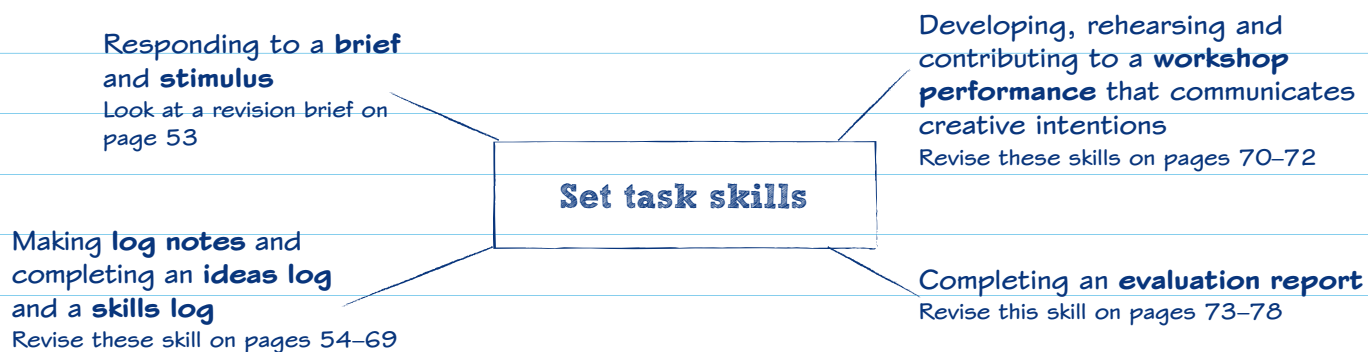


Your Component 3 set task

Component 3 will be assessed through a task, which will be set by Pearson. In this assessed task you will need to apply your skills and techniques creatively to a workshop performance for a selected audience. You will capture your ideas on planning, development and effectiveness of the performance or design process in a written log and an evaluation report.

Revising your skills

Your assessed task applies the essential content in Component 3. This skills section is designed to **revise skills** that might be needed in your assessed task. It uses selected content and outcomes to provide examples of ways of applying your skills, focusing on the **performance disciplines**.



Workflow

The process of creating a group workshop performance might follow these steps:

- ✓ Review a brief and stimulus, relating it to a specific target audience.
- ✓ Participate in discussions and practical activities to shape and develop original material.
- ✓ Develop ideas and rehearse for performance.
- ✓ Keep records of how you developed your ideas and skills, to create an ideas log and a skills log.
- ✓ Present a workshop performance to an invited audience, performing or designing as part of a group and working well to apply skills and techniques to communicate your group's creative intentions.
- ✓ Evaluate your workshop performance through reflection on the process and performance.

Check the Pearson website

The activities and sample response extracts in this section are provided to help you to revise content and skills, focusing on the performance disciplines.

Every page will be of use to you, whatever your performance discipline. Ask your tutor or check the Pearson website for the most up-to-date **Sample Assessment Material and Mark Scheme** to get an indication of the structure of the actual assessed task and what this requires of you, and for details relating to the **design disciplines**. The details of the actual assessed task may change, so always make sure you are up to date.

Now try this

Visit the Pearson website and find the page containing the course materials for BTEC Tech Award Performing Arts. Look at the latest Component 3 Sample Assessment Material and Mark Scheme for an indication of:

- the structure of your set task, and when you will receive it
- how much time you are allowed for preparation and performance
- what briefing or stimulus material might be provided to you
- any notes you might have to make, and whether you are allowed to take selected notes into your supervised assessment
- whether any activities need to be completed on a computer, any word limits, and any use of templates
- details relating to development of a workshop performance – the number of performers, designers, and roles involved, and any requirements for a digital recording.

Had a look Nearly there Nailed it!

Responding to a brief

When responding to a task brief, make sure you are clear about the requirements. Consider the **stimulus**, the **target audience** and the **purpose** for the workshop performance.

Understanding the skills required

This task brief is used as an example to show the skills you need. The content of a task will be different each year and the format may be different. Ask your tutor or check the Pearson website for details (e.g. group numbers; time for preparation and performance time). The details of the actual assessed task may change so always make sure you are up to date.

Task information

You have been asked by your local library to contribute to a book week they are hosting. They want to encourage members of the community to visit the library and develop an appreciation of reading. They are inviting local performance groups to show a short piece of work and have set the theme/stimulus for the performance as:

'Unlock your imagination'

In response to this theme/stimulus, you must work as part of a small group to create a Workshop Performance in a limited time slot that communicates ideas and creative intentions to a specific target audience to encourage them to develop an appreciation of reading.

Throughout the task you must participate in discussions and practical activities to shape and develop original material and ideas, and rehearse for the performance in a set time. You will need to keep records of how you developed your ideas and skills.

You must present your Workshop Performance to an invited audience. You will need to perform or design as part of a group and work well together, sharing ideas and applying performance or design skills and techniques in order to communicate your group's creative intentions.

At the end you will evaluate your Workshop Performance.

Make sure you **understand the brief** by reading it carefully more than once. You could underline key information to focus on key points.

Consider the **purpose** of performance when generating ideas in response to the **stimulus**, so your ideas are suitable.


Consider the type of **specific audience** carefully, so your ideas and performance target their age and needs, engaging them with your ideas and purposes.

Make the best use of the **skills of the group** as you discuss, shape, develop and rehearse ideas, activities and material for performance.

Keep notes of **your contribution** to the development of ideas and planning in response to the brief, your selection and development of skills and techniques, the rehearsal process and the way your work has been influenced by others.

Consider how best to work together to **communicate creative intentions in performance** by contributing and responding as a group, managing individual preparation and group rehearsal time, and progressing and refining your skills. If you are a designer, you must also present your ideas.

Evaluate your own contribution to the development of ideas, skills and the workshop performance in relation to the requirements of the brief.

 **Links** To revise initial responses to a brief, see pages 1–6, and for time management, see page 7.

Now try this

Use the above guidance on different stages of the task to make an outline plan of how you would manage each stage and the time to meet deadlines.

Check the BTEC Tech Award page of the Pearson website for details of your assessed task, timings, number of performers and designers, choices of disciplines.

Ideas log notes 1

As you prepare, make focused **notes** in relation to your **ideas log**. They should clearly show your individual contribution to the interpretation of the brief, and the exploration and development of ideas and planning in response to the brief. For what you should consider in your ideas log see page 58. The extracts from notes below are by an actor in response to the brief on page 53.

Sample notes extract

Target audience and purpose selected

- Performance suitable for children aged 6–10 and accessible for their parents/carers.
- Purpose: to entertain and inform.

Preparatory notes

You may be allowed to take some of your preparatory notes into your supervised assessment time. If so, there may be restrictions on the length and type of notes that are allowed. Check with your tutor or look at the most up-to-date Sample Assessment Material on the Pearson website for information. Details of the assessment may change, so always make sure you are up to date.

Sample notes extract

Concept of performance in response to brief

- Looked up definitions of 'imagination'. Group definition: the creative and inventive ability to form ideas, images or concepts in our minds of something not real or not physically present to our senses.
- Agreed: make the audience use their imagination.
- Visited children's section of local library and explored non-fiction, fiction, educational books. Everyone brought in a book aimed at children aged 6–10 that included imaginary characters. Each gave 2-min summary of story and characters. Brainstormed which ones good for adapting and why, and voted on most suitable. Chose *The Little Prince* by Antoine de Saint-Exupéry. Key quotation (fox): 'You only see clearly with your heart. The most important things are invisible to the eyes.'
- Our performance: make the invisible real.
- Our impact on audience: emotional response to encourage reading the book afterwards.

Using bullet points and headings means that your notes will be **clear** and **focused**.

The **audience** and **purpose** are clearly noted, along with how individuals in the group have explored, investigated and shared initial ideas in response to the requirements of the brief.

Sample notes extract

Style of performance in response to brief

- Use storytelling and narration to make sure the children understand the story.
- Use group strengths of physical theatre to help children use their imaginations.
- I suggested including puppetry because young children respond well to puppets. Someone suggested using mime to impress the children. I developed the idea further of some mime being presented like magic illusions.

The notes show that the **brief** has been understood, and how ideas for the performance have taken the brief into consideration.

Making notes on what you did and why you did it helps to demonstrate that you have **clear objectives** when developing your work.

Now try this

Choose a performance where you have responded to a brief. Create brief bullet points that log your ideas for the target audience, purpose, concept and style.

Had a look Nearly there Nailed it!

Ideas log notes 2

These extracts from ideas log notes are from an actor in a group, in response to the brief on page 53.

Sample notes extract

- I like how Handspring Puppet Company make characters using objects found around the house, e.g. colanders and wooden spoons.
- I want to use the group movement skills of Complicité and Frantic Assembly, with everyone stopping and moving at the same time.
- Steven Berkoff uses the body to become other animals and objects. I think that will help with showing the fox, the flowers and the snake.
- I want to include some mime skills like those used by Theatre Ad Infinitum in *Translunar Express*.

Note how these ideas relate to practical exploration of the **work of others**, and how to use or adapt these ideas in performance.

Sample notes extract

Resources needed (development and performance)

- We set deadlines for writing and blocking each scene (everyone responsible for one scene each). Script for my scene lasted 2 minutes. Used dialogue for the fox, narrator and prince. Included stage directions and blocking so everyone knows what to do and where to stand.
- We focused on what we could find or make because we have a limited budget and want to encourage the audience to use their imagination. We made a rule of one item such as a prop for each of our characters (we all play more than one role).

You will need to set **deadlines** to ensure the performance is ready within the timescale.

Make sure that you organise realistic and achievable **resources** needed in relation to your ideas.

Sample notes extract

Individual contribution to exploration and development of ideas

- I developed characters of the fox, the drunkard and the narrator. I suggested a hat for the fox and added fox ears. This led to a decision that we all wear hats.
- I suggested sound effects made with our voices, bodies and found objects, to unlock audience imagination.
- I asked another performer to watch my scene and tell me what it looked like. I did the same for them. Good to develop work together, share responsibilities and collaborate to make the work the best we could.
- I helped with making a rehearsal schedule and set a deadline for learning lines.

If you are playing more than one character, note how using a **prop** for each one can help make the character clear to the audience.

Remember to log your **own contribution** as you make notes for your ideas log.

Now try this

Choose a performance you have been involved in. Make some brief bullet notes on your individual contribution to developing ideas in response to the brief.

You could use the headings above to help focus the notes.