



Name: Aliya Hussain

Title Project: Grease The
Musical- FMP

Course: UAL Level 2

Performing and production
arts

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Content page:

Assignment Brief:

After the half term on the 15 March 2022, we received out assignment brief for Grease the musical, Sara explained it to us and when we have rehearsals which is on 16/03/22-24/05/22 and the actual performance will be on the 25/05/22, there will be 4 performances all together held in B41 in Lister Building in May, and we have done a lot of preparation to get us ready. We also got told our character and production role, my character is called Patricia (Patty) Simcox, and my production role is set changes. I am so excited because that means I get to work with the set team and be more interactive with them and I can't wait to bring my character to life and try doing an accent I have never done before which is American because the school (Rydell High) is set in Los Angeles. I am aiming to achieve a distinction or merit so that I can progress to L3 next year and

UAL Assignment Brief
MEDIA, MUSIC AND PERFORMING ARTS
Final Major Project

Learner Name: (U)
Qualification: Level Two Diploma in Performing Arts
Unit Number & Title: Unit 9- Producing and Performing to an Audience
Assignment Title: Final Major Project
Hand in dates and times:
Deadline: Online Submission- 25/05/22
Final Performance- 25/05/22
Final Verbal Evaluation- 26/05/22

Assessor Name: Steph Hindle Date N/A: 13/07/21
Internal Verifier: Sara Sutton Submission No: ON TIME / LATE
Date of Issue: 16/03/22

Task Deadlines
Rehearsals- 16/03/22 – 24/05/22
The Performance – 25/05/22
Mentor Meetings- Weekly
Viva- 26/05/22
Recorded rehearsals- Weekly
Tutor observation/Peer observations - Fortnightly
Company Meetings- (Please select dates)
Production Meetings- (Please select dates)
All Audience Feedback- 25/05/22
Written deadline/Scrapbook and Written Evaluation- 27/05/22

Perform your work in progress to your tutors and peers, receive and digest feedback given.
Peer Observation
Tutor Observation
Class/Rehearsal Footage

2. Understand a role or roles in planning and producing a performance to an audience.
2.1 Identify appropriate research sources.
2.2 Use research in the interpretation of materials for a performance.
2.3 Understand a role or roles in planning and producing a performance to an audience.
2.4 Identify strengths, plan and collaborate in the development of a performance.

Practical Preparation- Class based activity
Take part in all rehearsals exploring a variety of performance techniques to develop your performance.

Practical Skills and Presentation	Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.	Competent demonstration of processes and applications of skills and knowledge used to develop and present solutions.	Considered and logical demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.	Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.
Engagement and Reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development. <td>Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.<td>Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.<td>Perceptive evaluation and interpretation clearly in thinking and decision making used to inform and progress ideas.</td></td></td>	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development. <td>Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.<td>Perceptive evaluation and interpretation clearly in thinking and decision making used to inform and progress ideas.</td></td>	Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas. <td>Perceptive evaluation and interpretation clearly in thinking and decision making used to inform and progress ideas.</td>	Perceptive evaluation and interpretation clearly in thinking and decision making used to inform and progress ideas.

The grading Matrix to be covered in this assignment are set out below:

	Referral	Satisfactory	Good	Excellent
Research	Insufficient research and investigation evidenced. Little information from relevant sources used to inform ideas.	Sufficient research and investigation of relevant sources. Informative use of information used to inform ideas.	Thorough research and investigation of relevant sources. coherent use of information used to inform and develop ideas.	Thorough and evaluated research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.
Planning and Production	Ineffective or unrealistic planning and poor	Realistic planning and organisation.	Effective planning, organisation and subject	Detailed and effective planning and organisation.

Good Luck the Staff Team!
NOTE: This unit is graded and externally moderated.
Assessment Evidence Required
Scrapbook/Reflective Journal
Research- Through a reflective journal (Handout activities provided throughout the process)
1. Be able to undertake and use research for a performance to an audience.
1.1 Identify appropriate research sources.
1.2 Use research in the interpretation of materials for a performance.
2. Understand a role or roles in planning and producing a performance to an audience.
2.1 Identify strengths, plan and collaborate in the development of a performance.
Practical Preparation- Class based activity
Take part in all rehearsals exploring a variety of performance techniques to develop your performance.

Reception for submitted assignment:
Receipt will only be issued if both student and staff member are present at the point of submission
Instructions for use:
Learner: Enter your name, the unit title, the number and assignment title/number below.
Cut/hole off the receipt before giving both assignment and receipt to your assessor.

Context:

- ▶ The year is 1959, a pivotal moment in American cultural history, when rock and roll was giving birth to the Sexual Revolution and everything in America culture was about to be turned upside down. Record companies were releasing more than a hundred singles every week and the country was about to explode. Grease, generally considered a trivial little musical about The Fabulous Fifties, is really the story of America's tumultuous crossing over from the 50s to the 60s, throwing over repression and tradition for freedom and adventure (and a generous helping of cultural chaos), a time when the styles and culture of the disengaged and disenfranchised became overpowering symbols of teenage power and autonomy.
- ▶ Originally a rowdy, dangerous, over-sexed, and insightful piece of alternative theatre, Grease was inspired by the rule-busting success of Hair and shows like it, rejecting the trappings of other Broadway musicals for a more authentic, more visceral, more radical theatre experience that revealed great cultural truths about America.
- ▶ The story of Grease is set during the 1958-59 school year, while America was facing the preliminary rumblings of the Sexual Revolution that would arrive in the mid-1960s and blossom in the 70s, only to be ended by AIDS in the early 80s.
- ▶ Millions of Americans in post-war America were trying to live an American Dream that was pure fiction, particularly for the working class; and that fiction is symbolized by Sandra Dee, a fiction at the heart of Sandy's arc in Grease. But on another level, the metaphor gets even deeper – and this demonstrates the craftsmanship of this script – because Sandy's relationship with Danny mirrors Sandra Dee's difficult real-life relationship with Bobby Darin.
- ▶ Still, for most kids, the fifties were a time when America caught its breath. After decades of upheaval – World War I, Prohibition, the Depression, World War II, and the Korean War – suddenly times weren't so hard, and the world didn't seem as dangerous. (Kids were told about the threat of a Cold War nuclear attack, but it didn't mean much to them and didn't really affect their lives.) Before the 50s, if kids worked it was for the family's survival. During the 50s, if kids worked it was because they were saving up to buy a car or buy parts for the car they had. It was a happy, playful decade for many (white) Americans, even those in the working class, as family cars transformed adult culture and rock and roll transformed teen culture. And one of the points of Grease is that kids of the 50s could afford to worry only about their own trivial problems; there was no world war, no Hitler to fear anymore. Though Grease implies many complex things, it is about the ordinary, everyday lives of a group of teenagers. Their chief worries are whether they'll have a date to the dance and can they get the car.
- ❖ I have used this research effectively to develop deeply into my character and the whole play, it had helped me to develop more on my research skills and knowledge on the whole play and what it's about which is helpful.
- ❖ How are you applying the research?
- I am applying my research effectively by knowing what to look for and what is needed and different resources to help me find useful information about the background of the play and the characters and setting.

<http://www.newlinetheatre.com/greasechapter.html>

My Audition Reflection:

On Wednesday 9th March 2022 at 9:00am before the Grease Lighnin dance audition, we did a warm-up with Michael so that we don't injure our body, then when it was time for the audition, I think it went brilliantly because I retained the routine quickly and put so much energy into it, there was 7 people in a group which made it easier. I also got to put my it which made my confidence grow. Straight after the dance audition I had my acting audition at 1:30 which went fantastic because I remembered all my lines and stayed into character all the way through, I also used my grandad's photo as a prop which made it come to life and made it so real. As soon as I walked into the audition I handed Sara my documents: Cv, proposal and what role I am interested in the production element, I told Sara that I am interested in Lighting because I have never done it before and it can be a challenge for me and she also asked what character I am interested in, I said that I am would like to be Marty, Frenchy and Jan, but I'm happy with whatever character I get. At 3:30 was my singing audition but before the audition I warmed up my vocals, I think it went brilliantly at the end because my tutors said that I can sing beautifully, and I overcame my anxiety as I felt nervous and shy because I felt like I was going to mess up but didn't because my tutors said that I can do it and believed in me. Overall, I think that all 4 of my auditions went successful and what I expected because I gave it my all and stayed professional the whole way through and I knew when it was time for my audition because I kept being focused and I was practicing so that I am prepared and ready.

What happened in the 1950's socially:

- ❖ During the 1950s, a sense of uniformity pervaded American society. Conformity was common, as young and old alike followed group norms rather than striking out on their own. Though men and women had been forced into new employment patterns during World War II, once the war was over, traditional roles were reaffirmed. Men expected to be the breadwinners; women, even when they worked, assumed their proper place was at home. Sociologist David Riesman observed the importance of peer-group expectations in his influential book, *The Lonely Crowd*. He called this new society "other-directed," and maintained that such societies lead to stability as well as conformity. Television contributed to the homogenizing trend by providing young and old with a shared experience reflecting accepted social patterns.
- ❖ But not all Americans conformed to such cultural norms. Several writers, members of the so-called "beat generation," rebelled against conventional values. Stressing spontaneity and spirituality, they asserted intuition over reason, Eastern mysticism over Western institutionalized religion. The "beats" went out of their way to challenge the patterns of respectability and shock the rest of the culture.
- ❖ Musicians and artists rebelled as well. Tennessee singer Elvis Presley popularized black music in the form of rock and roll, and shocked more staid Americans with his ducktail haircut and undulating hips. In addition, Elvis and other rock and roll singers demonstrated that there was a white audience for black music, thus testifying to the increasing integration of American culture. Painters like Jackson Pollock discarded easels and laid out gigantic canvases on the floor, then applied paint, sand and other materials in wild splashes of color. All these artists and authors, whatever the medium, provided models for the wider and more deeply felt social revolution of the 1960s.
- ❖ Their literary work displayed their sense of freedom. Jack Kerouac typed his best-selling novel *On the Road* on a 75-meter roll of paper. Lacking accepted punctuation and paragraph structure, the book glorified the possibilities of the free life. Poet Allen Ginsberg gained similar notoriety for his poem "Howl," a scathing critique of modern, mechanized civilization. When police charged that it was obscene and seized the published version, Ginsberg won national acclaim with a successful court challenge.

<http://www.let.rug.nl/usa/outlines/history-1994/postwar-america/the-culture-of-the-1950s.php>

What happened in the 1950's economically:

- The economy overall grew by 37% during the 1950s. At the end of the decade, the median American family had 30% more purchasing power than at the beginning. Inflation was minimal, in part because of Eisenhower's efforts to balance the federal budget.
- Unemployment remained low, about 4.5%.
- Many factors came together to produce the '50s boom. The GI Bill gave veterans an affordable college education, providing a pool of highly-educated employees to the work force. Cheap oil from U.S. wells fueled industry. Advances in science and technology improved productivity, while competitors in Europe and Asia were still recovering from World War II.
- One of the factors that fueled the prosperity of the '50s was the increase in consumer spending. Americans enjoyed a standard of living that no other country could approach.
- The adults of the '50s had grown up in general poverty during the Great Depression and then rationing during World War II. When consumer goods became available in the post-war era, people wanted to spend. By the 1950s, Americans made up just 6% of the world's population, but they consumed 30% of all the world's goods and services.
- During the Eisenhower era, Americans achieved a level of prosperity they'd never known before. While other parts of the world struggled to rebuild from the devastation of World War II, citizens of the United States saw their standard of living surpass what previous generations had only dreamed about.
- Eisenhower himself deserves a good deal of credit for this economic growth. He found the right combination of low taxes, balanced budgets, and public spending that allowed the economy to prosper.
- The economy also benefitted from steady growth in spending on new homes and consumer goods as citizens began to buy on credit.
- Even as the nation prospered and the middle class did well, about 25% of citizens lived in poverty.
- Much of this poverty was said to be "invisible." It affected Black people in urban neighborhoods and whites in depressed rural areas like the Appalachian Mountains. Middle-class Americans never saw the misery in other sectors of American society. Poverty amid plenty was another paradox of the '50s, but most people were able to ignore it.
- In general, Eisenhower's middle way proved highly successful, even though it failed to reach everyone.

<https://www.exploros.com/summary/Economy-in-the-1950s>

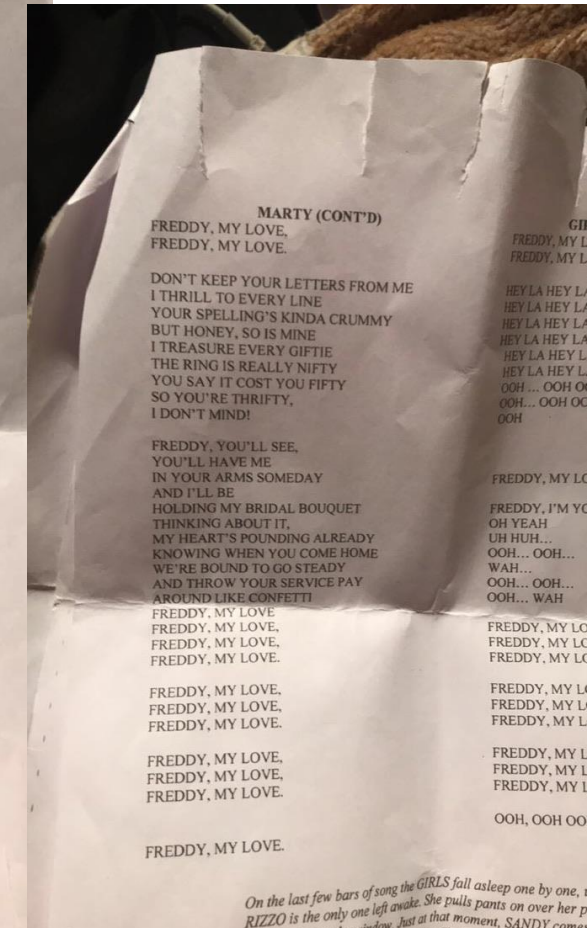
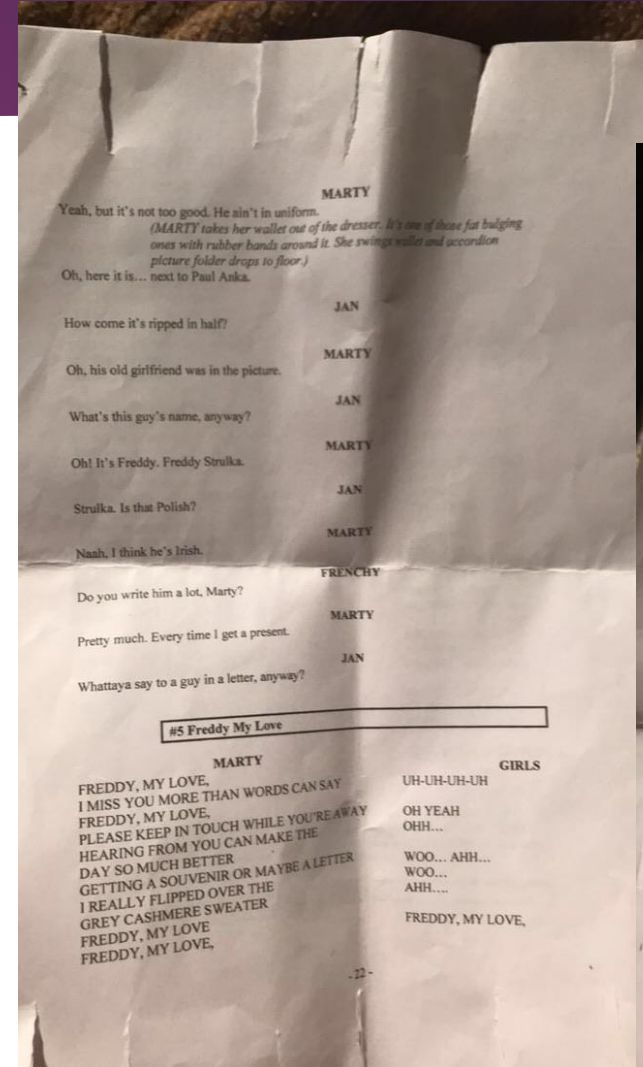
What happened in the 1950's politically:

- After the difficult years of World War II (1941–45), Americans settled into what they hoped would be a long-lasting peace. Unfortunately, this was not to be. In 1950, just five years after the war's end, the United States found itself involved in another shooting war. This one was in Korea. The U.S. military forces were under the supervision of the United Nations and were pitted against the Communist North Koreans and Chinese. In 1953, an armistice (truce) was signed, with no side designated as victor.
- Of all the domestic political issues facing the United States during the 1950s, the one that was most far-reaching involved the escalating Civil Rights movement. Until the 1950s, America was almost completely a segregated society. Black people and whites went to separate schools, ate at different restaurants, and lived in different neighborhoods. However, separate did not necessarily mean equal. The 1954 *Brown v. Board of Education of Topeka, Kansas* U.S. Supreme Court decision decreed that separate was unequal regarding segregated schools. This decision would be a milestone in equal rights for Black Americans in all aspects of national life.
- The United States also became locked in a cold war (a war of opposing ideologies) with the Soviet Union during the decade. While no guns were fired, the threat of a confrontation leading to all-out nuclear war remained ever present throughout the decade. This fear was demonstrated in many ways. For one thing, a "Red Scare" swept the country, during which people suspected strangers and neighbors alike of being "subversives," or supporters of communist principles and ideals. At a very public level, this was seen in what became known as the age of McCarthyism. At the start of the decade, Joseph McCarthy, the junior senator from Wisconsin, earned headlines by accusing certain Americans of being communist sympathizers, or Communist Party members. Many of McCarthy's targets were U.S. government employees. Entertainers and other public figures were also suspects. For a time, McCarthy was one of the most powerful and feared men in the country, as he played on the anxieties of Americans regarding the communist threat and inspired others to join him in his campaign to uncover communist sympathizers in every walk of American life. By mid-decade, however, he had been discredited.

<https://www.encyclopedia.com/social-sciences/culture-magazines/1950s-government-politics-and-law-overview>

My Monologue:

On Wednesday 9th March 2022 for the acting audition, I asked Olivia if she could help me by being Jan and Frenchy, she agreed to help me so when we stood on the dance floor ready to perform, I played Marty, I used my grandad's photo as a prop. I stood up and said my lines by heart and then got the photo and gave it to Olivia and sat next to her and carried on with my lines and gave her eye contact. After the audition I felt proud of myself because I didn't mess up and remembered all my lines. I then got ready for my singing audition; I sang 'Freddy my love' but then I kind of forgot some of the words but Sara let me use the lyrics, so then I carried on singing, the tutors looked surprised because they said that I sing beautifully and that I have a nice voice.



My Reflection:

When I found out I got casted Patty Simcox, I started to go through the script to find all her lines and highlighted them straight away to help me, then I started to read through her lines so then I can process it all and be more familiar with it. I then started to do some depth research into my character and the whole play which helped me to know bits about the play, I then started to memorize the lines repeatedly till I can get off script, it didn't work so I used an app called 'Liner Learner lite' and recorded myself saying my lines and it stuck in my head because I kept replaying it constantly and it worked because I wasn't looking at my script and I was saying my lines with the recording and it helped me a lot, overall, I think my progress has improved by focusing more on developing my character by speaking her accent and what costume and props she would need in each scene. I have enjoyed this experience so far and learning all the dances for Grease and taking on a challenge by overcoming my confidence. I also engaged with the year 2s by asking them what dances Patty is in and they said, 'Grease is the word' and 'Born to Hand Jive'. And they taught me the dances and I picked it up eventually. They also said to me that I must sing in 'Grease is the Word' and sent me the lyrics for Patty and Danny. I then memorized the lines for the song by listening to the song on YouTube and I then eventually got it in my head. For rehearsals we had to sing with the backing track, I knew all the lines and felt confident. Michael then asked us if we could sing and dance at the same time. Most majority of my peers in the class said yes so, we put the backing track on, and I was stood near the wings ready for my turn, when it was my turn, I went on stage and sang my lines and did the dance and Michael looked super impressed and proud because we all knew what we was doing, and everyone did beautifully.

Sara Sutton
Bradford School Of Arts
Great Horton Road
Bradford, BD7 1AY

Dear Sara Sutton,

I'm auditioning for Marty, I would be good in this role because I can take a challenge and use more characterization and do what I'm told.

I have experience in musical theatre and performing on stage and have been taken acting, dancing and singing classes since I was 17.

Acting is my passion because I have always had a dream of acting and just because I love to perform on stage and try something different and to overcome my fears.

I hope that you will consider me for this role because it will give me confidence, teamwork, improvisation and help with overcoming my fears.

I hope to hear from you soon.

Your Sincerely,

Aliya Hussain

COVER LETTER:



Profile

My name is Aliya Hussain and I am 19 years old from England, I am a British Pakistani, I have brown eyes and black hair, I am 5'5, my voice quality is clear and bright, I am a passionate, experienced, and formally a trained actor at Bradford School of Arts. Bringing forth enthusiasm, a strong work ethic, and an unrelenting desire to entertain and perform on stage to an audience. I am good at line retention and picking things up quickly. I am a strong and confident team player who can adapt in making my character's come to life and put on a phenomenal performance.

Employment History

RSC- Royel Shakespear company, Bradford School of Arts, Bradford

September 2021 — July 2022

Screen Yorkshire, Bradford School of Arts, Bradford

November 2021 — May 2022

Christmas Carol, St Georges Hall, Bradford

December 2021 — December 2021

Dani Harmer Academy, Zoom, Bradford

January 2021 — April 2021

Kia Peggs Acting classes, Zoom, Bradford

October 2021 — June 2022

Mark Jermin Acting classes, Zoom, Bradford

June 2021 — July 2021

BFI, University of Bradford, Bradford

November 2021 — December 2022

Channel 4, Leeds, United Kingdom

December 2021 — February 2022

Love and Hate film, Bradford School of Arts, Bradford

November 2021 — December 2021

Leeds Playhouse, United Kingdom

February 2022 — April 2022

Singing, Appleton Academy, Bradford

January 2018 — June 2020

Our County's Good, Bradford School of Arts, Bradford

February 2021 — February 2021

Details

Nationality

British, Pakistani

Date / Place of birth

24/12/2002

Low Moor

Skills

Time Management

Creativity

Fast Learner

Teamwork

Leadership

Dancing

Ability to Work in a Team

Communication Skills

Singing

Improvisation

Acting

Taking acting classes outside of college

Self- disciplined

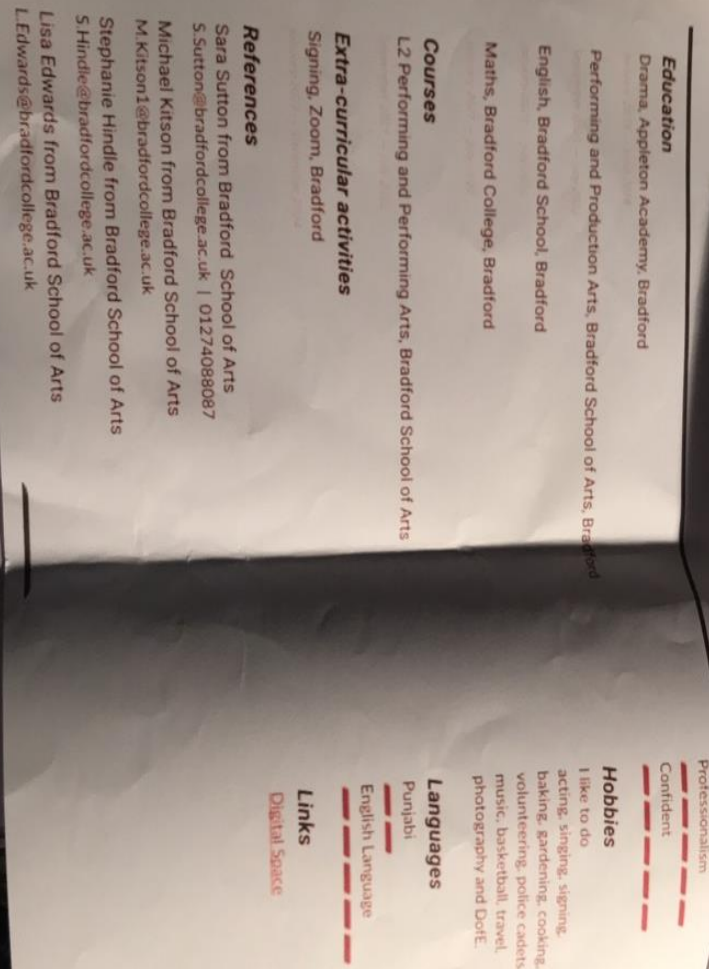
Patience

Motivation

Active Listening

Line Retention

Musical instruments



Level 3 Diploma Unit 8 Project Proposal pro forma

Project action plan and timetable			
Week	Date week beginning	Activity/what you intend to do - including independent study	Resources / what you will need to do - including access to resources
1	14/02/22 9:30am	Memorizing the script.	Use my line learner app to help me.
2	15/02/22 9:30am	Learn the songs.	Use a soundtrack to hear the music.
3	16/02/22 9:30am	Research about the musical.	Use the internet.
4	17/02/22 9:30am	Learning the Grease Lignin dance.	Feel the music and practice.
5	18/02/22 9:30am	Use more characterization	Use spacial awareness.
6	21/02/22 9:30am	Don't get distracted.	Focus on my script and song.
7	1/03/22 11:00am	Try using an accent.	Don't be myself.
8	2/03/22 9:30am	Use the studio more.	Get more practice in.
9	3/03/22 9:30am	Do a singing lesson.	Warm up my voice before singing.
10	4/03/22 9:30am	Overcoming my anxiety.	Be more confident in myself.

Name	Aliya Hussain
Candidate number	10608371
Pathway	Level 2
Project title	Musical Theatre- Grease
Section 1: Rationale (approx. 100 words)	
I have developed my confidence skills because I have worked with people I have never worked with before. I know how to memorize all my lines because I used to struggle. I have developed and improved my communication skills because I used to be scared and shy.	
Section 2: Project concept (approx. 200 words)	
I will use of rehearsals and try and not get distracted by my peers. I take the tutor feedback on board and improve by doing this I can develop. I follow instructions by using the studio, equipments, other resources respectfully, professionally and seriously. I do my independent study at home every day so that I can focus and concentrate more.	
Section 3: Evaluation (approx. 50 words)	
As my work progresses I will change it on word. I can ask for feedback from my tutors and they can tell me what I need to improve on and what I'm doing good on.	
Proposed research sources and bibliography (Harvard format)	
<p>Windelen, Robert (July 31,1978). Kit, Borys (April 9,2019). Nick, Vadala (October 17,2019). Loughrey, Clarisse (January 28,2016). Hood, Micaela (January 27,2016). Arnold, Gary (June 17,1978). Getler, Larry (July 04,2010). Mitavich, Matt Webb (January 31,2022). Hermanns, Grant (October 14,2020).</p>	



PROPOSAL:

Tutor Observation from Rebecca:

Student name: *Aliya Hussain*
Course level:

ual: awarding
body

Tutor Feedback

Measuring progress:

Personal development targets.	Actioned by...
1.	
2.	
Action. How will you achieve your personal targets????	Actioned by...
1.	
2.	
Tutor signature: <i>[Signature]</i>	Date: <i>04/03/2022</i>
Learner signature:	Date:

Tutor observation: Practical sessions

Practical Skills

WORKI really well & has clear understanding on any creative development. Strong understanding of the subject. Great focus & involvement. Works independently to create & develop her own work.

Areas for Development

- Be more confident in yourself! you're smashing it!*

Rebecca gave me my feedback which is very useful because I know what I have improved a lot on and that I only need to be more confident in myself.

Personal Development Targets:

Be more confident in myself.

Action- how will I achieve my

personal targets: Be more like my character and don't let my anxiety get in the way.

Tutor observation from Michael:

Michael gave me my feedback which is very useful because I know who I need to work with within the production team and what I am improving on.



Student name: *Aliya*
Course level: *2*

ual: awarding body

Tutor Feedback
Measuring progress:

Personal development targets.	Actioned by...
1. <i>Communicate with the set team.</i>	
2. <i>Know what set is being moved.</i>	
Action. How will you achieve your personal targets????	Actioned by...
1. <i>Ask them if I could join a teams groupchat.</i>	
2. <i>Ask them if I need any help.</i>	
Tutor signature:	Date:
Learner signature: <i>Aliya</i>	Date:

Tutor observation: Practical sessions

Practical Skills
You are working well in your role and have evidenced a strong understanding of what's required of you. You are taking direction well and you are taking your role in ensemble seriously.

Areas for Development

- Be sure to communicate with the set team in order to know what set is being moved.

Peer observation from Rosie:

Rosie gave me my feedback which is very useful because I know what I am good at and what I need to develop more on.



Student name - Aliya Hussain
Course level - UAL Level 2 Diploma In Performing and Production Arts 2 **ual:** awarding body

Peer Feedback

Measuring progress:

Personal development targets.	Actioned by...
1. Put more energy to the character.	
2. Use facial expressions and body language more.	

Action. How will you achieve your personal targets????

	Actioned by...
1. Don't be myself and more like my character.	
2. Watch the film again to see my character act.	

Student signature: Rosie Date: _____

Learner signature: Aliya Date: _____

Peer Feedback Comments:
Good professionalism and know exactly where you need to be on stage at what times. Excellent concentration and focus. Learning lines will help better with your characterisation and the amount of energy which you put into your performance and your overall character as a whole. Overall, by putting in more energy into your character and use more facial expressions and body language to portray your character.

Student Reflective Comments:
This feedback is really useful when I perform on stage and what I need to focus more on and what I'm doing well on to create my character.

Tutor

observation

from Steph:
Steph gave me my feedback which is very useful because I know what I have developed on and what I need to work more on.

Student name: Aliya Hussain
Course level: Level 2 Diploma in PAPA

ual: awarding
body

Tutor Feedback

Measuring Progress:

Personal development targets.	Actioned by...
1. Improve my diction, volume and slow down my lines.	
2. Find patty's physicality.	
Action. How will you achieve your personal targets????	Actioned by...
1. Talk louder and don't read my lines too fast.	
2. Be more like my character and have more energy.	
Tutor signature:	Date:
Learner signature: Aliya	Date:

Tutor observation; Practical sessions

Practical Skills

Your professionalism in the space is excellent. You follow direction and maintain focus in the space.

Areas for Development

- Improve your diction, volume and slow down the delivery of your lines.
- Find patty's physicality. How does she stand, walk etc?

Student name:
Course level: Level 2 Diploma in PAPA

Student Comments:

I need to practice the accent because I struggle with it. And be more like my character and not myself.

Rehearsal feedback from Sara on the 27th April 2022:

Today we received feedback from Sara which is very useful because I know now what I need to do to develop my character more and what needs working on.

Feedback – Act 1 Rehearsal 27/04/22

More energy, opening song, go over choreography on this and consider facial expressions and characterisation.

Teacher announcement

Grease is the word School Bell

Straight into next section – blocking of school scene could do with relooking at, maybe all or think we need to relook at this.

Use the school bell more.

Can the ensemble fill out the canteen scene? Just hanging around, eating lunch etc. Adds more dimension and energy to the scene.

Would be nice for each group to freeze? Pink ladies and the birds as it is distracting

Patty could be in for the full scene hanging out with the rest of the ensemble.

Much more energy and characterisation, think about physicality, diction, projection

Think about body language in school scene, girls mainly, attentive and listening or disinterested does Rizzo feel about Sandy's entrance, how do you feel about it? Sandy shy.

Danny physicality a little subtler.

Sandy should stand at end of summer nights

Engaged in his story, don't relax, this information is exciting, you are hanging on the end of the words

Timing with two groups when text overlap

More shock when you see each other? The reactions from everyone remember sub text.

Does Doody need to go off? Can he just start playing guitar straight away so the scene runs into the next?

Why does Patty enter? What is she handing out and to who?

Noise backstage

More interaction between Doody and his friends, he showing off and they are in to it.

When Miss Lynch enters does anyone else notice, is it an awkward moment, she maybe arrives a little too early.

Noise backstage

Energy and characterisation

Radio music into bedroom scene, we need a transition on this, does someone turn on the radio?

More reaction - sub text, how do the girls feel about each other, dynamics,

Sound effect, not sure about it, doesn't need it. There still needs to be action on stage so it doesn't fall flat,

Go with it, can't stop, find a way to cover issues.

More reaction to Marty's announcement, she is showing off, "yes it's Freddy", think about how you say his name and how excited you are about him. Perform the song to the girls, can they be involved?

Can the girls be doing something in the space, looking at pictures, trying on the ring, putting on make-up, kimono, doing each other's hair etc. Reading magazines. Lots of energy.

Rizzo's exit through the window

Less gaps between scenes, can Danny and co come through the audience, scene change transitions

Ensemble vocals for greased lighting 'Go' Danny's and Kenicky's positioning in this section

Facials and characterisation in the dance sections

As cool as a garbage truck, Reactions from the lads?

Scene change after Greased lightning

B/O or can we transition this section with a bell and the use of the ensemble? Show how all ensemble on here.

Faster entrance Patty, remember direction and blocking

Sandy, don't look away from Danny's reaction, everything you are saying is all for a rise. Think about your response

I'm so excited, patty, more reaction, more excitement

Vocals should be voice overs with music in the background. Where is this scene? Is it in the diner? Should more people be around, ensemble? Transition and energy between characters.

Maya and Saeed's conversation, more private? More going on in the scene, think about the lighting for the audience, the context, the feel.

What's Ibi's intention, Sandy's and the groups reaction? Fight? Could it be more of a whoooo..

Where is this scene set, it's really not clear?

Be willing to have pauses and consider what you are trying to do with your words, you are trying to get a reaction or wind someone up, remember dynamics between the couples and other characters

Sandy and Danny's row needs far more spirit and energy, nobody reacts to it.

We go together needs work, entrances are really off, positioning with set etc, hopefully this will be better when you move into the other space, why is the whole ensemble not on in the scene? How do we go together?

More needs to happen as this scene runs down as it is uncomfortable and falls flat, what is the transition?

What happens next? How does the end of act one run?

Noise in the interval background.

Act 2

Music in the dance scene? I would be tempted to start with music, think about the setting, entrance, lets have a look at this section to build it up more. Think about positioning of audience, can we have a blue moon duet? How are we transitioning to the next scene? Where does this scene take place?

Could we include a dance at the start of act two to lift and introduce the scene?

Born to hand jive section needs looking at and working on.

Dance competition needs more build up and reactions, this is quite an important and iconic scene, lets have a look at this section to build it up more. Think about positioning of audience, can we have a blue moon duet? How are we transitioning to the next scene? Where does this scene take place?

Still seeing some scripts, no scripts allowed next week.

Noise backstage.

Noise backstage.

Noise backstage.

Backs to the audience, consider positioning.

Noise backstage – heard someone shush, remember your audience and professional skills.

This scene needs work as it is not completely clear what is happening.

Could this scene with Frenchy take place in the diner and one of the ensembles works at the diner?

It would be good to introduce the dance and make more of this and then transition into the next scene. The rest of the scene could take place in here, when everyone leaves as the place is closing for the night.

Teen Angel scene needs work. Full on conversations backstage.

NOISE BACKSTAGE!!!

Act 2 needs more work.

Transition into the next scene, voice overs of the film etc?

How come Danny and Sandy are back together? This isn't clear.

NOISE BACKSTAGE!!

Keep in character – assessment footage!

You need to think about the choreography of this scene – drive in.

NOISE BACKSTAGE.

Song versions need clarity, why are we not using the band and relying on other tracks?

Peer Observation from Harry:

Harry gave me my feedback which is very useful because I now know what I have improved a lot on.

Course level: Level 9 Extended Diploma in PAPA

ual: awarding body

Peer Feedback

Measuring progress:

Learner Name: *Aliya Hussain*

Peer Observer:

Personal development targets.	Actioned by...
1. <i>Accent</i>	
2. <i>Confidence</i>	

Action. How will you achieve your personal targets????	Actioned by...
1. <i>Watch videos on how to do an American accent.</i>	
2. <i>Don't let my anxiety get in the way.</i>	

Learner Signature: <i>Aliya</i>	Date: <i>20/5/22</i>
Peer Observer:	Date:

Peer Comments:

Showing to have projection in your voice and you show characterisation when performing.

I'm not sure what there is that you could do for improvement but if you think that there's anything to improve.

Character biography questions:

General information:

Full Name: Patricia Simcox

Nickname: Patty

Gender: Female

Age: 16

Nationality: British

Religion: English

Romantic Relationship: Tom Chisum

Occupation: Student at Rydell High (graduated), Head cheerleader

Affiliation: Rydell High, Rydell cheerleading squad

Hair color: Brown

Eye color: Brown

Different characters in Grease:



Danny Zuko:

- ▶ Danny is one of the main characters in Grease.
- ▶ He's the leader - and possible founder - of the T-Birds.
- ▶ He's also the boyfriend of Sandy Olsson.
- ▶ Danny is 18 during his senior year at Rydell High School.
- ▶ Danny is tough and charming, but he can also be aloof and self-involved.
- ▶ He is never one to back down from a fight. And with luck and charisma on his side, he's usually able to talk himself out of sticky situations.



https://grease.fandom.com/wiki/Danny_Zuko

Sandy Olsson:

- ▶ She is the girlfriend of Danny Zuko.
- ▶ She didn't become a member of the Pink Ladies, as Rizzo, the leader, thought she was "too pure" to be pink.
- ▶ Cheerleader (formerly) Member.
- ▶ Sandy is 17-year-old when she started Grease.
- ▶ Sandy is very good-natured, speaks kindly to everyone, and has a very kind and sweet personality.
- ▶ Sandy is a Student at Rydell High (graduated).



https://grease.fandom.com/wiki/Sandy_Olsson?so=search

Betty Rizzo:

- ▶ She has hazel eyes, dark brunette hair with a curly pixie cut, and a fashionable rockabilly sense of style.
- ▶ She is not bright and cheerful with her outfits as the other Pink Ladies, and often wears revealing and tight clothing showing off the shape of her body.
- ▶ She is also 18 years old.
- ▶ She is a student at Rydell High (graduated).
- ▶ Rizzo is sassy, sarcastic, tough, and has a dark personality.
- ▶ Kenickie is Rizzo's love interest.



https://grease.fandom.com/wiki/Betty_Rizzo

Frenchy:

- ▶ Frenchy is fun-loving, bubbly, flighty, and a bit of an airhead, but a very friendly member of the Pink Ladies.
- ▶ She dropped out of high school to enter beauty school to become a beautician, but she dropped out after her hair turned pink in tinting class.
- ▶ Member of The Pink Ladies.
- ▶ She is a student at Rydell High.
- ▶ Frenchy is 17.
- ▶ Her most famous scene is arguably when Frankie Avalon appears as her guardian angel and sings "Beauty School Dropout," which, paired with her pink hair, persuades her to return to Rydell.

<https://grease.fandom.com/wiki/Frenchy>



Kenickie:

- ▶ Kenickie (Born 1941) is one of the main characters in Grease.
- ▶ He is Danny Zuko's best friend and Second-in-Command of the T-Birds.
- ▶ He is the boyfriend of Betty Rizzo.
- ▶ He also has a strong voice.
- ▶ Student at Rydell High (graduated).
- ▶ He is 29.
- ▶ He is the owner of the 'Greased Lightnin' car.



https://grease.fandom.com/wiki/Kenickie_Murdoch?so=search

Cha-Cha:

- ▶ Cha-Cha was 19 years old at the time of filming.
- ▶ Danny also had a relationship with Cha-Cha.
- ▶ She was precociously talented and self-assured.
- ▶ She has green eyes.
- ▶ Her hair color is brown.

https://grease.fandom.com/wiki/Charlene_DiGregorio?so=search



Marty:

- ▶ Marty, is one of the protagonists in the movie Grease, and is one of the members of the Pink Ladies.
- ▶ Her boyfriend is Sonny.
- ▶ She is 18-year-old.
- ▶ Marty often tries to act sophisticated.
- ▶ She is generally kind but can be uninterested with conversations unless they are about her or juicy gossip. In "Summer Nights", she doesn't seem to care about what Sandy is saying, along with Rizzo.

https://grease.fandom.com/wiki/Marty_Maraschino?so=search



Vince Fontaine:

- ▶ Vince Fontaine was a radio announcer.
- ▶ He visited Rydell at the National Dance-Off in Grease.
- ▶ He was 87 years old.
- ▶ Vince uncomfortably flirts with Marty, who is likely half his age.
- ▶ He has brown hair.
- ▶ He has black eyes.

https://grease.fandom.com/wiki/Vince_Fontaine?so=search



Jan:

- ▶ She is 16-year-old and a member of the Pink Ladies.
- ▶ She had an affection for sweets and was dating Roger.
- ▶ Jan rocked some iconic pigtails that helped convince audience members that she was a high school student.
- ▶ She has an extremely quirky personality.

<https://grease.fandom.com/wiki/Jan?so=search>



Doody:

- ▶ He is the youngest of the guys; small, boyish and open, with a disarming smile and a hero-worshipping attitude towards the other guys.
- ▶ He plays the guitar.
- ▶ He is 17 years old.
- ▶ He has black hair.
- ▶ He has brown eyes.
- ▶ He is a member of T-birds.
- ▶ He is Frenchy's boyfriend.
- ▶ He sings "Those Magic Changes".

<https://grease.fandom.com/wiki/Doody?so=search>



Eugene:

- ▶ He is a silly, naive, gullible nerd, but never nasty or cruel. He was a decent, goofy guy.
- ▶ He is 17 years old.
- ▶ He has brown hair.
- ▶ He has brown eyes.
- ▶ He is a student at Rydell High.
- ▶ He is a student top one in class.
- ▶ Eugene is a good guy; however, he is always teased by the T-Birds. Though mostly by Doody, Roger, and Sonny; Kenickie and Danny seem to ignore him and appear indifferent to him.



https://grease.fandom.com/wiki/Eugene_Felsnic?so=search

Roger:

- ▶ Roger is a high school student at Rydell High School and the youngest member of the T-Birds and one of Danny's best friend.
- ▶ His girlfriend is Jan.
- ▶ He is 18 years old.
- ▶ His hair color is blonde.
- ▶ He has brown eyes.
- ▶ He is a student at Rydell High.
- ▶ He is the innocent one of the T-Birds.

<https://grease.fandom.com/wiki/Putzie>



Sonny:

- ▶ Sonny is the funny smartass T-Bird, as he likes to joke around.
- ▶ He has a crush on Marty - member of the Pink Ladies - but she doesn't seem to reciprocate until the end of the movie.
- ▶ Sonny is Italian, brash, and "takes no crap from nobody" - except for Principal McGee.
- ▶ Student at Rydell High (graduated).
- ▶ He is 18-years-old.

<https://grease.fandom.com/wiki/Sonny>



Teen Angel:

- ▶ The teen angel has a cameo role which includes the ironic comedy song, "Beauty School Dropout". This role was portrayed by Frankie Avalon.
- ▶ He has brown hair.
- ▶ He is in his 50's.
- ▶ He has black eyes.
- ▶ He appeared in Frenchy's Realization.

https://grease.fandom.com/wiki/Teen_Angel?so=search



Miss Lynch:

- ▶ She is a no-nonsense, serious, loud, English teacher.
- ▶ She is the principal of Rydell High School. She is strict, but fair, and somewhat willing and able to take part at Rydell's parties.
- ▶ She is 50 years old.
- ▶ Her hair color is Auburn.
- ▶ Her eye color is brown.

https://grease.fandom.com/wiki/Principal_McGee



Facts about my character- Patty Simcox:

All this information about my character is very useful, helpful and interesting because it tells me what she does in each scene and what costume she wears in each of her scenes.

The research has helped me to know more about my characters background and her personality. E.g., She's energetic and the head of the cheerleader group. My character has helped me to connect with her by her accent and the way she acts on set. The research I have found about my character is interesting because I never knew what she was like in each of her scenes until now. It is also helpful to know the facial expression of what my character does.

https://grease.fandom.com/wiki/Patty_Simcox

▶ Patricia "Patty" Simcox is a character in the 1978 movie, *Grease*. She is a cheesy do-good cheerleader, beautiful and highly intelligent, though to Rizzo, she's the "bad seed of Rydell High". She was played by Susan Buckner in the movie, Elle McLemore in the 2016 Live production.

▶ Patty is often the butt of the Pink Ladies and T-Birds jokes, for example, Jan snuck an apple on her seat just as she sat down, and Rizzo pushed her off the bench along with Sandy Kenickie also pranked her many times in the film, such as putting a frog in her school bag in biology class. Patty somehow convinced Sandy to try-out for the cheerleading squad. They are then seen cheerleading at the pep rally.

▶ At the school dance, which she had organized, Patty came in wearing a blue strapless dress and matching blue high heels, she was happy and cheering and dancing, but nothing really went well for her. She was laughed at from the start, she got covered in tissue paper when a prop fell on her, when she finally got her chance to compete in the dance off, she ran out in the middle of the whole school (and live television cameras) and jumped and danced while everyone booed her.

▶ At the National dance- off, which she had organized, Patty came in wearing a blue strapless dress and matching blue high heels, she was happy and cheering and dancing, but nothing really went well for her. She was laughed at from the start, she got covered in tissue paper when a prop fell on her, when she finally got her chance to compete in the dance off, she ran out in the middle of the whole school (and live television cameras) and jumped and danced while everyone booed her.

▶ She was then seen again at the dance when Danny and Cha Cha won the competition, she is again teased for her humiliation. After the dance, her exposed underpants are seemingly forgotten, as she sees Rizzo at school, and teases her by telling a group of her friends: "That's the one I was telling you about."

▶ In the final scene, she is shown to be with Tom Chisum.

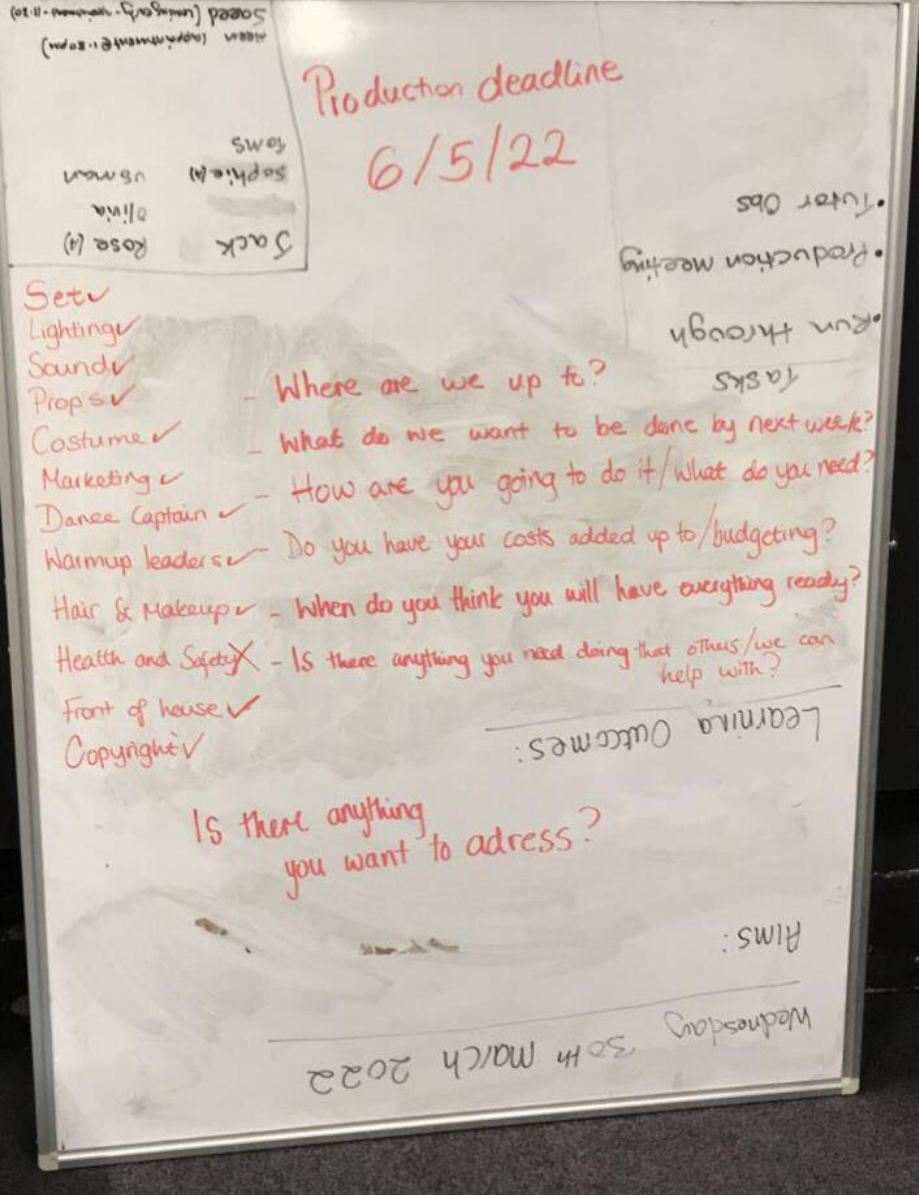
▶ She should be with Eugene

▶ Patty is a typical All – American cheerleader.

▶ She is sure of herself, bossy and a "teachers' pet".

Ensemble Character:

- ▶ My ensemble character is called Lily, she is an 18-year-old teenager, she lives with her dad and mom because they protect her.
- ▶ She is a very kind, loyal, smiley and a sassy teenager, she wears purple glitter eyeshadow and pink lip gloss and wears a plain black top with black leggings with comfy trainers because that is her personality.
- ▶ She loves to dance and sing a lot and likes to overcome obstacles that are in her way such as her confidence and she used to get bullied a lot by fake friends which made her self-esteem low which she then struggled with her mental health.
- ▶ Dancing and singing is her life as it makes her a stronger, confident and a happy person. Without this it would have affected her emotionally, socially, physically and intellectually.
- ▶ Her dad and mom support her through everything and are very overprotective of her, they love her to bits and wants Lily to be happy and have the life that they didn't have at her age.
- ❖ When I am not playing Patty, I will be playing Lily and dressing up as her and acting like her in the dances.



Wednesday 30th March 2022:

Today we did a run through of both Acts, I was off script which helped me to develop my character, we then had a production meeting to discuss all the areas e.g.: set, lighting, sound, costumes, Marketing, dance captain, warmup leaders, hair and makeup, health and safety, front of house and copyright and we had to answer the questions in our groups, I was with the set team, and we discussed what colour paint we needed to paint the set and we also received our tutor feedback.

Wednesday 6th April 2022:

Today we blocked and developed act 2, by doing this, we had to remain focused and on task for the full duration of rehearsal, we also had to develop roles for the purpose of performance, by doing this we had to respond positively to directions to develop role for performance and we also had to complete a peer observation for a member of my team.

Wednesday 6th April

AIMS:

- To block and develop Act 2
- To develop roles for the purpose of performance

Outcomes:

- To remain focused and on task for the full duration of rehearsal.
- To respond positively to direction to develop roles for performance.
- To complete a peer observation for a member of your team

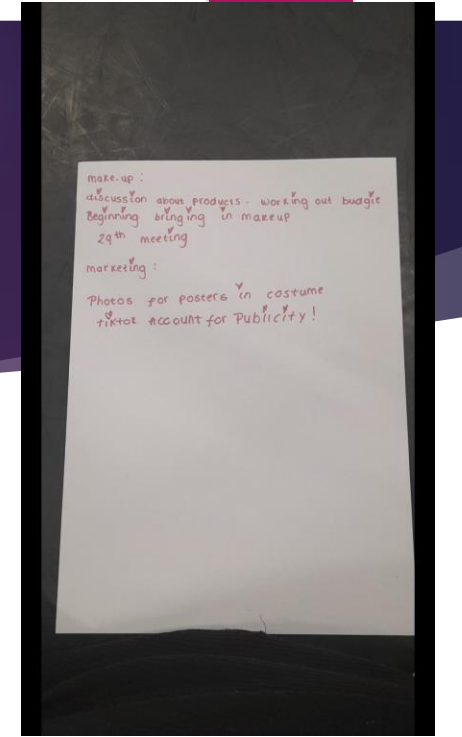
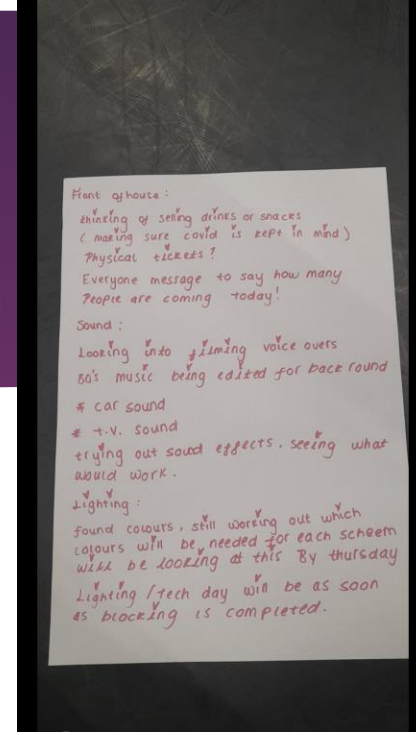
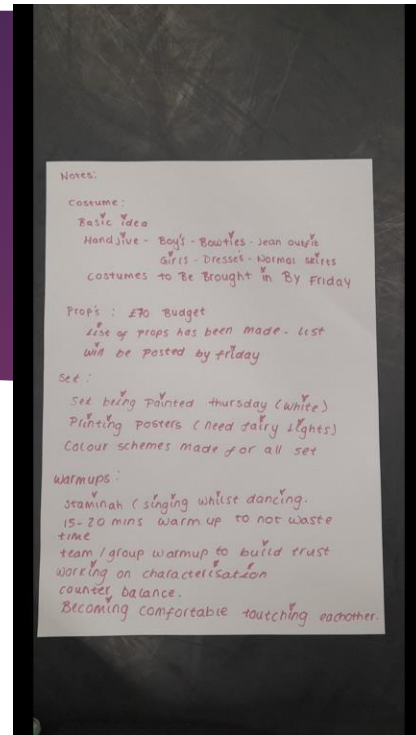
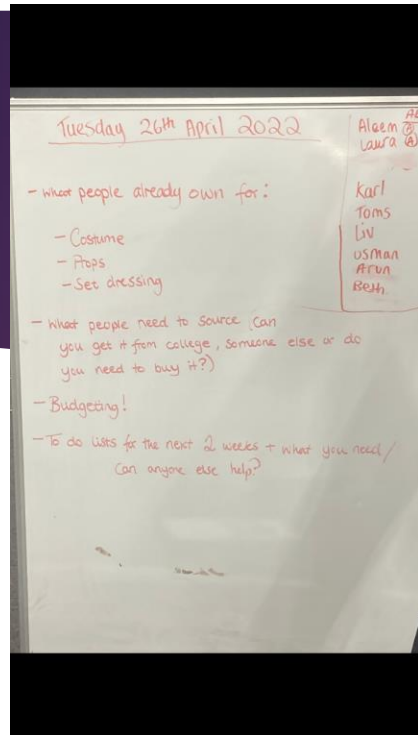
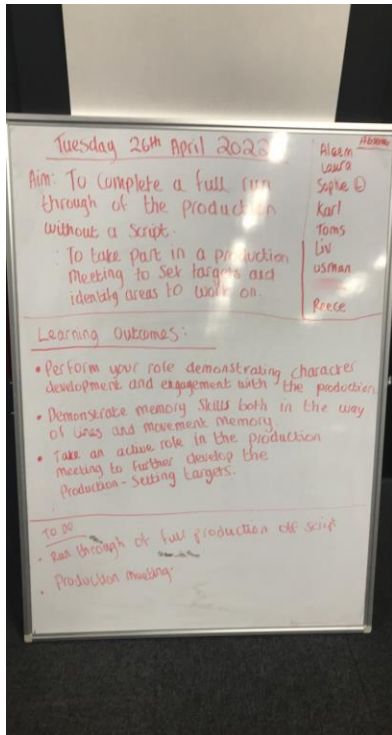
To Do List

- Peer observation
- Run of Act 1
- Block Act 2

Production meeting if time

Absences

Liam	Laura
	Karl
Rachel (A)	Olivia
	Toms
Harry (A)	Sarah



Tuesday 26th April 2022:

Today we completed a full run through of the production without a script. This helped me to perform my role by demonstrating character development and engagement with the production, It also helped me to demonstrate my memory skills both of lines and movement memory. We also had to take part in the production meeting to set targets and identify areas to work on by doing. This we had to take an active role in the production meeting to further develop the production – setting targets.

Wednesday 27th April 2022:

Today we had to complete a full run through and scene breakdowns in a professional manner by doing this we had to take part in a full run of Grease, perform all dances, songs and scenes in a professional environment. We had to breakdown scenes in act 2. Edit and finalise blocking and performance and we also had to perform in character and maintain professionalism standards onstage and off stage.

Wednesday 27th April 2022

- Warm up
- Full run through, Act 2
- Break down CS Scenes, Act 2

aim - Complete full run throughs and scene breakdowns in a professional manner.

Objectives - Take part in a full run of Grease, perform all dances, songs and scenes in a professional manner.

- Break down scenes in Act 2. Edit and finalise blocking + performance.
- Perform in character and maintain professional standards onstage + off stage.

Laura
Sophie
Liam
Kori
Bethany
Arin
Millie - Act 1
Macka - Act 1
Huma - Act 1

Tutorials

Ibbey Liam
Sueed Laura
Sophie

Friday 29th April 2022:

Today we had to further develop dance sections and polish performance material by doing this we had to take an active role in all task's ensuring progress is made to the production and to always use rehearsal time wisely demonstrating a high level of professional skills. We also had to further develop the set by doing this we had to apply energy and dedication to the development of the production by making a contributing to the development process.

① Friday 29th April 2022

Aims: To further develop dance sections and polish performance material.
To further develop Set.

Outcomes:

- To take an active role in all tasks ensuring progress is made to the production.
- Use rehearsal time wisely at all times demonstrating a high level of professional skills.
- Apply energy and dedication to the development of the production making a contribution to the development process.

ABSENT

- Alex (A)
- Ibrahim (C)
- Saeed (C)
- Huma (A)
- Beth
- Arun
- Liv (A)
- Oliver (A)
- Laura
- Usman

Tuesday 3rd May 2022

FMP
REHEARSAL

Aims: To develop performance material for your final major production.
: To develop production material for the purpose of production.

Objectives:

- To demonstrate a high level of professional skills and engagement for the full duration of today's rehearsal - Independently!
- To continue to develop your characterisation focusing on physicality and vocal development (Diction, Projection, Accents!)
- To spend time on your production role demonstrating progress in your production groups by the end of today's rehearsal.
you will present this back in groups
- Complete and respond to peer observation
- Respond to tutor observation.

Absent Laura

Tuesday 3rd May 2022:

Today we had to develop the performance material for my final major project production by doing this we had to demonstrate a high level of professional skills and engagement for the full duration today's rehearsal-independently. We then continued to develop our characterisation by focusing on physicality and vocal development (diction, projection and accents), we then had to develop our production material for the purpose of the production by doing this we had to spend time on our production role demonstrating progress in our production groups by the end on today's rehearsals and we had to then present it back in groups.

We then had to complete and respond to peer observation and respond to tutor observations.

Wednesday 4th May

- Look at costumes and props
- Go through scene changes
- Full run in costume + with props
- Stage painting - this afternoon.

Aim: Produce 1 full run through in costume and using props professionally

- objectives:
- complete full run-through with costume + props available.
 - complete list of outstanding props + costume needed.
 - complete stage painting.

• maintain professional studio practice at all times.

Steps tasks:

- Tutor abs
- LS EXT Project 3 feedback

Liam?
(Saeed Muna 2-15pm)

Ruth (A)
Arun (A)
Rose (A)
Chelsea (A)

Feedback times:
1: 4:5pm - Muna
2: 2pm - Saeed
2: 15pm - Holly
2: 30pm - Millie
2: 45pm - Abbie
3pm - Rachel
3: 15pm - Toby
3: 30pm - Tiana
3: 45pm - Phoenix
4pm - Ameen.

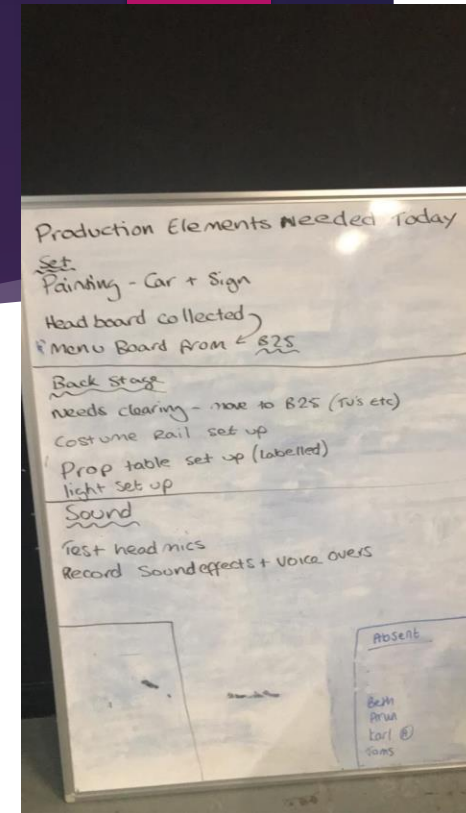
Laura?
Ameen?
Sophie?

Wednesday 4th May 2022:

Today we looked at costume and props as the aim was to produce a full through in costume and using props professionally. We also completed a list of outstanding props + costumes needed. We also went through scene changes which helped me to remember when my character is on stage, in the afternoon we did stage painting, by doing this we always remained professional studio practice.

Wednesday 11th May 2022:

Today we focused on the production element e.g., we got to paint the car + sign, we collected the menu headboard from B25 for the burger palace scene and the car will be for the 'Grease Lignin scene, we also moved everything from B41 to B25 so that there's more space backstage, there is a costume rail set up backstage in room B41. We set up the prop table which is labelled. We set up the light, so we got to the colours to make sure we have the right one. We got to test the head mics which will be for the main casts, and we also recorded sound effects and voice overs. I enjoyed it because I got to be more involved in helping to paint the set, this has helped me to develop more on my confidence.



Friday 13th May 2022:

Today we did a physical warm up and focus warmup to get us ready for a run through of the dances; e.g 'Hand Jive', 'We go together', and 'You're the one that I want' because it needed more practice, I managed to pick up the routine and remembered it, after that we constantly had to re-do the dances because some people was struggling but It was worth it because that meant that I got to do it with my partner who was Liam because he played Ugene and I helped him with the routine and he picked it up, I felt so relieved because that meant that we both now know the choreography and are ready to perform it on the 25th May 2022.

Tuesday 17th May 2022:

Today I played as Lily (my ensemble character) and wore a plain black top with black leggings and trainers, it felt amazing creating my own character and acting like her, she is sassy, loyal and a kind teenager. I felt like I used characterization to create my character and her physicality. We did a full run through of both acts which helped with my confidence as I got to play my ensemble character for the first time. We also got to help paint the set which got things done quicker, I also got to be an extra in some of the scenes that felt empty and in some of the dances I got to be in it as ensemble.

Wednesday 18th May 2022:

Today I played as my character Patty Simcox, I got to perform in front of Media makeup students which helped me overcome obstacles and it felt good performing my character as I felt more energy and smiley like my character. I remembered all the choreography for the dances and put my all into it. I also wore my costumes for Patty, I enjoyed performing because it helped with my confidence, and it is a good practice for when I perform on the 25th May 2022.

Thursday 19th May 2022:

Today I played as Lily (my ensemble character) and wore a plain black top with black leggings and trainers, until Act 2 because the other Patty sat out, so I had to step in and played Patty until it was time for me to go to English.

Friday 20th May 2022:

Today I got to play as my character Patty Simcox, we had a full run through so then we are ready for the 25th May 2022 to perform in front of parents, until Act 2 because I had to go to English.

Tuesday 24th May 2022:

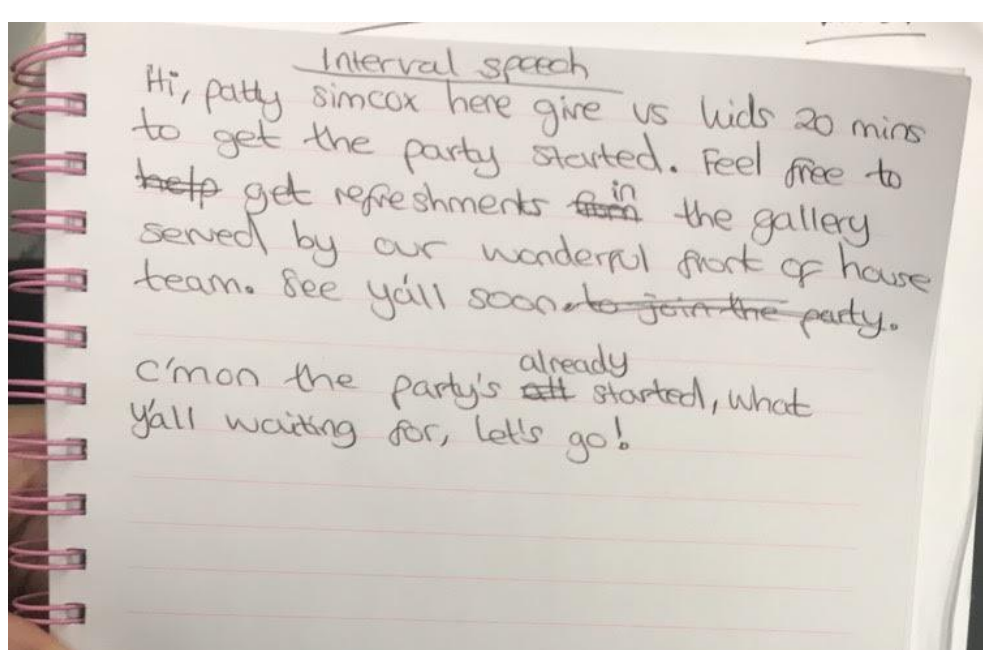
Today at 9:30am we did a full run through of Act 2 in costume to make sure that it was ready and complete with all tech and costume changes then at 11:00am we got our hair and makeup done by the media makeup students so that we look like our character. We then had to perform our performance in front of the creative media students at 2:00pm. I was so excited because Sara had told me that I have improved as my character and taking feedback on board, also that my American accent was coming through which put a smile on my face because at the start of the project I used to struggle but now I have developed, by doing this it has built my confidence more and the only thing I need to improve and develop more on is slowing down my lines when I'm speaking. Before the 25th May I will take this feedback on board and reflect more on this.

Wednesday 25th May 2022:

Today at 11:00am we got paired up with our makeup team to get our makeup done for our characters, we then had lunch at 12:15-1:15pm, the band was in the studio at 1pm, we then got ready to perform at 2pm to parents/cares. We then did a focus warm up and got a picture taken as a whole cast. As soon as we got into the studio, we stood backstage because the audience was walking in, we performed to the best to our ability, and we came out proud and happy. We then had a dinner break because we was performing at 7:00 but I was playing Lily (my ensemble character) and I put characterization into it. I really enjoyed it at the end because I came out of my comfort zone and made everyone proud and built more confidence.

Risk assessment:

Potential Hazard	Who is at risk	Property which may be damaged	Risk controls already in place	Risk rating 1-5	How to control the risk
Bench	Actors who are sat on the bench.	Bench	Make sure that the benches are moved when they not needed	3/5	The set changes team can go in stage and move it.
Tripping over in the dark and in combined space	People who are not watching were they are going	Things may get broken on stage	Having a little torch so the actors can see around them	3/4	Get lights around the set and move any props or equipment that people may fall over
Car	Actors who are in the car	Car	Make sure that the car is used sensibly	4	Make sure that it is on stage ready
Water near any equipment's	Actors, equipment's	Set	It can cause a fire	5/5	Make sure the water is nowhere near any electrical equipment's



Interval speech:

This is the interval speech that I will be saying to the audience as Patty Simcox before we start Act 2; Scene 1 which is the Hand Jive scene, I will be blowing up balloons, I will also be bringing the audience back in.

Grease is the word:

- Full cast dance

Summer nights:

- Phoebe
- Pink Ladies
- Danny
- T-Birds
- Patty

Those magic changes:

- All girls except Miss Lynch

Sandra dee:

- Pink Ladies

Freddy My love:

- Pink Ladies
- Sandy

Greased lightning:

- T-Birds
- Olivia
- Timea
- Beth
- Jack
- Tyler
- Arun

Beauty School dropout:

- Alex + Phoebe
- Reece + Sophie
- Ibbby + Holly
- Oliver + Abbie / Saeed + Maya
- Jack + Olivia
- Tyler + Millie
- Monica
- Chelsea
- Beth
- Rose
- Aliya
- Rachel

Alone at the drive in movie:

- Alex
- T-Birds

Sandra dee reprise:

- Phoebe
- Background characters

Your the 1 that i want:

- Alex + Phoebe
- Reece + Sophie
- Ibbby + Holly
- Millie + Laura
- Oliver + Abbie / Saeed + Maya
- Aleem + Timea
- Tyler + Aliya
- Jack + Rose
- Arun + Rachel
- Harry + Chelsea
- Liam + Monica
- Usman + Beth

We go together:

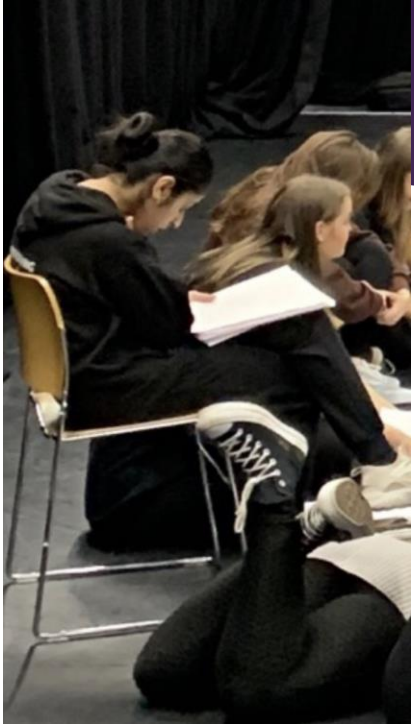
- Phoebe + Ibbby
- Holly + Reece
- Laura + Millie
- Sophie + Alex
- Abbie + Oliver / Maya + Saeed
- Olivia + Jack
- Timea + Tyler
- ~~Phoebe + Alex~~ Rose + Aleem
- ~~Phoebe + Alex~~ Aliya + Karl
- Rachel + Arun
- Chelsea + Harry
- Beth + Usman

Hand jive:

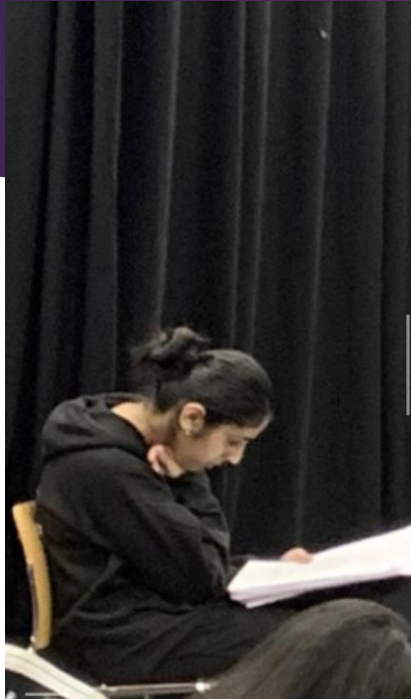
- Alex + Olivia / Timea
- Reece + Sophie
- Millie + Laura
- Oliver + Abbie / Saeed + Maya
- Harry + Aliya / Liam + Rose
- Phoebe + Holly
- Arun + Beth
- Ibbby + Monica
- Usman + Rachel
- Karl + Chelsea

These are the cast list for the dances and who's paired up for the partner dances.

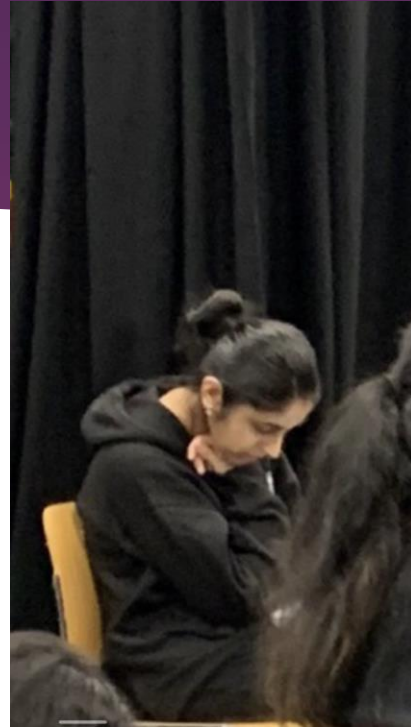
Rehearsal Pictures:



In this photo we are reading through the play for Grease as our characters.



In this photo I am concentration and waiting patiently for Patty's lines.



In this photo I am saying my line as Patty Simcox.



In this photo we are doing our dance to 'Grease Lighnin' and I enjoyed every minute of it.



In this photo we are getting prepared and ready to dance 'Grease Lignin' and I was super excited to get started.

Rehearsal picture's part 2:



In these photos we are getting focused and in the right mind set before we start rehearsals. Phoebe made us close our eyes and made us think about the T-Birds and who's our best friend because it'll help us for characterization and when you have nothing to do on stage or don't have a line then we'll be reacting e.g., if your best friend was talking then you'll be listening more and be more interested whereas if there's someone your not that close with then you wouldn't listen as much and will be focusing on something else and when you read the script, its important to know the relationship of certain characters.

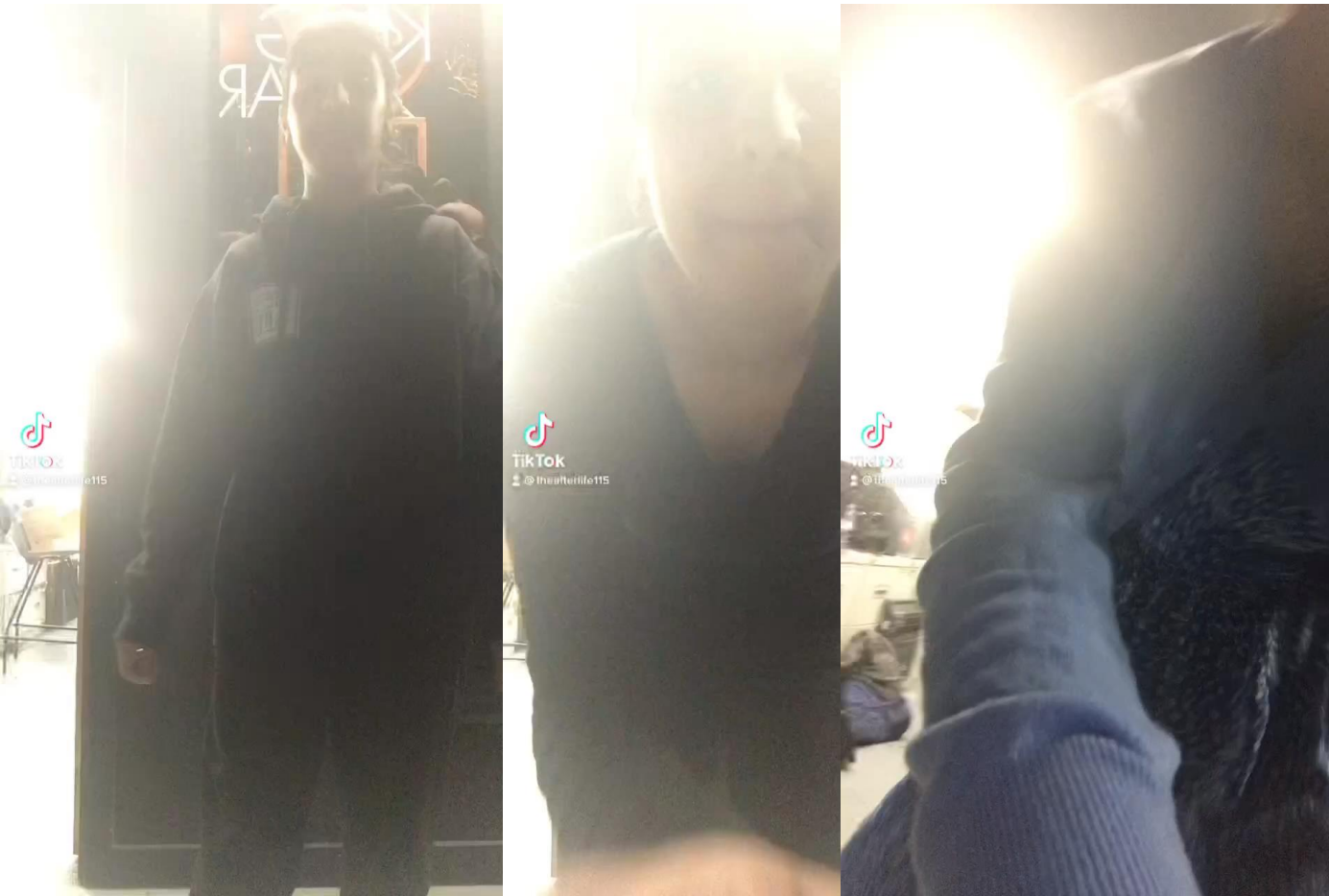
She also did a focus exercise by saying rolling out arms forwards and backwards and to shake our right and left foot and to make our faces small as we could and big as we could with our eyes closed

Rehearsal Pictures Part 3:



These are rehearsal pictures of the whole cast and me playing as Patty Simcox.

Transition video:



These are transition videos of me in my normal clothes and in my costume as my character.

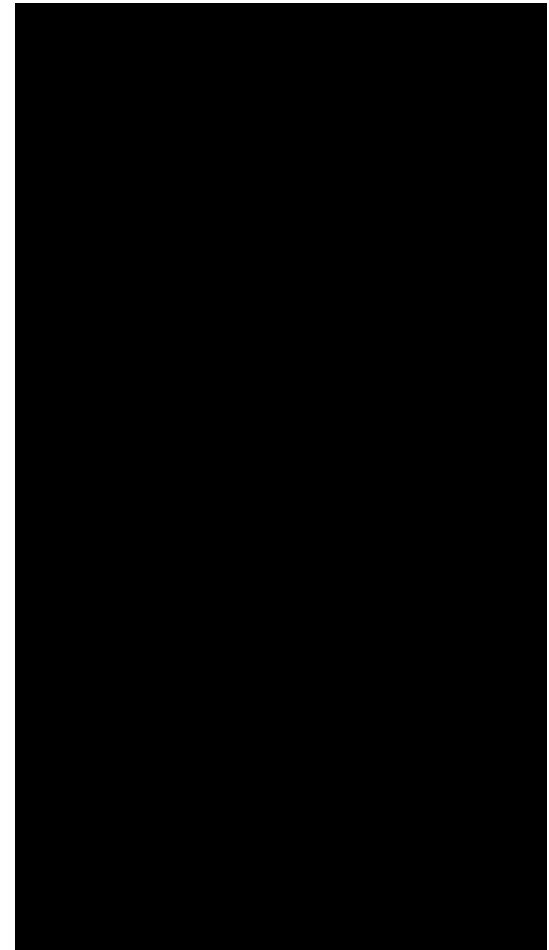
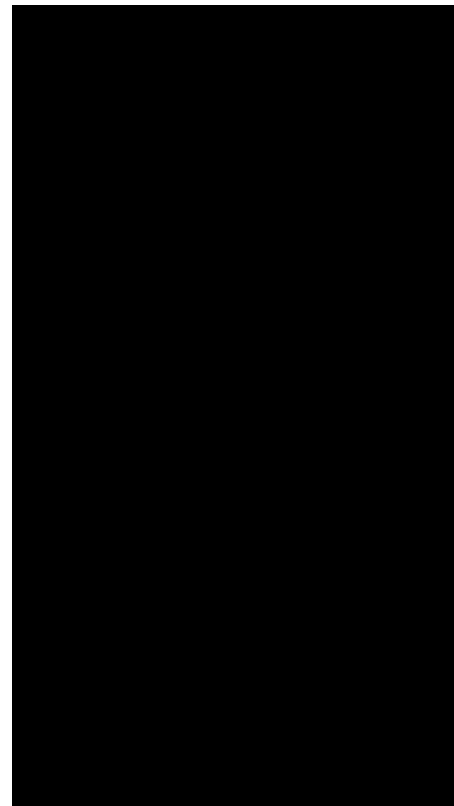
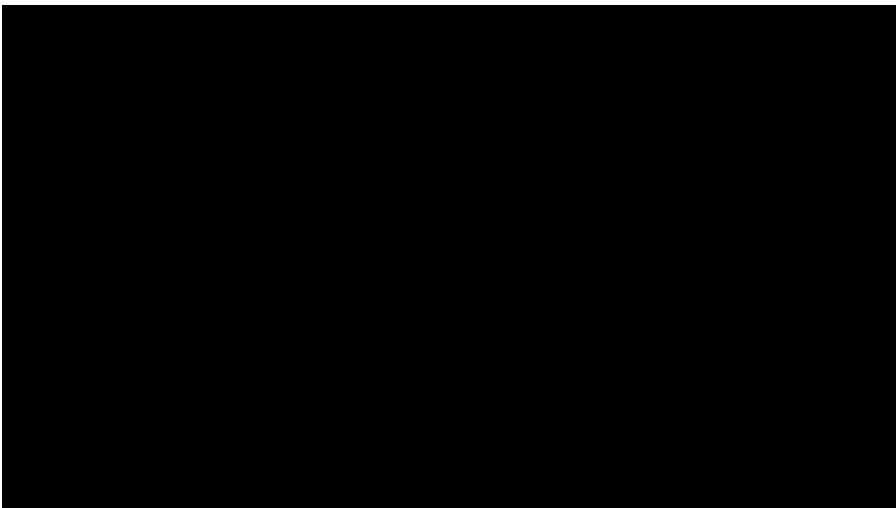


Rehearsal videos:

This is a video of phoebe doing a physical warmup with us.

This is a video of Phoebe doing focus warmups with us

This is a video of us rehearsing 'Grease is the word'.




Rehearsal video part 2:

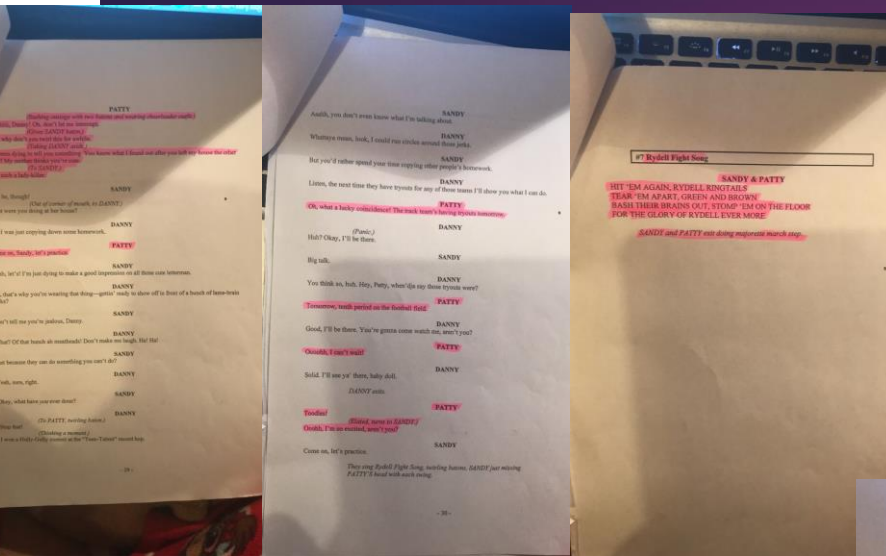


This is a video of us doing a dance rehearsal of 'Grease is the word' on Thursday 5th May 2022.

Video of me singing:

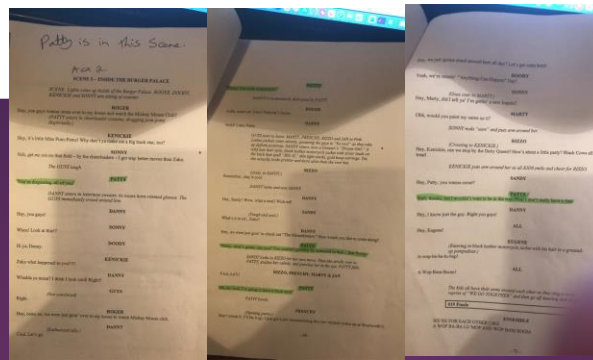
This is a video of me
singing my part to 
'Grease is the word'
at home.

Script:



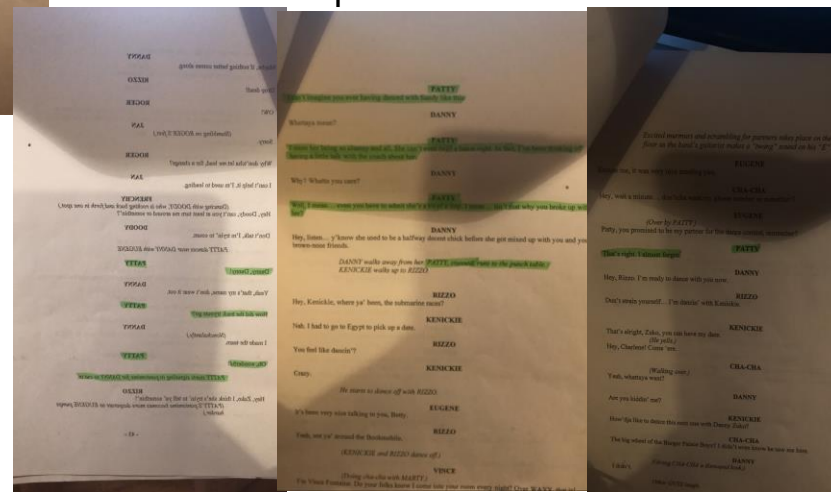
Act 1: Scene 6 Schoolyard

These are my lines for the musical as Patty Simcox. I higher lighted them to make it easier for me to learn my lines.

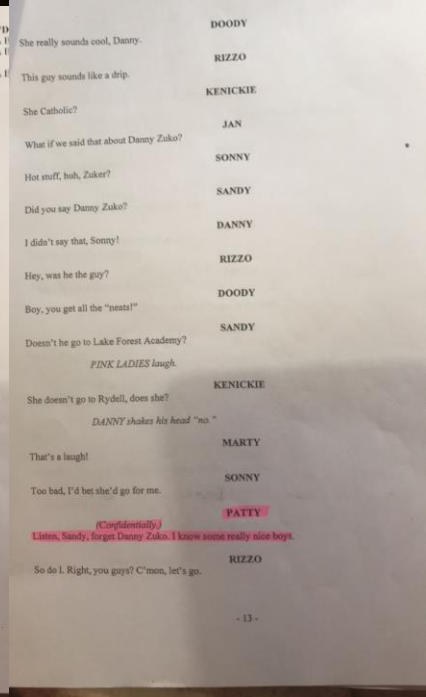
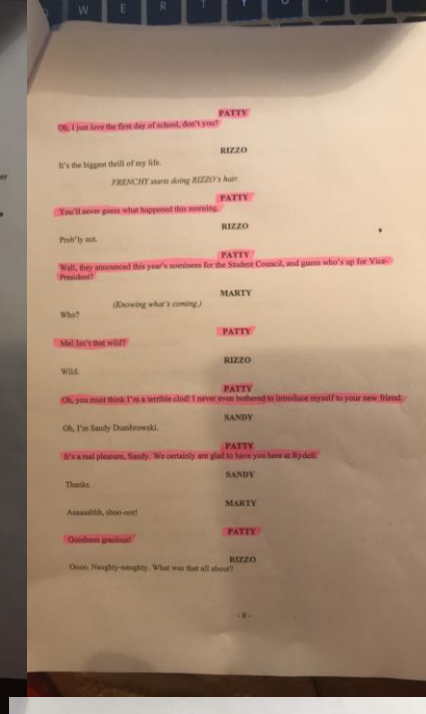
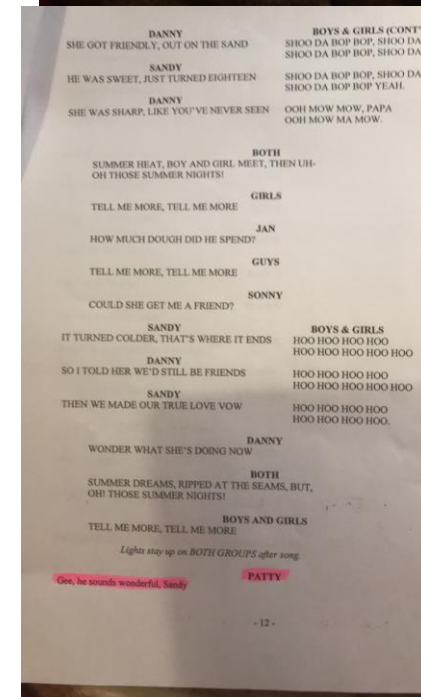
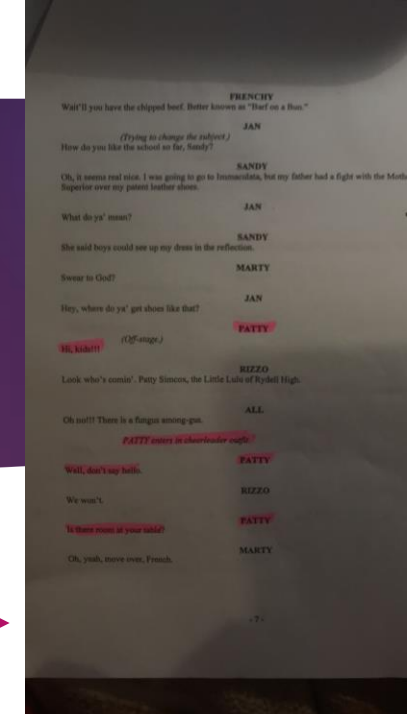


Act 2: Scene 5- Inside The Burger Palace.

Act 1: Scene 2 - Cafeteria And School Steps.



Act 2: Scene 1- Vince Fountaine's Radio Voice.





Costume/props:

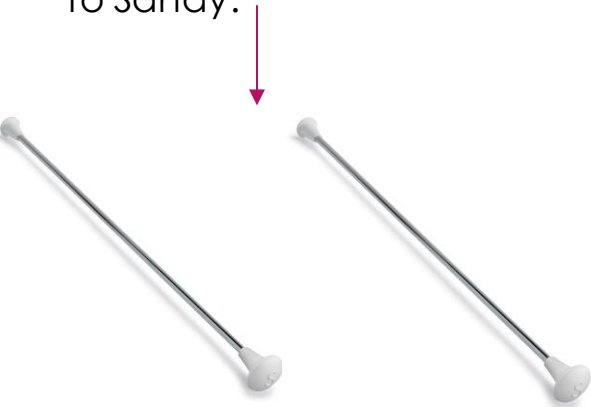


In these pictures are the cheerleader costumes that my character will be wearing in Act 1: Scene 1 and Act 1: Scene 6 and Act 2: Scene 5. E.g., Red long skirt with black leggings underneath and a top what says R for Rydell and white trainers.

In this picture are the costume that my character wears in Act 1: Scene 2. E.g., dark blue long skirt with a white top and white trainers, she will also be wearing pink love heart glasses and she will be holding a handbag and 2 books.

For Act 2: Scene 1, for the Born to Hand Jive dance my character will be wearing a blue dress with small high heels, necklace.

For Act 1: Scene 6 my character will be twirling a baton and she also gives one to Sandy.



My character will be using these cheerleader pom poms in Act 2: Scene 5.



In these pictures are the props for the 'Grease Lignin' scene which will make it come to life.



Set:

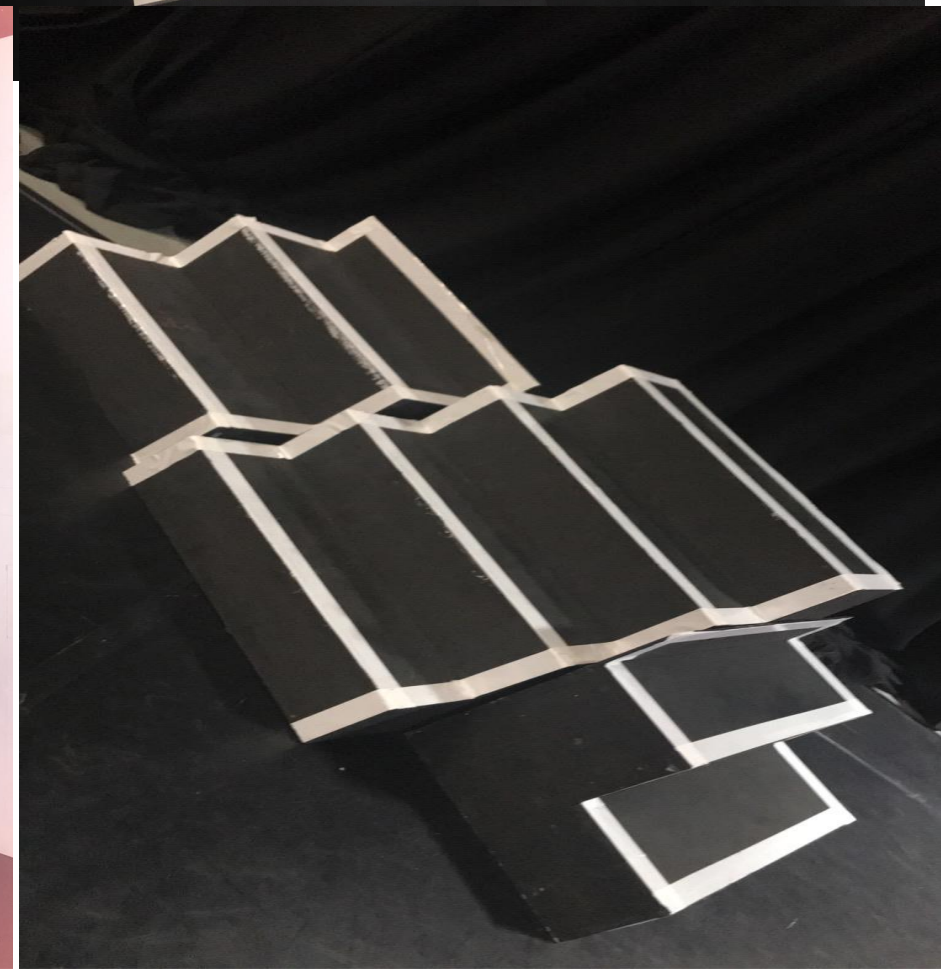
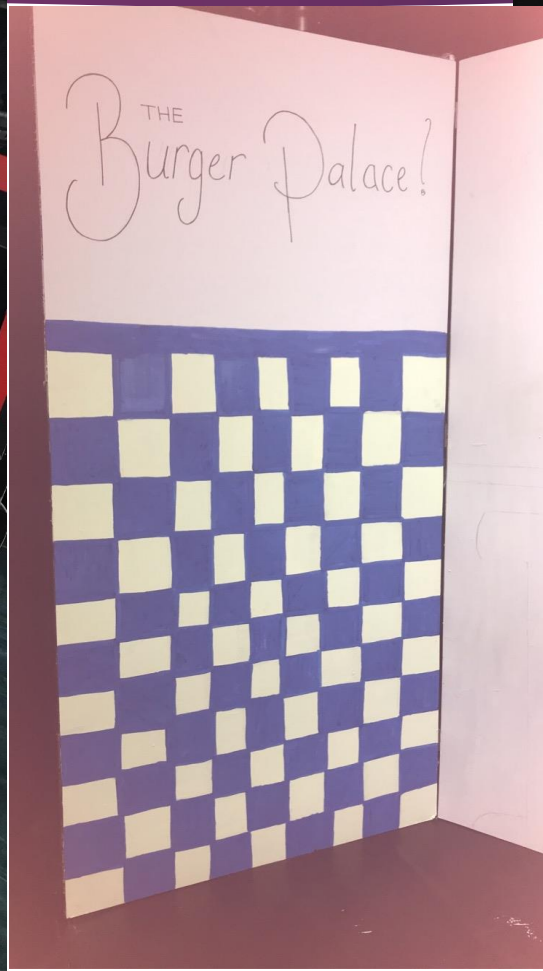
I think in my opinion that they shouldn't be a table and chair in certain scenes like; Act 1; Scene 2 and Act 2; Scene 5 so instead they could be a bench that the characters could sit on. Also, for Act 1; Scene 6 they could possibly be a blanket so the characters could be having a picnic on the floor.



<https://www.pinterest.co.uk/pin/406942516305204710/>

Set photos:

These are the photos of the set that has been painted and ready.



Sound:

I think the songs will work perfectly in this production, in my opinion I think only 'Beauty school dropout' may need to be longer, so that me and the ensembles can finish the routine that Holly taught us and so that we won't have to rush offstage.

These are the soundtracks for the dancing and singing. →

We will be using a guitar in Act 1: Scene 3 for 'Those Magic Changes' sang by Doody. ←

<https://youtu.be/3iZCSnjeVNC> - Grease is the word soundtrack.

<https://youtu.be/BzkFQl2bJV8> - Beauty school dropout soundtrack.

<https://youtu.be/xm-WlYglDPw> - summer nights soundtrack.

<https://youtu.be/c6Xxuah3PYs> - Grease lightning soundtrack.

<https://youtu.be/oyMYVqOR6y4> - We go together soundtrack.

<https://youtu.be/FFArH0e8h2w> - Born to hand jive soundtrack.

<https://youtu.be/8Nkq6zDns2Q> - Those magic changes soundtrack.

<https://youtu.be/PPnX4YA3k3M> - Freddy my love soundtrack.

<https://unsplash.com/s/photos/acoustic-guitar>



Lighting:

I think in my opinion that there should be a specific colour, e.g. for Act 1; Scene 2 the lights could be on both groups and when one person is speaking, the light could be on them rather than everyone else who isn't talking.



https://www.whatsonstage.com/manchester-theatre/news/grease-2021-tour-first-look-photos_54716.html

Front of house:

- ▶ We will be having drinks- coke.
- ▶ We will be having different snacks.
- ▶ These will be for the audience- parents.
- ▶ We are going to be at the door ready to greet the audience into B41.

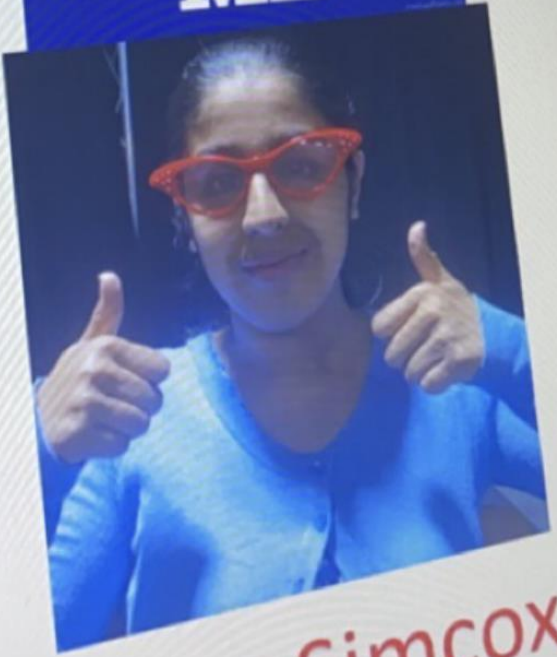
Marketing:

- ▶ We will be taking photos of everyone in their costumes to put on the website.

Audience:

- ❖ There are 4 shows that we are putting on:
 - ▶ We performed to the media makeup on Wednesday 18th May 2022.
 - ▶ We will be performing in front of creative media on Tuesday 24th May 2022.
 - ▶ We will be performing in front of our parents on Wednesday 25th May 2022 and there are 2 times, 1 at 2:00pm and 7:00pm, only for the people who have been double casted.
 - ▶ We will be performing on the 10th June 2022 in front of a High school.
 - ▶ We have some names of students who are bringing their family or friends to the performance.
 - ▶ We went into B41 to discuss about the sitting.
 - ▶ There are 3 rows and there will be 30-40 seats.
- ❖ How do I want the audience to see my character?
 - That she's a cheerleader.
 - She's the teacher's pet.
 - She's bossy.
 - She's sure of herself.

VOTE
★ ★ **FOR** ★ ★
ME



Patty Simcox

Vote for Patty Simcox poster:



I will be using my poster design as a prop for Act 1; Scene 2 and Act 1; Scene 6.

Health and Safety:

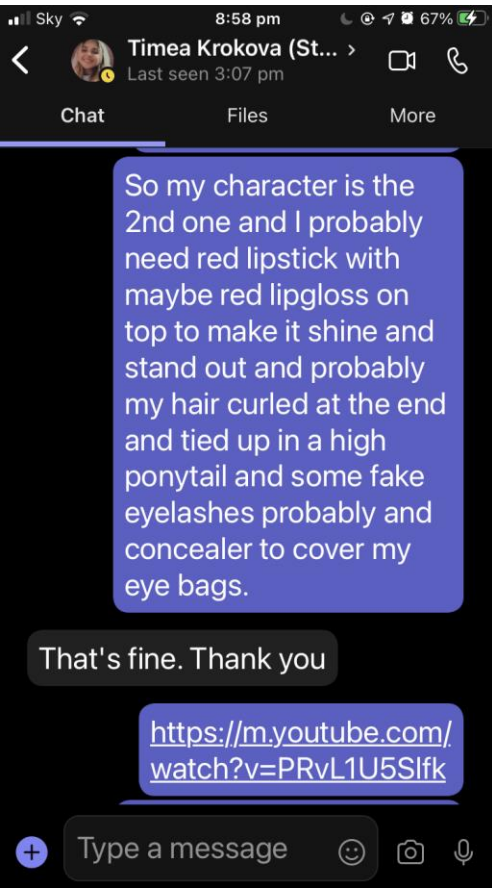
- ▶ Make sure that your shoelaces are tied, or you could trip and fall.
- ▶ Make sure no wires or leads are in the way.
- ▶ Make any space for anyone who is in a wheelchair.
- ▶ Take a covid test 1 week before the show.
- ▶ Put props and equipment where they come from and don't leave them lying around on stage because it can cause a hazard.
- ▶ Help carry heavy set off stage.
- ▶ Make sure that people are not crowded together.
- ▶ Make sure the audience members and actors know where the fire exit is.



<http://www.clipartbest.com/clipart-aceXkeGpi>

Hair and makeup:

<https://youtu.be/PRvL1U5SIfk> - Patty Simcox hair and makeup transformation.



I messaged Timea on teams and told her ideas about my characters hair and makeup and what she would look like.

Grease the musical:

https://youtu.be/cz8pQ59_rr0



I watched Grease the musical on YouTube repeatedly, by focusing on my character it has really helped me to develop my character and how I can improve my diction(volume) and finding my characters physicality, so how she stands and walks.

Budgeting:

This is the recite for the costumes that I brought myself.



EAN	Description	Price	Amount
3412290000016	FLORAL MINI T DRESS	16.50	16.50 1
3463782000021	PERFECT LS TEE WHITE	5.50	5.50 1
3480603000022	DOUBLE CLOTH MIDI NA	16.00	16.00 1
3373026000031	OPP VISCOSE POPOVER	10.00	10.00 1
3711680000026	LACE HEM BLACK Size	8.50	8.50 1
3460642000021	COORD MINI BLACK FLO	12.50	12.50 1
Total to Pay		£	69.00
Cash		£	80.00
Change		£	11.00

My targets:

- ▶ Try finding my weaknesses so that I can develop and work more on it to succeed. - I have started to develop on this which has really helped me.
- ▶ Practice doing the American accent constantly so that I can be more like my character. - I have watched YouTube videos to see how they pronounce the words and how it can help me which is has.
- ▶ Make a schedule of the week so that I know what we're doing. - I have done this and it has really helped to know what I am doing each day for rehearsals.
- ▶ Try and not get distracted backstage so that I know when I need to be on stage. - I have improved on this and been more focused on when I need to be on stage.
- ▶ Slow down when I'm delivering my lines so the audience can hear what I'm saying. - I have developed on this I don't have to rush.
- ▶ Improve my diction and volume. - I have worked on this by doing this, I have taken feedback on board.
- ▶ Find Patty's physicality, so how she would walk or stand. - I have developed on this by doing this, I feel more energetic like my character.



Performance Review; Grease:

- ❖ Professionalism: They all stay in character which made it seem professional and they always stay in the American accent. They also use good facial expression to express their character.
- ❖ Set Design: The set looks well presented as everything is just there such as the bench and table as the cafeteria and a stage.
- ❖ Cast: They were all very good with no one particularly standing out and they all worked together and remembered their lines to make production come to life.
- ❖ Artistic Qualities: They wore costumes that their characters would wear.
- ❖ Direction Decisions: The play is mainly aimed at teenagers, and I would recommend this play to everyone of all ages, the plot was very interesting and didn't get really boring also I enjoyed watching it and singing along to the songs and dancing.

<https://www.imdb.com/title/tt0077631/reviews>

This is a link to reviews about Grease.

Tuesday 24th Rehearsal Schedule:

Today Sara put on teams the schedule of what is happening because today we are going to be performing in front of creative media students because they are going to film it and that at 9:00am we going to get dressed into our costume and then at 11:00am we are going to get our hair and makeup.

The screenshot shows a WhatsApp message from Sara Sutton (SS) at 3:46 pm. The message is titled "IMPORTANT! Tuesday 24th May Rehearsal Schedule" and contains the following text: "Hi All, You will be able to get into the studio from 9am tomorrow to get into costume, make any last minute adjustments etc. Everyone needs to be ready to go for a full run, in full costume at 9.30am. We will then do a run, complete with all tech and costume changes etc. We will be going for hair and make up at 11am, we will then have a break for lunch at 12.30 - 1.30, and be back ready to go for the filmed performance which will start at 2pm." The interface includes a status bar at the top with "Sky" and "87%" battery, a back arrow, a "Post" button, and a "Reply" input field at the bottom with icons for adding attachments, emojis, photos, and voice recording.

Sky 3:47 pm 87%

Post TEAM:UAL Level Two and Three...

SS Sara Sutton 3:46 pm

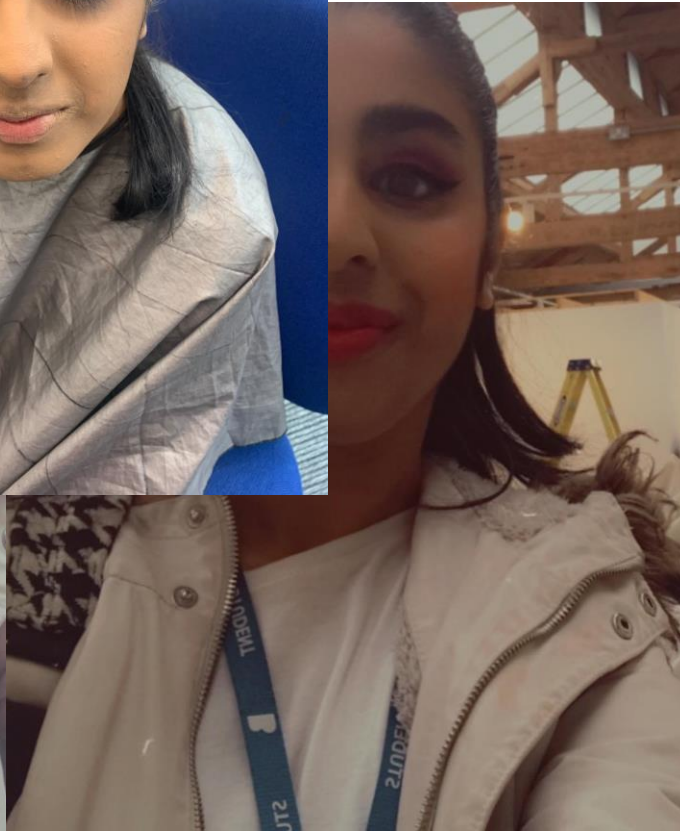
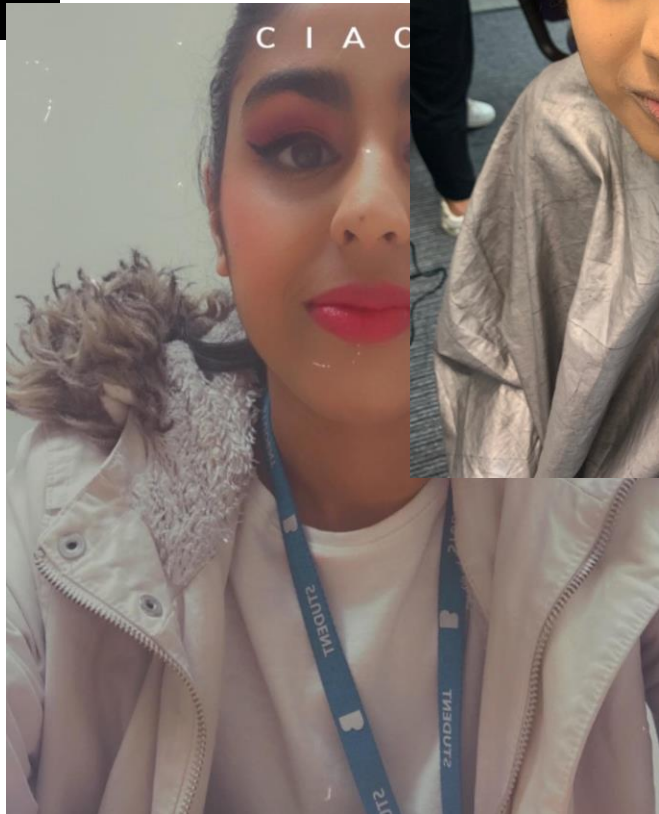
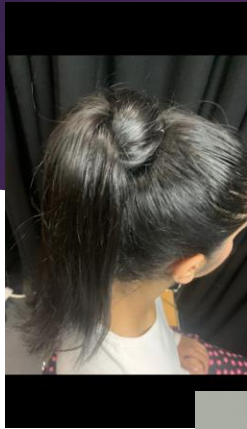
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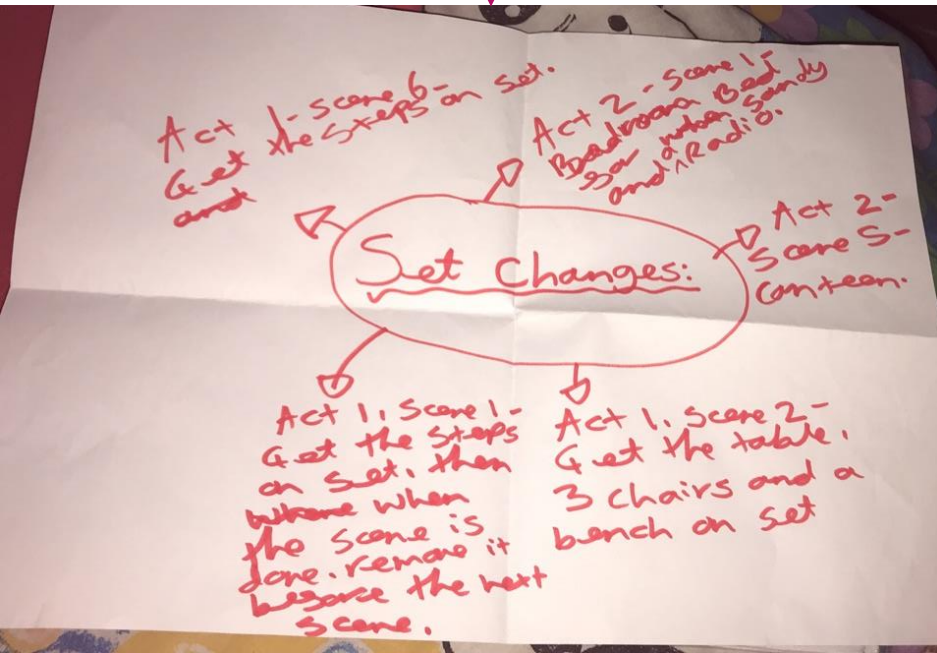
+ Reply

Before and After pictures of me and my character:



Set changes idea:

I have managed to write some notes down about what will need bringing on stage and what needs to go off ready for the next scene.



Hi year 1 and 2 . Here are some things happening the first week we come back for makeup and hair.

You will get to discuss what products you need to have with you and use for your skin and the makeup look+hair for your character. I will post a list of makeup artist each actor/actress is going to have.

If you want to do your own makeup and hair please let your makeup artist know.

FRIDAY 29TH APRIL- skin tests.
9:30-11:00

24TH MAY- dress run and makeup

If you have any products (skincare) that you use please bring them in on the 24TH of MAY

Dress run with makeup on and skin test dates:

Time a messaged on teams when we will be getting our skin test done which will be on Friday 29th April and also that we will be doing a dress run with makeup on which will be on the 24th May 2022.



What I am learning and how will it help me to develop in the future:

- ▶ I am learning how to do an American accent because Grease is set in California. - This will help me to develop in the future because it's a challenge and something that I have never done before.
- ▶ I am learning how to develop my confidence. - This is going to help me to develop in the future because then I will become a stronger and a confident performer.
- ▶ I am learning how-to pick-up dance choreography quickly. - This will help me to develop in the future because then I will be able to retain the routines automatically.
- ▶ I am learning how to use more characterization. - This will help me to develop in the future because if I ever become an actress then I won't be myself and I'll be more like my character.
- ▶ I am learning how to use more projection. - This is going to help me develop in the future so then I know what volume I need to speak at when performing.
- ▶ I am learning how to use my characters physicality. - This is going to help me in the future so then I know how my characters walk or stands and that I can use that when performing a certain character

Questions:

- ▶ How did it go?
 - It went brilliantly at the end because everyone was on script and stayed in character which made the production look professional.
 - The set changes were being made and everyone knew the dances and who their partner was.
 - Nobody was talking backstage which was amazing because we know when we were supposed to be on stage.
- ▶ What worked well?
 - Everyone did what they were told and stayed focused.
 - Nobody was speaking backstage.
 - Everyone managed to change into different costumes.
 - I stayed in character.
 - I remembered my lines.
 - I retained the dance choreography.
 - I sounded excited like my character.
- ▶ What didn't go well?
 - Some of the mics were not as loud and some were very loud.
 - Some people kept going in and out of accents.
 - Some people were stressing backstage.
- ▶ What did you gain from this project?
 - For me personally I think I developed my confidence because I used to be shy and let my anxiety get in the way, so I feel like I've overcome that.
 - I feel like I've gained teamwork as I've worked with year 2s which I've never worked with them before.
 - I feel like I've gained my characterization skills as I've tried to be more like her and act the way she does.
- ▶ What would you do differently if you were to do this project again?
 - I would defiantly not let people distract me backstage.
 - Try stay in the American accent.
 - Overcome my anxiety.

Viva/overall evaluation:

Level 2 Diploma in Performing and Production Arts
Project - FMP - GREASE
VIVA Questions
Name: Alys Hussain
Date: 24/05/22
Casted Performance Role: Patsy Simons
Production Role: Set Changes

How do you feel this project went?
I feel like it went well in the end because everyone stayed in character and knew when they were supposed to be on stage.

What skills do you feel that you have developed through this project?
I feel like I've developed my confidence more because at the start of the course I was shy and nervous so I feel like I've improved it and also team work because I worked with 'our 2s'.

What were your key strengths in this project?
Projection, staying in character, knowing my lines by heart, not talking backstage, knowing the routines for the dancers and working as a team.

What were the weaknesses in this project?
Trying to get the American accent on point and some people were talking backstage and messing about.

How effectively did you manage the overall process?
I feel like I've managed really well in the overall process because I overcame some obstacles that was in my way.

Can you discuss any key research sources which have supported your process?
I researched about the play as a whole and different characters as well as mine so I have a full understanding of who they are and also about what happened in the 1950s in America, socially, economically and physically which was very useful.

How effectively did you apply the research?
I applied my research effectively by knowing what and who to research on and how it will help me to fully understand the concept of everything about the musical.

What have you learnt from this project which you will take forward on to the next step of your own personal development?
I have learnt how to learn my lines quicker, this will help me to become a future actor and also I have learnt about the musical.

What have you learnt about the topic of musical theatre performance?
I learnt that it includes a combine of songs, spoken dialogue, acting and dance.

What can you do now that you couldn't do when you started the course?
I used to struggle processing my lines, but now I know how I can learn them faster.

Why is learning this important?
Because for the future, I know how to remember my lines.

If you were to do the project again what would you do differently?
Help more with the set changes and ask for help if I need it.

How well did you complete and manage your production role?
I used to struggle but then Holly told me what needs moving so then I moved it to where it needs to be.

What could you have done differently in terms of your production role?
Try and be more independent.

What did you enjoy the most about the overall project?
I enjoyed playing my character.

What are your next steps?
I'm not sure yet.

Overall, the play went brilliantly because everyone knew their lines and stayed professional throughout the performance. For me personally I feel like I've developed my confidence skills by not looking at the audience and I gave it my all. I also stayed in character all way through which made the performance come to life as I knew all my lines and I was hardworking and dedicated to the performance by attending all the rehearsals and taking on feedback from my tutors well. The thing that didn't go well was some people was talking backstage during rehearsal practice which slowed the process, and it was frustrating. If I was to perform this play again, I will not let my peers distract me backstage by doing this if people try talking to me then don't give them attention and don't listen, this will help me, so I don't forget when I need to go on stage. For the rehearsal process it went fantastic in the end because everyone was in costume and had their makeup and hair done and we did a quick rehearsal before performing it to the special effects students and then the parents and high school.

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