and changes that may be required. Meet with your team to ensure everything is ready and analyse/evaluate your performance and what you can do to improve | P2 M2 D2 P3 M3 D3 P4 M4 D4 | | | | |
| 7. Festive Concert – focus on your role backstage/front of house in performance, establish, communicate and maintain rapport with your fellow team. | P4 M4 D4 | | | | |
| 8. Collect evaluation comments from Producer, Director, Musical Directors and discuss these in lesson. | P5 M5 D5 | | | | |
| 9. Complete self evaluation tasks | | | | | |
| Teacher's Signature | | | Date | | |
| Learner's Targets | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Learner's Signature | | | Date | | |