

RSL Level 2 Certificate in Creative and Performing Arts

601/7680/5

External Assessment Brief

Unit name: Live Performance

Unit number: CAPA 201E

Date of issue: 11 November 2021

External Assessment Window

Monday 3 January 2022 to

Thursday 31 March 2022 (6pm UTC)

CONFIDENTIAL MATERIAL

CONTENTS

ASSESSMENT BRIEF	1
TASK 1: PLANNING	5
1.1 Personal aims	5
1.2 Proposal of ideas	6
1.3 Production plan	6
1.4 Health and safety	7
TASK 2: REHEARSE AND PERFORM	8
2.1 Work with others	8
2.2 Present your performance	9
2.3 Demonstrate acting/dance skills	9
TASK 3: EVALUATION	11
3.1 Review your performance	11
3.2 Suggest ways to improve future performances	12
GRADING CRITERIA: TASK 1	13
GRADING CRITERIA: TASK 2	14
GRADING CRITERIA: TASK 3	15
EXTERNAL ASSESSMENT CHECKLIST	16

ASSESSMENT BRIEF

BORDERS, BOUNDARIES AND BARRIERS

Borders, boundaries and barriers exist everywhere, shaping our lives and our interactions. They can be physical (how we might be limited by geographical or physical borders, boundaries or barriers), emotional (how our emotions can cause us to put up personal barriers) and cultural (how the culture in which we live provides us with social boundaries); we may or may not have a choice to live within them or to cross, challenge and break them.

You have been invited to perform at a local arts festival which is exploring this theme of 'Borders, Boundaries and Barriers'. The organisers have given some possible ideas for how you might explore this theme on the following page.

The organisers of the festival have asked that you follow the guidelines below while making your preparations for the performance:

- Dance performances should last between 1 minute 30 seconds and 6 minutes
- Acting performances should last between 2 minutes 30 seconds and 10 minutes
- You can develop a solo performance or work in a group
- The material selected for performance could be choreographed, written or devised by you, or you can select appropriate existing material to perform (a published script or monologue, existing dance repertory or a combination of extracts of dance repertory from professional companies)
- The performance should fit with the festival theme of 'Borders, Boundaries and Barriers', however you choose to interpret it



Some possible interpretations of the theme of 'Borders, Boundaries and Barriers' are given below. You don't need to use any of these – they are given as a starting point for developing ideas for the festival. There is no right or wrong way to interpret the theme, all you are asked to do is reference the theme when completing the assessment and offer a reasoning why your choices fit within it.

BORDERS

- New or existing performance works that explore the impact of borders
- Performance works that explore what borders mean to you
- Global performance styles or genres
- Performance styles or genres that are particular to a nation or region
- Writers or choreographers who have lived or created work in different countries
- Writers, choreographers or companies who have a strong national or regional identity

BOUNDARIES

- New or existing performance works that explore the impact of boundaries
- Performance works that explore what boundaries mean to you
- Performance works that cross or combine styles, genres or other art forms
- Performance works that demonstrate a singular, traditional style or genre
- Performance works that challenge the definition of a performance style or genre

BARRIERS

- New or existing performance works that explore the impact of barriers
- Performance works that explore what barriers mean to you
- Writers, choreographers or companies who have overcome physical, social or cultural barriers
- Writers, choreographers or companies who use technology to collaborate remotely (for example, due to barriers on working together in person)

EXTERNAL ASSESSMENT GUIDELINES

This booklet contains information and instructions regarding the assessment for this unit. You must complete all of the tasks – you will be unable to achieve a Pass grade if any tasks are not completed

ASSESSMENT DURATION

The total time allowed for this assignment is 30 hours. This includes 10 hours of preparation time, followed by 20 hours of external assessment time. During the preparation time you can ask your teacher about any of the contents of the brief and use the internet to conduct research. Once the external assessment time begins you will not be able to communicate with your teacher about the brief or to use the internet unless it is an exceptional circumstance.

PREPARATION TIME

The 10 hours of preparation time are for you to prepare everything you need to succeed in your external assessment and for getting any resources you will need, such as scripts, music etc. This time can be spread over several weeks, and can include work time that is directed by the teacher and independent work. Read the brief carefully during this time and ask your teacher about any parts you are unsure of – you will be able to bring any notes created during this time into the assessment period with you. If you are using any information gathered during this time from your school's intranet or the internet to support your final piece of work this must be acknowledged in your evidence.

EXTERNAL ASSESSMENT TIME

All of the tasks are to be carried out within the 20 hours of external assessment time, during the external assessment window (Monday 3rd January 2022 to Thursday 31st March 2022). This is work time that is not directed by the teacher and must be completed independently. Recommendations for how long to spend on each task are given alongside the task instructions.

USING THIS ASSESSMENT BRIEF

Read the task instructions and the assessment criteria carefully to make sure you know what work you are expected to produce and what forms of evidence you are allowed to submit. To pass the task, all of the assessment criteria within it must be covered. The grading criteria for each task will show you the level and type of work you must produce in order to achieve higher grades (Merit and Distinction).

INTERPRETING THE THEME

The theme of this assessment brief is 'Borders, Boundaries and Barriers'. You can choose to interpret this theme in any way that you like – as long as within your evidence you reference this theme and offer your reasoning as to why your performance choices fit within it.

SUBMITTING WORK

All work you complete must be clearly labelled with your name, centre name and the task number that relates to that piece of work (for example: Sam Harris, Whistleworth Academy, Task 1.1). If working in groups with other learners, you must provide your own individual response to the assessment brief. All work that you submit must be your own. Make sure that once you have completed your external assessment you have signed your learner declaration form to declare that all of the work you have produced is your own.

TASK 1: PLANNING

TASK SUMMARY

In this task you will be planning for your live performance. There are four elements to the task, all of which need to be included within your evidence:

- 1.1** Personal aims
- 1.2** Proposal of ideas
- 1.3** Production plan
- 1.4** Health and safety

We recommend that you spend around 7 hours on the task.

1.1 PERSONAL AIMS

Assessment Criteria: Describe personal aims in relation to the live performance including own image, repertoire and audience expectation.

How to carry out the task

You need to produce a statement of your personal aims for the project, considering what you want to achieve with your live performance to an audience. Your statement must provide a clear, comprehensive and insightful description of personal aims in relation to the live performance:

- One aim for the technical aspects of your own performance e.g. acting technique, dance technique.
- One aim linked to the brief (how will your chosen performance fit with the theme 'Borders, Boundaries and Barriers')
- One aim for how the performance will be presented (think about the style and genre of the work you will be performing and how you can represent this in your performance for example, the conventions of a particular dance style or theatrical genre)

You must also include rigorous consideration of:

- Own image - Your ability to convey/communicate the chosen piece (this may include personality, energy, confidence, commitment, your casting bracket, specialist skills, your understanding of the subject matter etc)
- Repertoire – For example, the music tracks that will be danced to, the choreography, script, the scene of play being performed. How does the chosen repertoire relate to the theme 'Borders, Boundaries and Barriers'?
- Audience expectation – What reaction do you want to get from the audience? What do you think they will be expecting?

[VIEW THE GRADING CRITERIA FOR 1.1](#)

1.2 PROPOSAL OF IDEAS

Assessment Criteria: Propose ideas for the performance that incorporates your chosen discipline: acting or dance.

How to carry out the task

You need to propose ideas for the performance that innovatively incorporate ideas from your chosen pathway (dance or acting), giving comprehensive supportive explanation. These could include, but are not limited to:

- How will you use your chosen pathway (dance or acting) to convey the theme of 'Borders, Boundaries and Barriers'?
- What is your chosen music/choreography/scene selection and how do they relate to the theme 'Borders, Boundaries and Barriers'?
- How will you collaborate/interact with other performers during the performance? If you are undertaking a solo performance as part of a wider event you must still work with others to ensure that the overall performance runs smoothly, supporting your peers through providing assistance where necessary and ensuring that you communicate effectively throughout the duration of the performance.
- How will specific props/costume/scenery add to your performance?

Make sure you give examples and reasons for your chosen ideas and explain how they will fit the brief

VIEW THE GRADING CRITERIA FOR 1.2

1.3 PRODUCTION PLAN

Assessment Criteria: Produce a production plan to meet the needs of an agreed brief.

How to carry out the task

You must create a comprehensive production plan for the performance that meets the needs of the brief and considers the following:

- An assessment of the venue to be performed in, including the venue size.
- Personal equipment needs (for example, costume/props/scenery.) What do you need for your performance? When does it need to be sourced and where from?
- Your rehearsal plan – When and where will you rehearse? How will you structure your rehearsals? Who will attend the rehearsals? Will you have a dress rehearsal? Will you have a tech rehearsal?
- If working on solo or small group performances, regular opportunities to give and receive ongoing feedback and to support each other throughout the process should be planned for.
- The target audience – What type of audience is your performance targeting? What size audience are you expecting?

VIEW THE GRADING CRITERIA FOR 1.3

1.4 HEALTH AND SAFETY

Assessment Criteria: Analyse Health & Safety issues in the context of a live performance.

How to carry out the task

You must analyse the health and safety implications of the live performance. This could include electrical safety, noise and manual handling issues. You should analyse:

- What could go wrong or present danger during a live performance? Remember that this should focus on health and safety issues rather than technical issues.
- What measures can you put in place to stop these from occurring during your performance?

VIEW THE GRADING CRITERIA FOR 1.4

HOW TO EVIDENCE THE TASK

You may present your planning as a report, essay, audio/visual presentation, or in blog or vlog style. There are no evidence limits for this task.

TASK 2: REHEARSE AND PERFORM

TASK SUMMARY

In this task you will be rehearsing and presenting your performance to an audience. There are three elements to the task, all of which need to be included within your evidence:

- 2.1** Work with others
- 2.2** Present your performance
- 2.3** Demonstrate acting/dance skills

We recommend that you spend around 10 hours on the task, this includes the performance and time to gather feedback on it (e.g. from teachers, audience, peers).

2.1 WORK WITH OTHERS

Assessment Criteria: Work with others to plan and rehearse the performance.

How to carry out the task

You must show accomplished abilities in working with others to plan and rehearse effectively for the performance. If you are undertaking a solo performance, you will still need to work with others to plan for how your performances will fit into the overall event. You should also ensure that you work collaboratively to develop and rehearse any solo work by seeking and providing ongoing peer feedback.

Your rehearsal process should be documented in a log of rehearsals.

You might like to think about some of the following questions:

- How did your performance ideas develop throughout each rehearsal?
- How did you work with others throughout the process?
- How did you make sure your rehearsals were effective and progressed the performance?
- Did you receive useful feedback when working with others that led to changes to your performance or the rehearsal plan?
- How successfully did you stick to your rehearsal plan from Task 1?
- Were there any problems during the rehearsal process? How did you overcome them?

[VIEW THE GRADING CRITERIA FOR 2.1](#)

2.2 PRESENT YOUR PERFORMANCE

Assessment Criteria: Present a performance to a target audience.

How to carry out the task

For this task you must present your performance to an audience at the festival specified in the brief, showing accomplished skills. Make sure that the content of your performance meets the theme of 'Borders, Boundaries and Barriers' and lasts the appropriate amount of time. The overall performance time can be longer but your individual contribution (i.e. the amount of time you personally are performing) must be:

- Between 1 minute 30 seconds and 6 minutes in duration for dance performances
- Between 2 minutes 30 seconds and 10 minutes in duration for acting performances

VIEW THE GRADING CRITERIA FOR 2.2

2.3 DEMONSTRATE ACTING/DANCE SKILLS

Assessment Criteria: Demonstrate acting/dance skills during the performance.

How to carry out the task

Within your dance or acting performance, you must demonstrate highly proficient dance/acting skills. These will differ with each learner and will depend on your chosen pathway but might include:

- Your expression and characterisation (facial, physical, vocal)
- Your focus and concentration during the performance
- Your use of technique (physical and/or vocal)
- Your communication with the audience (ensuring that you are communicating the character/emotion/theme clearly throughout your performance)

You should be aware that your performance can be conducted as part of an ensemble. The performances can also be split throughout a larger performance where you appear at intervals throughout. The performance lengths refer to the amount of time each individual learner is expected to visibly be performing their chosen discipline (dance or acting).

Gathering feedback on the performance

It is essential to gather feedback on the performance to use for your review in Task 3. Feedback can be gathered during the performance (audience responses) and after the event. Feedback after the event could be collected from audience members, teachers and/or peers via a group discussion (either online or in person) or asking them to complete feedback forms (physical or digital forms).

VIEW THE GRADING CRITERIA FOR 2.3

HOW TO EVIDENCE THE TASK

You may present your rehearsal log (2.1) as a report, essay, rehearsal diary, interview, audio/visual presentation, or in blog or vlog style. There are no evidence limits for this.

Evidence for 2.2 and 2.3 will be a video of the performance. If you have chosen dance, your individual contribution to the performance must be between 1 minute 30 seconds and 6 minutes. If you have chosen acting, your individual contribution to the performance must be between 2 minutes 30 seconds and 10 minutes.

Your performance may be a maximum of 20% above or below the evidence limits, anything below this will be graded unclassified. Any footage that exceeds this will be graded on the material that falls within the time limits only.

TASK 3: EVALUATION

TASK SUMMARY

In this task you will be evaluating your performance, making use of any feedback you gathered during and after the event. There are two elements to the task, both of which need to be included within your evidence:

- 3.1** Review your performance
- 3.2** Suggest ways to improve future performances

We recommend that you spend around 3 hours on the task.

3.1 REVIEW YOUR PERFORMANCE

Assessment Criteria: Review your performance in the light of feedback.

How to carry out the task

You are reviewing your own performance but also need to consider how the others in your performance contributed. Your evaluation should be comprehensive and based on feedback. If you undertook a solo performance, you must still consider how others contributed to the wider event.

Your evaluation must include:

- What went well during the performance?
- What didn't go so well?
- What feedback did you receive? Who from?
- Do you agree with the feedback? If so, what do you agree with? If not, what do you disagree with?
- How well did your performance fit with the theme of 'Borders, Boundaries and Barriers'?

Make sure you give examples to reinforce all the points made above.

Submitting feedback received after the performance

Make sure you also submit any feedback you gathered alongside your review of the performance, to reinforce your evaluation.

[VIEW THE GRADING CRITERIA FOR 3.1](#)

3.2 SUGGEST WAYS TO IMPROVE FUTURE PERFORMANCES

Assessment Criteria: Suggest ways to improve future performances.

How to carry out the task

You must give an insightful reflection to suggest perceptive ways to improve future performances.

Make sure you consider the following:

- If you were to do the performance again, what would you do differently? Consider not just the performance itself but also the planning and rehearsal process.
- What could be improved upon in the performance? How and why?
- How well did you meet the theme of 'Borders, Boundaries and Barriers'? How could this have been improved upon?

Make sure you give examples to reinforce all the points made above.

VIEW THE GRADING CRITERIA FOR 3.2

HOW TO EVIDENCE THE TASK

You may present your evaluation as a report, essay, audio/visual presentation, or in blog or vlog style. There are no evidence limits for this task

GRADING CRITERIA: TASK 1

(Assessment criteria: 1.1, 1.2, 1.3, 1.4)

[GO BACK TO TASK 1](#)

ASSESSMENT CRITERIA 1.1

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Provide a clear, comprehensive and insightful description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation	To achieve a Merit, learners should: Provide a clear, detailed description of personal aims in relation to the live performance including own image, repertoire and audience expectation	To achieve a Pass, learners should: Describe personal aims in relation to the live performance including own image, repertoire and audience expectation

ASSESSMENT CRITERIA 1.2

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Propose ideas for the performance that innovatively incorporates your chosen discipline: acting or dance, giving comprehensive supportive explanation	To achieve a Merit, learners should: Propose ideas for the performance that incorporates your chosen discipline: acting or dance, giving detailed supportive explanation	To achieve a Pass, learners should: Propose ideas for the performance that incorporates your chosen discipline: acting or dance

ASSESSMENT CRITERIA 1.3

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Produce a comprehensive production plan to meet the needs of an agreed brief	To achieve a Merit, learners should: Produce a detailed production plan to meet the needs of an agreed brief	To achieve a Pass, learners should: Produce a production plan to meet the needs of an agreed brief

ASSESSMENT CRITERIA 1.4

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Provide a comprehensive analysis of Health & Safety issues in the context of a live performance	To achieve a Merit, learners should: Provide a detailed analysis of Health & Safety issues in the context of a live performance	To achieve a Pass, learners should: Analyse Health & Safety issues in the context of a live performance

UNCLASSIFIED DEFINITION

A learner not on course to achieve this unit might evidence a significant number of the following:

- 1.1** Lack of awareness of personal aims in relation to the live performance including own image, repertoire and audience expectation
- 1.2** Inability to propose ideas for the performance that incorporates your chosen discipline: acting or dance
- 1.3** Inability to produce a production plan to meet the needs of an agreed brief
- 1.4** Lack of awareness of Health & Safety issues in the context of a live performance

GRADING CRITERIA: TASK 2

(Assessment criteria: 2.1, 2.2, 2.3)

[GO BACK TO TASK 2](#)

ASSESSMENT CRITERIA 2.1

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Show accomplished abilities in working with others to plan and rehearse effectively for the performance	To achieve a Merit, learners should: Show well-developed abilities in working with others to plan and rehearse effectively for the performance	To achieve a Pass, learners should: Work with others to plan and rehearse the performance

ASSESSMENT CRITERIA 2.2

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Present a performance to a target audience, showing accomplished skills	To achieve a Merit, learners should: Present a performance to a target audience, showing well-developed skills	To achieve a Pass, learners should: Present a performance to a target audience

ASSESSMENT CRITERIA 2.3

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Demonstrate highly proficient acting/dance skills during the performance	To achieve a Merit, learners should: Demonstrate well-developed acting/dance skills during the performance	To achieve a Pass, learners should: Demonstrate acting/dance skills during the performance

UNCLASSIFIED DEFINITION

A learner not on course to achieve this unit might evidence a significant number of the following:

- 2.1** Inability to work with others to plan and rehearse the performance
- 2.2** Inability to present a performance to a target audience
- 2.3** Inadequate acting/dance skills during the performance

GRADING CRITERIA: TASK 3

(Assessment criteria: 3.1, 3.2)

[GO BACK TO TASK 3](#)

ASSESSMENT CRITERIA 3.1

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Provide a comprehensive review of their performance in the light of feedback	To achieve a Merit, learners should: Provide a detailed review of their performance in the light of feedback	To achieve a Pass, learners should: Review their performance in the light of feedback

ASSESSMENT CRITERIA 3.2

DISTINCTION	MERIT	PASS
To achieve a Distinction, learners should: Show insightful reflection to suggest perceptive ways to improve future performances	To achieve a Merit, learners should: Suggest ways to improve future performances, giving detailed supportive explanation	To achieve a Pass, learners should: Suggest ways to improve future performances

UNCLASSIFIED DEFINITION

A learner not on course to achieve this unit might evidence a significant number of the following:

- 3.1** Inability to review their performance in the light of feedback
- 3.2** Lack of awareness of ways to improve future performances

EXTERNAL ASSESSMENT CHECKLIST

Make sure to submit all of the following at the end of the external assessment period. All evidence must be clearly identified with your name, centre name and the task number.

TASK 1: PLANNING

Evidence

- Description of personal aims
- Proposal of ideas
- Production plan
- Analysis of health and safety

TASK 2: REHEARSAL AND PERFORMANCE

Evidence

- Rehearsal log
- Video of the performance

TASK 3: EVALUATION

Evidence

- Evaluation of your performance in light of feedback
- Your suggestions for improving future performances
- Feedback on the performance (e.g. from teachers, audience, peers)

SIGNED LEARNER DECLARATION

(Showing that this is your own work)