

## Task 1

### Investigating a professional performing arts work (LAA)

#### Teaching content:

Explore professional works in **THREE** different styles

#### Creative stylistic qualities, to include:

- o treatment of theme/issue
- o production elements
- o form/structure/narrative
- o response to stimulus
- o style/genre
- o contextual influences
- o collaboration with other professionals
- o influences by other creatives, e.g. theatre makers

#### Purpose and its influence on stylistic qualities, to include:

- o to educate
- o to inform
- o to entertain
- o to provoke
- o to challenge viewpoints
- o to raise awareness
- o to celebrate.

#### Performance roles such as:

- o dancer

#### Non-performance roles such as:

- o choreographer
- o director
- o designer

#### Responsibilities:

- o rehearsing
- o performing
- o contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing
- o refining performance material
- o managing self and others.

#### Relevant skills such as:

- o physical, performance skills used by performers
- o managing and directing skills used by a choreographer, artistic director, casting director or musical director
- o communication & organisational skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer
- o creative skills, such as designing set, costume, props, makeup, lighting

#### Assessment:

Investigate an example of well-known professional performing arts work, covering the following:

- stylistic qualities of the chosen work
- features, creative intentions and purpose of the work in relation to the theme: beginnings
- influence of other professional, performing arts work and/or styles
- skills required to create professional work
- roles and responsibilities required to create professional work.

**24 marks**



**Each Pearson Set Assignment (PSA) will link to a theme. Assessments MUST link to this theme.**

### Evidence to combine Task 1 & Task 2:

Learners should produce a portfolio of work to cover learning outcomes A and B.

The portfolio may include:

- a written report
- a scrapbook
- a video of a presentation with accompanying slides

Approximate length of combined evidence  
8–12 pages of A4 (or equivalent slides for electronic evidence) **and/or** 4–6 minutes of video/digital footage or audio recordings.

**12 hours to complete**

## Task 2

### Exploring arts processes (LAB)

#### Teaching content:

Processes, techniques and approaches used to create work, to include:

- o responding to stimulus to generate ideas for performance
- o exploring and developing ideas to develop material
- o discussion with performers
- o setting tasks for performers
- o sharing ideas and intentions
- o developing performance material
- o organising and running rehearsals process
- o refining and adjusting material to make improvements
- o providing notes and/or feedback on improvements.

Production processes such as:

- o rehearsal
- o production
- o technical rehearsal
- o dress rehearsal
- o performance
- o post-performance evaluation/review

#### Assessment:

Using the example of work you investigated in Task 1, actively explore the techniques, processes and approaches used in the creation of professional work, to produce a portfolio covering:

- how ideas are generated and developed
- how rehearsal/design processes are used
- the approaches used to create work
- 'production process'

**36 marks**