

BTEC Tech Award 2022 in Performing Arts

Performing Arts

External Assessment: Responding to a Brief



Sample Marked Learner Work

June 2024

Component 3:

Contents

Introduction	3
Pearson Set Task Summer 2024.....	4
Marked Learner Work – Dance – middle mark.....	6
Activity 1 Ideas Log.....	6
Activity 2 Skills Log.....	8
Activity 3 Performance Workshop.....	10
Activity 4 Evaluation Report.....	11

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

Dance – Middle mark

Total Marks Awarded: 30

General Comments: Overall, a self limiting response as the work does not go beyond a simple interpretation of the theme. The response is narrative rather than investigative. There is room for the response to be further refined to meet the demands and requirements of the brief in full.

Activity 1 (Ideas Log)

Assessment Objective 1: Understand how to respond to a brief

Our dance is dedicated to people coming together after the passing of a loved one. The dance will show you different memories we shared with the friend we lost. Each memory will be shown in a different way, for example different objects. Our aim for this dance is to show people even when friends get split apart there will always be something that connects them all together. The museum of memories in Columbia is our inspiration for our dance and where it will be based. The dance will send a message to the audience about when grieving you won't be the only one who has ever felt that sort of way. When the audience our watching they will have that chance to really connect with the feelings we are expressing. Contemporary is the style of dance we have chosen, this is because the slow and strong movements really tell our story to the audience. I also believe that with contemporary dancing the facial expressions that go with it show our grieving process. Throughout the dance each one of us will do a solo or duet to show our special memory we shared with that friend we have lost. When choosing the target audience we had to make sure it was appropriate for a wide range of ages. I think that this is important because our idea can be sensitive subject. We decided all ages can come watch our dance. Older generations will connect more to the feeling our dance because they would of experienced grief a lot more then the younger generation. Although our dance is for everyone it's mainly targeted at the people who have experienced grief to come together and know that they are not alone in this healing process.

When looking at props and other things required for the dance to really come together I thought it would be a good idea to use our museum and use the items from there in our dance. I then had to do a bit of research on how people feel after losing a loved one. This will help express facial expressions and really connect with the audience. Our treasured memory items are a teddy bear, picture frame, perfume, necklace and a book. All these different items will share a different memory and story we had with the lost one. I chose a picture frame and this shows the audience that I loved taking photos with my friend and that was my treasured memory. The scene at the end will be a funeral and we are going to be in all black and I did research of why black is the colour for funerals and it shows respect you have for the lost one. Henry will be in white for the whole dance which shows that his spirit is here. When we receive the letters at the

start everyone is in normal clothes this shows that death comes at very unexpected times. To ensure the dance is perfect we will hire out the dance studio after school and in school holidays. At this point all of our songs have not been chosen but the starting song is called 'wait' and the funeral song is called 'to build a home'. My solo is going to be to 'last look' I have chosen this song because I think I can create a beautiful piece to go with it.

Our dance meets the requirements of the brief because it celebrates the treasured memories that we shared with that special person we have lost. This subject is a very sensitive one and it means if you have experienced grief you are brave. Our dance shows that losing someone is sad but you are not alone and have people around you to talk to. Treasured memories is our stimulus and our idea lends itself to it because of the objects creating and presenting a different memory and story to the audience. I look at Mathew Bourne for my influence and I went and watched his show a few years ago. The way it made me feel when watching was magical. I felt as if I was part of the show so when coming up with this dance and my solo I want that same effect with my audience. Although our dance could be sad I still want the audience to feel a certain way when watching.

Lead Examiner Commentary

The response shows clear connection to the theme but is a partial response overall, as other key elements of the brief are missed. Although there is evidence of some exploration of ideas, alternatives could have been considered. There is a brief reference to a museum, but this element of the brief is not sufficiently explored. Some ideas or comments are outlined in a basic or superficial way and do not demonstrate understanding at the required level. Influences and resources are mentioned briefly but this element lacks the required detail to be further rewarded.

Mark: 7

Tips

Take time to explore the options for how best to respond to the brief. 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

The character I portray in this dance is a friend grieving from losing a childhood friend. My character will show lots of emotions during this dance. I show my character through my movement and the treasured item presented in my solo. This item holds a special memory that me and my childhood friend shared. My solo will show the importance in this item and the bond it holds between us. The other girls are part of the same friend group and we all come together through the death of our friend. X's character is the childhood friend who has passed away. His character shows how he is with us through the grieving process even if you can't see or hear him he will be there. Each girl will have a treasured item that shares a memory with the friend that died these items will be the main focus of our solos making sure they are include and the audience know what they represent. We have all chosen contemporary for the dance. It helps us show the slow movements so the audience can feel what we are feeling. We have added many choreographic devices. Canon has been added to present the effect of grief and how it affects us all in the same way. At the start we all do the movements together to show the audience no one goes through this alone. This is shown with the letters we receive. We made sure to add many formations as possible to make our dance interesting for the audience. Our formations also help to tell a story throughout the dance. The solos and duets have also been added to show everyone's treasured memory. My skills have definitely developed throughout the process of making this dance. Not even just performance skills but choreographic skills as well. We hope to put a strong message out to the audience when performing. I want the audience to feel safe and to know what they are going through is normal. My skills as a performer have improved such as my facial expressions which i really struggled with but i'm adding in new ones each time. More tricks like leaps,kicks and jumps have been added into my solo. This will really show how far i have come with my dancing. I have had a bigger input into this dance by coming up with new ideas each time. Formation ideas that i have come up with will be shown in the dance such as in the first part where there's three girls behind and two in front to show that connection. The lifts are something I wanted to improve on. I will make sure to stay strong and that the lift will have a meaning and will connect to the brief. I have made sure to stretch during the week to really improve my flexibility and tricks. Being able to add more tricks into your dance will make it more interesting and exciting. Jumps,leaps and turns have been added to show levels in our dance. In my solo I have added a floor cartwheel. This took a few tries because you really need that strength to get off the floor. My individual contribution consisted of many skills and techniques. At the start we lunge over to the side and bring the letters back over our heads. This shows our connection and friendship we share with each other. My solo will also involve a lift done with henry to show the connection even though he's passed away he's still here in spirit. My solo will have a range of levels. You will see this by my going from a turn onto the floor.It shows the emotion the dancers are feeling and my treasured item presents even the smallest things can matter so much to someone. My solo will project a sad but powerful message that even when things seem bad they will always get better. Our dance links to the brief when each individual friend will show there tressued item in the dance which holds a special memory. The dance also demonstrates techniques like strength and rhythm. There were many choreographers that inspired me but the one that stood out was Matthew Bourne. The famous choreographer Matthew Bourne is known for his choreography but also used to perform which he did for fourteen years. When I went and watched one of his productions

it felt magical and like I was in the performance myself. The production I watched had no talking in it and just dancing. Some how he still made sure the audience knew what it was about through movement and acting. I want my audience to really understand our message. Another reason I chose him was for the lifts he adds into the shows. That's why I wanted to add a lift into my solo.

Lead Examiner Commentary

This is a partial response in that the development of skills is not considered beyond listing. The skills log has a lot of 'what' but very little why or how. Statements around connections to the brief are not supported with examples. The use of skills to communicate meaning is referred to, but there is no explanation. A greater level of detail, with clear examples supporting statements of intent would be needed for higher marks along with more secure connections between the skills and techniques being used and the requirements of the brief in full. The skills log slips into repeating information from Activity 1 (Ideas Log) in places.

Mark: 6

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 delivery in performance was competent but not in a challenging context. Dance skills were mostly effective and in places showed precision. There was clear communication of ideas with an overall general relevance to the brief.

The learner works effectively as a member of a group and communicates well with others in performance. Focus and concentration were effective.

Mark: 12

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.

Better responses are those that have been explored and developed so themes and ideas and creative intentions are understood by the learner. The work should be likely to engage the commissioning body and be suitable for the identified target audience.

Activity 4 (Evaluation Report)

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

This is an evaluation on the dance we performed and choreographed. Our stimulus is 'treasured memories'. We then all came together to think of ideas to do with the stimulus. Straight away we all sort of had an idea which fit in the stimulus. The dance is about grieving and everyone will experience it in different ways. The dance educates the audience by showing them it's okay to feel different when grieving but no one is alone. My solo shows my memory with x and our special memory shared through a photo frame. Our dance is appropriate for all the public because everyone will experience grief in their lifetime. The dance we created came to 11 minutes which was way above the time limit. Our dance also showed different memories in the treasured items. We all had a separate memory shared with x but we all came back together in the end to show the friendship. It also shows you the not everyone has to grief alone. When choreographing this dance we all knew how we wanted it to go. The dance starts off as a group then splits off into solos and duets. Then at the end we all come back together. Throughout the process I think I used my time when rehearsing. I made sure my solo was perfect before getting to performing. The amount of ideas put into this dance was good because we all had different choreography. I think the

hardest bit about this process was reaching that time limit. At the start lots of us didn't have a clue what to do for solos and duets. The way we overcome this was by booking out the dance studio after school. We wanted a contrast between colours so for every other bit of the dance we were in comfortable clothes. Then in the funeral at the end we all wore black to show respect to the loss of our friend. My performance was probably the best I have done throughout this process. I stayed in time and made sure I hit all my moves. My solo showed musicality and extension. My tricks were sharp which made a huge difference. My duet with x showed connection through our treasured memory. I also stayed in character and this improved my performance a lot. I think my facial expressions could have been bigger when doing my solo to show my pain and grieving process. In the funeral at the end I could have extended my leap and arms. If I did this my leap would have been bigger and would have stood out more. The outfits really showed that the passing of someone can come at anytime. That's why we wore relaxed clothes at the start. In my solo my spin was not as good as it could have been. To improve this I need practice my balance. My key strengths that show the brief are my flexibility and extension. I really think my flexibility helped the performance because you can make the skills a lot smoother. Such as the round kick presented in the first and last part of the dance. Also my leap was elevated and powerful. Extension in my arms and legs was almost perfect. I extended right to my toes and right to my fingers to really make my moves bigger for the audience to see. The lift with x also showed friendship and connection. This was one of the main things we wanted to get perfect because not every dance has a lift in it. If we had a longer amount of time to rehearse the dance I would have choreographed much more for my solo. I could have added in a few more tricks and spins to make the dynamics better. If we had more time I would have liked to add in a group lift to show how powerful the friendship is in our group.

Lead Examiner Commentary

The learner presents an evaluation that identifies some strengths and areas for improvement and backs up some comments with examples, however there is also a lot of basic description. There is scope for more analysis. The response is self-limiting as it does not reflect on the full requirements of the brief.

Mark: 5

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.