

BTEC Tech Award 2022 in Performing Arts

Performing Arts

External Assessment: Responding to a Brief



Sample Marked Learner Work

June 2024

Component 3

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You will need to refer to the BTEC Reformed Tech award Performing Arts specification alongside these sample materials

[Performing Arts Specification](#)

Note:

The Pearson Set Task and the learner’s work used for this sample marked learner work are taken from the June 2024 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Introduction

The following sample marked learner work has been prepared as guidance for centers and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each task/activity will show the learner's response, followed by comments by the Lead Examiner. Tips may be offered where relevant.

The marking grids for each task/activity are also included for reference.

Pearson Set Task

A museum is hosting a programme of performing arts events as part of its plans to attract a more diverse visitor base. The performing arts events aim to support participation in arts and cultural activities. All events will be free to attend and open to everyone.

The programme of performing arts events will include work from all performing arts disciplines. The museum is committed to being an inclusive place to visit and aims to attract visitors from all cultures and backgrounds.

You have been commissioned by the museum to take part in the programme of performing arts events. The museum has set the stimulus for the performance as:

‘Treasured Memories’

In response to this stimulus, you must work as part of a group of between three and seven performers and a maximum of four designers* if applicable.

You have to create a workshop performance (7 to 15 minutes) that communicates ideas and creative intentions to a specific target audience that is suitable for the celebration event. The aim of the workshop performance is to promote the event and to engage people with the performing arts.

During the task you must join in discussions and practical activities to shape and develop original material.

You should spend approximately eight hours working with your group developing ideas and rehearsing for the performance.

You will need to keep records of how you developed your ideas and skills to support your written submissions.

Performers must perform in the workshop performance.

Designers must pitch/present their ideas to the invited audience.

As a performer, you will need to perform as part of a group and work together applying skills and techniques to communicate the group’s creative intentions.

As a designer, you will present your design ideas showing how you applied skills and techniques to communicate the group’s creative intentions.

At the end, you will evaluate your workshop performance.

Sample Marked Learner Work

Performing Arts – lower mark

Total Marks Awarded: 18

General Comments: Although the response is relevant to the overall brief, it lacks the level of detail required for further reward.

Activity 1 (Ideas Log)

Assessment Objective 1: Understand how to respond to a brief

My style of performance could be linked to Stanislavski as I could have multiple roles and multi task different emotions and actions which could help with different props on as a key symbolisation to that certain key emotion linking it too that character's description

Other key things that can help me with this:

*Raise a more diverse community within the group

(race, culture, religion, etc)

*have a BAME Audience

*use certain important artefacts to get the audiences attention

(Necklaces, Masks, etc) so it can make the audience feel like they won't have to be disappointed on talking about their culture (if some do)

Link it to museum's (it has a lot of special artefacts of different races and cultures so we can find out where different artefacts came from, like how a lot of British museums have a lot of artefacts ranging from African to Asian to even Spanish culture/artefacts

Also, my audience will be ranged either all ages or just teens-adults (15-18+) because I think teens to adults would be most interested when its base off history to make them realise how un-diverse we were back then on slavery and rebellions in Africa (racism, slave trade, etc)

It's going to be a combination of funny and serious like horrible history when its talking about the past in comedy type way which would make it funny

Techniques I can use are projection, tone (changing the way I talk) and changing accents (changing my voice to make it sound different) to make it more funny.

Lead Examiner Commentary

The response needs more detail to be further rewarded. Points are relevant and do link to the brief, but need more explanation.

Mark: 4

Tips

Take time to explore the options for how best to respond to the brief in full. Break down the commission brief to clearly see the different elements that a good ideas log can respond to. Consider alternatives in terms of how to best create a piece of performance that would engage the commissioning body and fully meet the requirements of the given vocational scenario.

Activity 2 (Skills Log)

Assessment Objective 2: Select and develop skills and techniques in response to a brief

*My Role in the group was too multi-role different characters (Samuel and the Grandad)
 Was a prop guy for my own props (hat, jacket, different glasses, etc)
 Directed a scene for myself as the grandpa-which was scene 3 after the BAME boys decided to search up the necklace and its culture in it and probably ask or try and get info from their Grandad about I to see what he has to say about this and another scene where we go to a flashback of when there was the great world war and he was in it fighting for England and how they stole the artefact in Nigeria using P R O P A G A N D A to control them
 One director called Josh Browning inspires me because of how he impacts other characters which I want to do the same with my character as my character plays a key role in the play later on
 What our Group Rejected/Adapted
 1)Had an idea for masked artefact-was adapted to be a necklace
 2)My characters lines were increased as my lines before were not enough and had to adapted
 3)My ideas for the mask to be a scene with the necklace was rejected because it would have to extend more scenes and character lines which would be time consuming and too long
 Things I Need To Improve On
 1)I Sometimes struggle to pronounce certain words so my pronunciation needs to improve
 2)Breath control + pace needs to improve as I tend to get tired when I have to say a long dialogue
 3)articulation and tone needs to also improve so people can hear me correctly and understand me better
 4)my use of accents is really good but all I need to do is use it more so I can get used to changing my voice on stage or anywhere else -e.g. (concerts, etc)
 I use movement skills like facial expressions, like gesture so people can understand what I am trying to say and expressions, to change the mood and vibe of the performance + other characters etc.*

Lead Examiner Commentary

The skills log overall lacks focus on skills development. There are some relevant points made. An explanation of the skills used and how they were developed or adapted would have been supportive of higher marks, however what is there is to be recognised and rewarded but overall, a self-limiting response.

Mark: 3

Tips

Give attention to the development of skills and the 'how' they were adapted or developed. Keep a connection to the brief so the development phase refines the work in keeping with what is being asked for. Do not move away from the creative intentions, but say how skills were used, developed and/or adapted so that ideas could be achieved.

Activity 3 (Performance Workshop)

Assessment Objective 3: Apply skills and techniques in a workshop performance in response to a brief

Please find the Performance Workshop video on the Performing Arts Pearson Website.

Lead Examiner Commentary

The learner makes a valid contribution to the performance. They communicate meaning in a generally effective manner and attempt to realise their character. The learner works generally well with others in performance. Lacks confidence in places. Overall a reasonable fit to the given brief.

Mark: 7

Tips

Respond to the brief in full, not simply use the theme as a stimulus. The work should be well rehearsed and learners should be comfortable performing to an audience, but it is not necessary for full production values to be in place.

Activity 4 (Evaluation Report)

Assessment Objective 4: Evaluate the development process and outcome in response to a brief

1) It was commissioned to attract different groups with different backgrounds and culture by: talking about different precious cultured items and about its backstory how the British Empire colonised (if they did) and took their precious culturalized item from them and get interviewed about how the British colonised different countries, that they were one of the countries to get colonised as well and how it started

2) My target audience would be BAME Teenagers (13-18+)

As they tend to take their culture more seriously and be more open about it and the truth about colonisation this is suitable for them specifically because a lot of the BAME teens would understand the meaning of colonisation and its effect on different generations of diverse cultures and the pain their families had to suffer to get their possessions stolen eg. the Windrush generation. England to get better jobs and make new friends (possibly) live in a diverse place, feel welcomed but instead they get treated- horribly, racially attacked/assaulted segregated and BAME Teens know how it feels and understand that pain of losing something past down through their generation to other generations.

3) The skills I used is Stage direction, Accents, Timing and pace

Things I need to improve is: projection, movement, memory and learning lines

How I can improve these things by:

Going back to my lines every few times so I can get in my mind more while learning them off by heart, projection-speaking loud enough so people can hear me clearly enough, need to move more and the space around me better.

Lead Examiner Commentary

The learner presents an evaluation that in keeping with their other written responses does not go beyond the notes and key points stage. There are some relevant points but little expansion or detail for development. The report does not take a sufficiently analytical approach to be further rewarded.

Mark: 4

Tips

Comment on individual as well as group work. Refer back to the creative intentions for the piece, and keep this in relation to the wider context of the brief. Balance the evaluation across the different stages of the work, including the exploration and development stages as well as the performance outcome.