

## BTEC First Diploma in Performing Arts (Performance)

Performance Response Form – page 1 of 4

<b>Learner's Name:</b>		<b>Teacher:</b>	S. Bruton-Lang
<b>Unit: A2</b>	The Performing Arts Business	<b>Date of Performance:</b>	
<b>Production:</b>		<b>Task</b>	Evaluate your role in production process

Ref	Assessment Guidance Please read these comments carefully and re-consider when completing each section.	Achieved ✓ = Y x = N
A2: The Performing Arts Business – GC5: Identify Strengths & Weaknesses	In order to achieve a PASS, you will need to... evaluate the product with reference to the planning and preparation process, identifying personal effectiveness and suggesting opportunities for improvement.	
	In order to achieve a MERIT, you will need to... evaluate the product with reference to the planning and preparation process, describing personal effectiveness and suggesting opportunities for improvement.	
	In order to achieve a DISTINCTION, you will need to... evaluate the product with reference to the planning and preparation process, making judgements about personal effectiveness and suggesting opportunities for improvement.	

**Section 1: Evaluate Your Contribution to the Production Process.** Give examples for each of the sections below, making specific reference to the work you undertook. Use examples to support the points you make. Refer to specific practice.


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**Section 2: Production Elements.** Give examples for each of the sections below, making specific reference to the Festive Concert. Use descriptions to support the points you make. Suggest how your role and its execution might have been developed.


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**Section 3: Analysis.** In this Section you are asked to analyse what made key moments in the production process effective, efficient or organised. At the end of the section you should write your conclusions. Give examples to support all the points you make.

Use bullet points if you have several points to cover.

Dramatic Highlights	
Comedy Highlights	
Atmospheric Highlights	
Weaknesses – areas for improvement	
Overall Strengths - favourite bits	
What I have learned about devising	

Signed (teacher / witness):  
Date:

Signed (learner):  
Date:

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**Section 3: Responding Visually.** Use this space to record visually your response to the performance – you may like to use this space to include diagrams, annotations and character or costume design ideas. You can either record aspects of the production design or present design ideas that you feel might have enhanced the visual aspects of the performance.

Visual Response – use the space as creatively as possible. Include colour, add labels and titles and annotate anything that needs explaining	
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Signed (teacher / witness):  
Date:

Signed (learner):  
Date:

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### Unit content

#### Understand areas of business practise in the performing arts GC1 & 2

*Arts administration:* eg national funding bodies; regional arts boards; local authorities; Theatrical Managers Association (TMA); business-based sponsors; administration/management services; Health and Safety Executive; Performing Artists and Media Rights Association (PAMRA)

*Service companies:* eg facilities hire companies; equipment hire companies eg lighting, sound, scenic; scenic construction companies; properties hire companies; costume hire companies; transport companies

*Agencies:* eg casting agencies; extras agencies; modelling agencies; employment agencies; literary agencies; artist's representation; booking agencies

*Unions:* eg Equity; Broadcast Entertainment Cinematograph and Theatre Union (BECTU); Musicians Union (MU)

*Journalism:* eg newspapers; radio; television; journals

**(Learners should be able to describe ONE area from any of the above categories)**

#### Understand job opportunities in the performing arts GC1 & 2

*Administrative:* eg venue management; project management; artist management and representation; marketing; box office; Front of House; legal; events security

*Technical:* eg stage technician; lighting; sound; set construction; properties construction; stage crew; wardrobe management; dresser

*Creative:* eg director; musical director; performer; actor; dancer; musician; composer; playwright; choreographer; animateur; designer; costumier

*Other:* eg teacher; dance therapist; drama therapist; journalist; broadcaster (TV or radio)

**(Learners should be able to describe ONE area from any of the above categories)**

#### Be able to apply financial planning practises to a specific performing arts production

*Income sources:* eg sponsorship (business, private, donations); grants (authorities/associations/trusts/charities); ticket and programme sales; merchandising

*Expenditure:* eg production costs; fees; licences; hire; consumables; materials

#### Be able to apply marketing practises to a specific performing arts production

*Market research:* audience; marketing plan; forms of publicity; outlets for publicity

*Marketing materials:* eg poster, flyer, press release, website, mail-shot; audio materials; video materials; publicity stunt

#### Essential resources

Access to professional organisations, bodies and practitioners, by way of visits, and/or guest speakers, and/or case studies, will greatly support and enhance the delivery and assessment of this unit. Learners will need access to research information when investigating areas of, and roles within, the performing arts industry; this might typically include trade journals, books, websites, union documentation, legal and legislative materials.

#### Indicative reading for learners

Banham M — *The Cambridge Guide to Theatre* (Cambridge University Press, 1995)

Doulton A M — *The Arts Funding Guide* (Directory of Social Change, 2002)

Freakley V and Sutton R — *Essential Guide to Business in the Performing Arts* (Hodder & Stoughton, 1996)

Pallin G — *Stage Management: The Essential Handbook* (Nick Hern Books, 2001) Pick J — *Arts Administration* (Spon Press, 1995; or e-book Digital Download ISBN B0000COEZU)

Poynton K — *Contacts: Stage, Film, Television and Radio: The Spotlight* (The Spotlight, yearly) *The Actors' Yearbook 2006* (A&C Black, yearly)