

UAL Assignment Brief

MEDIA, MUSIC and PERFORMING ARTS

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| Learner Name: | | | |
| Qualification: | Level Three Extended Diploma in Performing Arts | | |
| Unit Number & Title: | Unit 10: Preparing for Progression | | |
| Assignment Title: | “The Higher Education Process/The Industry” | | |
| Hand in dates and times: | | | |
| | Deadline: Part 1 – 27/10/21 – Ghost Walk Performance Part 2 Audition Panel- 14/12/21 Online Submission – 14/12/21 VIVA – 16/12/21 | | |
| Assessor Name: | Sara Sutton | | |
| Internal Verifier: | Michael Kitson | Date IV'd: | 13/07/21 |
| Date of Issue: | 01/10/22 | Submission is: | ON TIME / LATE |

Unit 10: Preparing for Progression

Unit Aim- To prepare you, through the process of research, dialogue, reflection and evaluation, to identify and prepare for specific higher education or employment progression routes appropriate to your ambitions. The unit will enable you to demonstrate the practical, intellectual and communication skills necessary for progression.

Part 1 –

You have been commissioned by the Bradford Police Museum to contribute towards a ghost ward event **which will take place on Thursday 27th October 2021 (Please Note – This event will take place during the half term holidays)**. As part of your live industry brief, you are required to carry out thorough research into the history of your casted character to produce an authentic monologue with the purpose of bringing the Halloween ghost walk to life for a live public audience. Please note that this event has castable industry roles available at the museum for future working performances which has the potential to enhance your CV professionally. The work you produce via task 1 will contribute towards your audition material for part 2 of your work for assessment 2.

Part 2 -

You are invited to audition for a professional panel in B25, Lister Building. This process of audition will benefit you as a performer and will provide you with the experience and suitable material that you can take with you to future auditions. This is especially beneficial

for your progression into higher education at the moment as monologues are a requirement for most courses.

All applicants are required to rehearse and memorise two audition pieces in a discipline that is suitable for your entry requirements or desired career path (you are encouraged to explore both classical and contemporary works) Each piece must be of no more than two minutes in duration. You will be required to perform both in the audition and must have studied each play or genre of work as we will ask questions in regards to your character/Style of performance.

The panel will be looking for the following attributes:

- The ability to own and personalise dramatic language/movement.
- The ability to present a credible and appropriate investigation of character and situation/ or quality of style.
- The ability to show a clear contrast between the chosen speeches/dances.
- The effective and sensitive use of voice and physicality in the chosen speeches/dances.
- The ability to demonstrate spatial awareness and a sensitivity to environment.
- The ability to work sensitively and co-operatively with others.
- The ability to work with energy and confidence.
- The ability to sustain concentration and focus throughout all stages of the audition process.
- Choreographic processes and understanding.
- Vocal exploration and developmental understanding.

Your audition material should reflect your desired progression path.

Your audition panel will be an external panel of local based industry professional and casting directors so professional standard throughout are crucial as is attendance and punctuality to all rehearsals and deadline as per your professional conduct agreement.

May we wish you every luck in your audition!

NOTE- This will also feed into the UCAS application process.

Key Tasks

1. Critically describe a range of contextual perspectives influencing a chosen discipline in performing and production arts.
2. Apply knowledge and understanding of critical perspectives to inform own practice
3. Identify a range of relevant academic and cultural sources for a personal research project.
4. Critically evaluate information from a range of sources to inform ideas.

5. Apply academic conventions in the production and presentation of ideas.

6. Effectively communicate ideas in appropriate formats.

Research

An online performers log – This should record everything from selecting your material, developing your material, characterisation, class work and evaluating sessions.

You are required to detail the process and your ideas and input into the development of your work. You must consider the suitability of your material for your given audience at all times and refer to this in your working notebook. You must also clearly state the key rehearsal tasks necessary for the development of your role I.E early meeting notes, casting workshops, plans covering anticipated role (for production).

Research each play in full, what can you learn about your character this way? Research the historical background of each play, this will allow you to develop your characters authentically and to the best of your ability. Please note that is essential that you select each monologue from a full length play and that you know each play inside out. You need to be prepared to answer questions on the play and background of each character or audition and choregraphical process.

Practical Preparation

Develop each character fully, learning all your lines and considering characterisation both physically and vocally. Your interpretation of the script and each character is deeply important. Please consider each role fully.

The UCAS application process- including personal statement.

Performance

Attend your audition. You will be given a time and you need to ensure that you are punctual and well prepared. You will be required to deliver your audition pieces and answer questions about your selections, background of character and creative process.

Evaluation- (Verbal or essay Format)

Produce a piece of work that describes the material you have selected and the reasons why you selected those particular pieces. Are your chosen pieces suitable for audition? Give some background to your chosen characters/pieces.

Exemplification for UAL Awarding Body Grade Criteria – Level 3

| | Referral Work submitted fails to meet one or more of the assessment criteria and is of a poor standard | Satisfactory Work submitted meets all of the assessment criteria and is of a satisfactory standard | Good Work submitted meets all assessment criteria and is of a high standard | Excellent Work submitted meets all assessment criteria and is of a very high standard |
|------------------------|--|--|--|---|
| Context | 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. |
| Research | 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. |
| Problem Solving | 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. |

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| Planning and Production | 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. |
| Practical Skills | 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. |
| Evaluation and Reflection | 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. |
| Presentation | 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. |

| Learner feedback on this assignment | | | |
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| 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 <i>I certify that the work submitted for this assignment is my own</i> | | | |
| Learner's signature: | | Date: | / / |
| Assessor's comment on final submission | | | |
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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

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| Learner name: | | | |
| Unit Title: | | Unit Number: | |
| Assignment Title: | | Assignment Number: | |

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| Staff signature | | Date/time: | |
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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