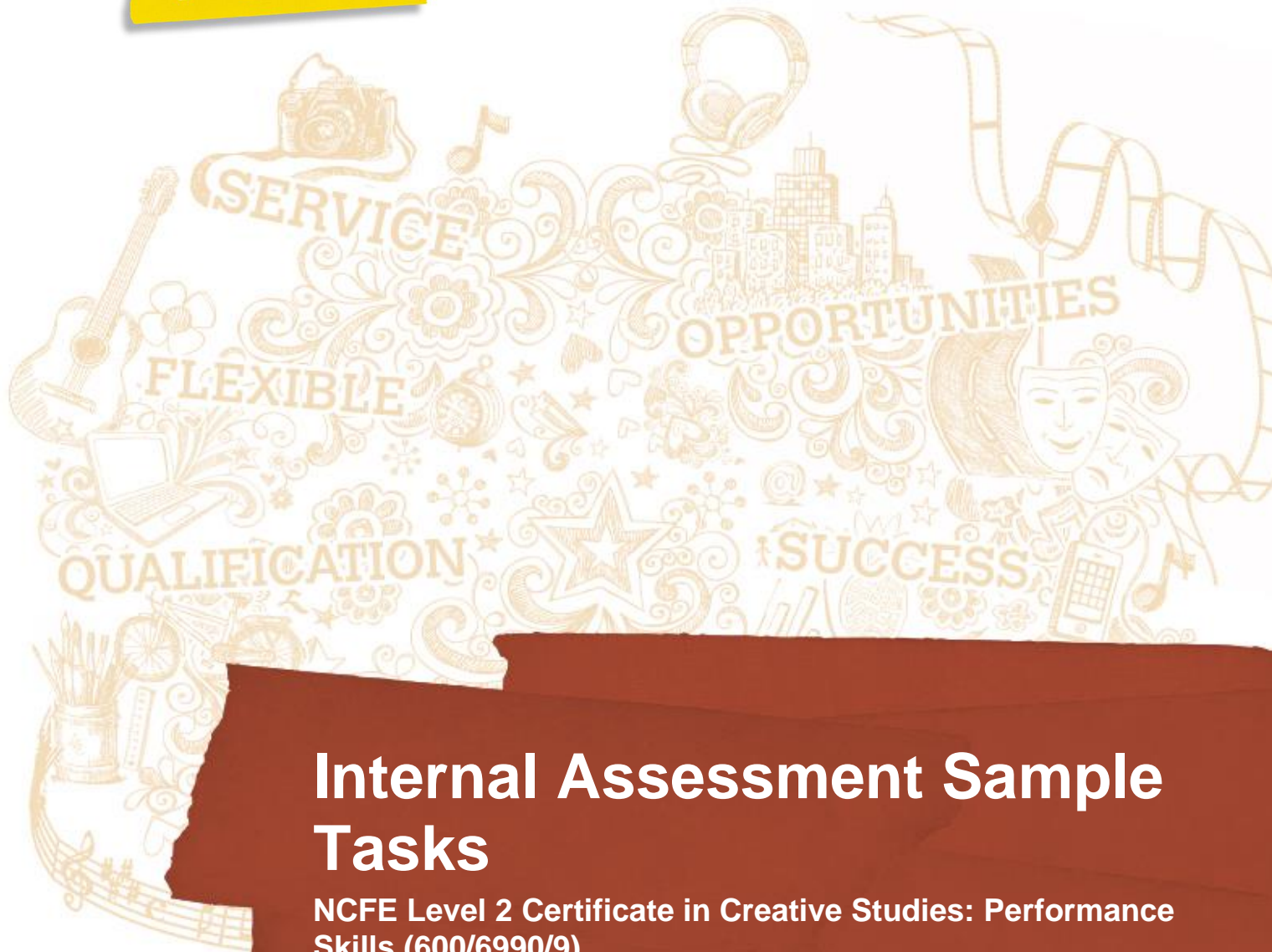


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Internal Assessment Sample Tasks

NCFE Level 2 Certificate in Creative Studies: Performance Skills (600/6990/9)

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Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your candidates to help build up a portfolio of evidence. The tasks have been created to cover all the learning outcomes and assessment criteria for each unit and provide opportunity for stretch and challenge.

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To allow you the freedom to apply local or topical themes appropriate to your candidates, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your candidates and relates to local need.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the candidate to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 3 (page 19) of the Qualification Specification. Assessors should also refer to the grading criteria glossary of terms, which can be found in Section 8 (page 59) of the Qualification Specification. More information about internal assessment can be found in our Qualification Specification in Section 2 (page 12).

Authenticity

It's important to ensure that the work produced by each candidate is authentic and original – this can be recorded using the assessment declaration on the Candidate Front Sheet.

Teachers should:

- ◆ supervise work to monitor progress and also prevent plagiarism
- ◆ supply evidence of their supervision and authenticate all work submitted for assessment
- ◆ ensure that any evidence provided which hasn't been produced by the candidate is referenced and acknowledged.

Assessors must countersign the assessment declaration on the Candidate Front Sheet to authenticate the candidate's work.

Writing a brief

Your brief should give the candidate sufficient information for them to understand what the topic or theme is that they're working to. It'll help to cover the following points so that the candidate can develop their ideas:

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- ◆ an introduction about the company or organisation that you're basing the brief on (eg what it does and what market it's in)
- ◆ what the organisation wants to achieve from the brief (eg increased publicity, new branding)
- ◆ size of final commission if appropriate or how the commissioned work is to be used (eg logo on letterheads, music for an advert, public artwork)
- ◆ cost or budget (if appropriate)
- ◆ any other information you feel would be useful.

Unit 01 Developing skills for performance (M/504/0173)

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Internal assessment task

Youth Performers, a group who specialise in working with young people aged between 12 and 16, have asked you to get involved in the delivery of a series of performing arts workshops. They're keen to use peer mentors to develop their work.

Task 1 (AC 1.1 - 1.3, 2.2 - 2.4)

To demonstrate your suitability for the role, Youth Performers have asked you to create a SWOT analysis for them. This will explore your strengths, weaknesses, opportunities for development and any threats to this.

They'd like you to show how you're able to develop your skills, as they see this as being valuable in helping others to do the same. They've asked that you take part in practice sessions to support your skills development. They think that it would be very useful for you to develop an action plan, including appropriate rehearsal techniques, and identify the areas to be developed based on your SWOT analysis.

They'd also like you to keep a journal/video diary of how you've worked through this process and evaluate your overall development.

Types of evidence:

- ◆ SWOT analysis and action plan
- ◆ video diary/journal of practice sessions
- ◆ observation records
- ◆ action plan.

Task 2 (AC 2.1, 1.4)

Youth Performers have asked you to develop a presentation for new recruits to the project. They'd like you to explain to them why it's important to practise skills and techniques, and how warm-ups can support this.

They also think that it would be useful if you delivered a short workshop to the potential attendees. The workshop should be supported by a risk assessment.

Types of evidence:

- ◆ presentation
- ◆ witness testimony
- ◆ observation records
- ◆ video diary/journal.

Unit 03 Performance production in practice (A/504/0175)

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Internal assessment task

You have been asked to plan a performance for a charity event which explores the theme of 'Change'.

Our lives are full of changes so there will be no shortage of ideas. You could think about changes of seasons, jobs, house/country, hobbies, friends, schools, fashions, family circumstances such as a new addition to the family, eg baby or pet, or any other changes you can think of.

Task 1 (AC 1.1 - 1.4, 2.1, 2.2)

Plan a performance production – it can be a performance that you're actually able to plan and put on or one for which you've just produced the plans. The performance can consist of a number of acts that might contain music, dance, drama, circus skills, carnival, comedy or any other type of performance. You may focus on one change or a combination of ideas and you can work with a group of friends.

You'll need to create a portfolio of your work demonstrating your involvement in the development process for a performance production. The portfolio could include plans, minutes, task lists, schedules, photographs, videos etc. You might also include a reflective log/video diary of your work.

To carry out this task you'll need to:

- ♦ investigate and identify the necessary planning requirements for the performance and the people involved in various tasks. You could look at different performing arts productions and venues. You could speak to other professionals to get ideas for this.
- ♦ identify the materials/equipment/venue that you will need for the performance. Depending on the role undertaken, you could include, orders, parts lists, materials request forms, minutes, notes on suggestions etc.
- ♦ take part in team activities, such as planning for set construction/lighting/props/make-up, discussing performer roles and responsibilities, and drawing up programmes/tickets. You'll need to communicate with other team members effectively and listen to feedback to evaluate your plan.

Types of evidence:

- ♦ portfolio
- ♦ reflective log/video diary/journal/blog.

Unit 03 Performance production in practice (A/504/0175) (cont'd)

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Task 2 (AC 3.1)

Once you've planned your production you'll be required to evaluate the strengths and weaknesses of the planning and preparation processes needed to produce a show and how effective they were.

This could take the form of a discussion/debate with your team or a more formal review. If you're actually able to put on the show you'll also have the opportunity to get audience reaction/interviews and comments to help in your evaluation of the planning process. You'll present this evaluation either with the use of video or as written report/presentation or a combination of both.

Types of evidence:

- ◆ diary/journal/blog
- ◆ evaluation/review document
- ◆ report
- ◆ presentation
- ◆ observation records.

Unit 04 Performance design and technology in context (F/504/0176)

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Internal assessment task

Channel Creative is a new production company which specialises in live performances. They're putting together a season of exciting and innovative performances. The idea behind the season is that they'll take emerging designers and pair them with experts in their field to develop new work. This includes lighting, set and prop, sound and costume designers.

Task 1 (AC 1.1 - 1.3, 2.1, 2.2)

Channel Creative want to know what makes you the right person for the job. In order to do this you should create a report which will highlight to them:

- ◆ what you do and what skills are essential for the technical role that you've chosen
- ◆ how your role impacts on the overall development and production process
- ◆ the type of skills you possess in the chosen technical role, identifying your strengths and weaknesses in relation to the role
- ◆ that you're familiar with the different areas of a performance space, for example, auditorium, onstage, backstage, centre stage, downstage etc. You could use floor plans to illustrate this for different performance spaces
- ◆ that you're familiar with different types of staging and their various positive and negative aspects as far as your technical role is concerned, you should include at least 2 of the following in your presentation:
 - traverse
 - in the round
 - thrust
 - proscenium arch
 - black box
 - arena
 - site-specific staging.

Types of evidence:

- ◆ photographs
- ◆ video
- ◆ witness testimonies
- ◆ designs
- ◆ presentation.

Unit 04 Performance design and technology in context (F/504/0176) (cont'd)

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Task 2 (AC 3.1 - 3.6)

Channel Creative would then like you to use a design brief for a production (to be identified by your Teacher). As part of this, you will need to consider how you might use your skills and how you are going to present the brief to Channel Creative.

You should show that you can:

- ◆ identify the technical requirements of a design brief which are relevant to your chosen technical role, this might include lighting effects, items of set and props, audio effects or special effects.
- ◆ create a technical design for a performance from the brief and present this to your peers for feedback
- ◆ evaluate the strengths and weaknesses of your design
- ◆ communicate with all the members of your team effectively in response to the design brief
- ◆ identify safe working practices in relation to the role and the design brief, this could be in the form of a risk assessment which needs to address the level of risk.

Types of evidence:

- ◆ designs
- ◆ diary/journal/blog
- ◆ evaluation/review document
- ◆ presentation
- ◆ observation records.

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