

# UAL Assignment Brief

## MEDIA, MUSIC and PERFORMING ARTS

<b>Qualification:</b>	Level Three Extended Diploma in Performing Arts
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<b>Unit Number &amp; Title:</b>	Unit 12: Level Three- Extended Project
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<b>Assignment Title:</b>	Final Major Project - Musical Theatre Production
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<b>Assessor:</b>	Michael Kitson	<b>Blind Markers</b>	TBC
<b>Internal Verifier:</b>	Lisa Edwards	<b>Date IV'd:</b>	13/07/21
<b>Date of Issue:</b>	03/03/22	<b>Submission is:</b>	ON TIME / LATE

### Deadlines/Assessment Evidence

**The Written Proposal (using template)- 14/03/22**

**The Proposal/ Presentation Format- 14/03/22**

**Auditions – 09/03/22**

**Full Casting – 15/03/22**

**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**

## **The Project**

This is your opportunity to showcase your full journey over the past two years. All knowledge and techniques developed will be implemented in your chosen specialist piece. You will apply and be cast in a role within your selected discipline to further prepare you for, and support, your progression path.

For your Final Major Project, you will be cast as a performer in a piece of Musical Theatre performance. Supported by our current HE music students to create your pit band. So, all music will be live. We ask that you be creative and really push your potential by thinking carefully of the roles you wish to audition for both in production and in performance. If you are not selected for a main role you will be cast as a chorus role. As a company you are responsible for your given role and must take ownership and demonstrate leadership skills in the development of the production. This will give you the opportunity to create an interesting piece of work and to really think about the process which must be undertaken to create such work.

This final unit will provide you with an opportunity to integrate and reinforce knowledge and understanding acquired through your previous 11 units.

This final production is a large-scale collaborative production with other areas of the school of art, some of these include:

Media Make up and Special Effect  
Music  
Media

This will allow you to work with other areas of the industry to build links as would be more natural to this element of professional work. As a company you are responsible for the overall outcome of the production, and maintaining and developing collaborative works with these areas.

## **Step A –The Concept- i.e. the Proposal and Presentation**

This unit requires you to produce a written project proposal of approximately five hundred words. The proposal should address the following.

- A review of your progress and achievement to date.
- The project concept (what?) and rational (How?)
- How the project will be evaluated and reviewed.

These ideas will then be presented to a panel- a decision will be made in regards to casting and allocating roles by the artistic team.

**Please use the given template to complete this.**

### **Step B- The Audition**

You must prepare and complete an audition process - The live pit band will be present in the audition so please use the given support material to rehearse songs and dance work in preparation for auditioning to live music. You must also present an up to date Curriculum Vitae. You must bring the required pieces to audition and should represent your desired role.

### **Step C- Creating and performing the work- “The Process”**

As a company it is your **FULL** responsibility to plan organise and produce a performing arts performance in order to complete your role with success, You will be allocated a mentor to support you throughout the project. They are available to offer support and guidance, not to offer creative solutions.

### **Step D The Evidence of the Process (ongoing from the start)**

The process is just as important as the final product, take the reader on a journey with you showcasing the imaginative path you have taken to create such work- from the initial idea, **ALL** research (with Harvard referencing) , developing creative solutions, problem solving, your planning and organisation, the project, the reflective model.

Must Include the following

- Records of planning, research and idea development.
- Records of analysis and reflection including responses to tutor, peer and audience feedback.
- Records of project development including storyboards, visual development work.
- Rehearsal recordings and final performance recording.
- Mentor meeting notes/recordings (x2)
- Full company meeting notes/recording
- Production meetings notes/recordings
- A timetabled action plan.
- A bibliography detailing all research sources.

Note- Recorded evidence must be available on WordPress)

### **Step E- How the work will be evaluated and reviewed.**

On completion of your final performance it is essential to receive the audience’s perception/opinion of your performance, through review and perception. How will you capture this? It is essential that you demonstrate your understanding of these reviews and build it into the reflective cycle.

*(Questionnaires ,Focus groups, Poll Everywhere, Interviews)*

	<b>Referral</b> Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	<b>Satisfactory</b> Work submitted meets all of the assessment criteria and is of a satisfactory standard	<b>Good</b> Work submitted meets all assessment criteria and is of a high standard	<b>Excellent</b> Work submitted meets all assessment criteria and is of a very high standard
<b>Context</b>	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
<b>Research</b>	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.
<b>Problem Solving</b>	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

<b>Planning and Production</b>	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.	Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.
<b>Practical Skills</b>	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
<b>Evaluation and Reflection</b>	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
<b>Presentation</b>	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience	Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.	Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

**On completion of this project:**

**1. Be able to initiate and develop a performing and production arts project proposal.**

1.1-Use critical and contextual perspectives to initiate a performing and production arts project proposal.

1.2-Use analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal.

**2. Be able to use research, analysis and evaluation to develop solutions for a performing and production arts project.**

2.1-Use research to support the development of a performing and production arts project.

2.2-Use analytical and evaluative skills to develop creative solutions to realise a performing and production arts project.

**3. Be able to solve practical, theoretical and technical problems in a performing and production arts project.**

3.1-Solve practical and technical problems within a performing and production arts project.

3.2-Solve theoretical problems within a performing and production arts project.

**4. Be able to plan, organise and produce a performing and production arts project.**

4.1-Demonstrate the ability to plan, organise and produce a performing and production arts project within an agreed time frame.

**5. Be able to use practical methods and skills in a performing and production arts project.**

5.1-Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a performing and production arts project.

**6. Be able to use evaluative and reflective skills in a performing and production arts project.**

6.1-Maintain evaluative and reflective records of the development of a performing and production arts project.

6.2-Use evaluative and reflective skills to make decisions for a performing and production arts project.

**7. Be able to present a performing and production arts project.**

7.1-Explore strategies to present a performing and production arts project.

7.2- Present a performing and production arts project to a specified audience.

Learner feedback on this assignment			
If you have any comments for your assessor about this assignment - please use this space			
Copied work will be graded as a FAIL and disciplinary action may be taken against you <b><i>I certify that the work submitted for this assignment is my own</i></b>			
Learner's signature:		Date:	/ /
Assessor's comment on final submission			



## RECEIPT FOR SUBMITTED ASSIGNMENT:

A 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, unit number and assignment title/number below.  
Cut/tear off the receipt *before* giving both assignment and receipt to your assessor

**Staff member:** return signed and dated receipt to student

Student to complete before detaching receipt

<b>Learner name:</b>			
<b>Unit Title:</b>		<b>Unit Number:</b>	
<b>Assignment Title:</b>		<b>Assignment Number:</b>	

<b>Staff signature</b>		<b>Date/time:</b>	
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Possession of a signed receipt does not imply a grade has been issued or that the assignment was submitted on time