Performing Arts

Award and Diploma in Performing and Production Arts

Level 2
Specification
version 2.0
These qualifications have been developed in response to an identified need for Performing Arts students to have a broad diagnostic experience that provides an understanding of Performing Arts as a collaborative activity preparing students for the reality of the sector. It will provide students with an introduction to performance, production and design for the Performing Arts, enabling them to re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the Performing Arts industries.
These qualifications have been developed in response to an identified need for Performing Arts students to have a broad diagnostic experience that provides an understanding of Performing Arts as a collaborative activity preparing students for the reality of the sector. It will provide students with an introduction to performance, production and design for the Performing Arts, enabling them to re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the Performing Arts industries.

### Contents

<table>
<thead>
<tr>
<th>1 Frame of Reference</th>
<th>2 Units &amp; Indicative Content</th>
<th>3 Grade Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Definition and characteristics</td>
<td>Unit 1 Introduction to Performance</td>
<td>Unit 9 Developing and producing an art and design project - Level 3</td>
</tr>
<tr>
<td>1.2 Objectives</td>
<td>Unit 2 Introduction to Production</td>
<td>Unit 10 Developing and producing an art and design project - Level 3</td>
</tr>
<tr>
<td>1.3 Qualification structure</td>
<td>Unit 3 Communicating with an audience</td>
<td></td>
</tr>
<tr>
<td>1.4 Commentary on qualification structure</td>
<td>Unit 4 Staging a Performance</td>
<td></td>
</tr>
<tr>
<td>1.5 Admissions</td>
<td>Unit 5 Contextual research for Performance and Production</td>
<td></td>
</tr>
<tr>
<td>1.6 Induction</td>
<td>Unit 6 Performance Skills and Practice</td>
<td></td>
</tr>
<tr>
<td>1.7 Planning the programme</td>
<td>Unit 7 Production Skills and Practice</td>
<td></td>
</tr>
<tr>
<td>1.8 Assessment</td>
<td>Unit 8 Personal Project and Presentation</td>
<td></td>
</tr>
<tr>
<td>1.9 Accreditation and funding</td>
<td>Unit 9 Producing and performing to an audience (Level 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 10 Producing and performing to an audience (Level 3)</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Definition and characteristics

The Level 2 Award and Diploma in Performing & Production Arts has been developed in response to an identified need for students studying for qualifications in the performing arts to have a broad diagnostic experience that provides them with an understanding of performing arts as a collaborative activity, preparing them for the reality of the sector and progression paths available to them.

The qualification has been designed to incorporate a strong element of vocational learning to provide students with the understanding, knowledge and skills identified as necessary for future progression and employment, underpinned by the broad transferrable skills that will enable students to demonstrate qualities of adaptability, self-reliance, collaboration, dependability, imagination and creativity.

The qualifications deliberately draw upon approaches to teaching and learning in the performing arts that have proven successful in targeting students that enjoy and learn through practical activity and have had difficulty with prior academic learning. Through an immersive and demanding curriculum it will support the transition from general to more specialised study, delivered in a further education setting.

Emphasis is placed on providing an experience which draws on the realities of the performing arts industry, with students being treated as young professionals and encouraged to take increasing responsibility for their own learning.

Study for the qualification is not time constrained but will normally be over a period of one year, and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route.

The structure of the qualification, with units linked to provide coherence, allows students to develop practical skills and theoretical understanding and through a process of reiteration and reinforcement develop effective working practices that will provide support for creativity across a range of stimulating and increasingly demanding activities.

To facilitate the transition between levels of study, the qualification incorporates units at both Levels 2 and 3. The final unit will require the student to demonstrate the ability to use their skills, knowledge and understanding to successfully complete a collaborative assignment that requires greater self-direction in preparation for study at a more advanced educational level.

1.2 Objectives

The qualifications will provide students with an introduction to performance, production and design for the performing arts enabling them to both re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the performing arts industry.

The qualifications will provide students with:

1. An introduction to a range of activities essential to the development and delivery of a performance such as drama, dance and music, the process of rehearsal, production and delivery of a performance and performing arts as a collaborative activity
2. An introduction to the diversity of roles and responsibilities within the performing arts sector, the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the performing arts
3. An introduction to the communication skills used in the performing arts, allowing exploration of the specific skills and attributes required for communicating with an audience in the production of a staged piece of work
4. An opportunity to demonstrate understanding through the production of a staged piece of performance work
5. An opportunity to research the history and context of performance and production and develop understanding of the value of contextual research in informing practice
6. An opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes for the performing arts
7. An opportunity to integrate and use skills, knowledge and understanding and to explore and develop specific techniques, skills and attributes for production in the performing arts
8. An opportunity to take greater responsibility in the management of an assignment of personal interest and prepare for progression within a chosen discipline
9. An opportunity to be involved in the production of a staged piece of performance to an audience.
1.3 Qualification structure

**Award in Performing and Production Arts**
Students must complete two mandatory units.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Introduction to Performance</th>
<th>Level 2</th>
<th>6 credits</th>
<th>30 GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Introduction to Production</td>
<td>Level 2</td>
<td>6 credits</td>
<td>30 GLH</td>
</tr>
</tbody>
</table>

**Diploma in Performing and Production Arts**
Students must complete Units 1—2 of the Award in addition to Units 3—8 and Unit 9 or 10.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Communicating with an Audience</th>
<th>Level 2</th>
<th>6 credits</th>
<th>30 GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>Staging a Performance</td>
<td>Level 2</td>
<td>6 credits</td>
<td>30 GLH</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Contextual Research for</td>
<td>Level 2</td>
<td>6 credits</td>
<td>30 GLH</td>
</tr>
<tr>
<td></td>
<td>Performance and Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Performance Skills and Practice</td>
<td>Level 2</td>
<td>18 credits</td>
<td>90 GLH</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Production Skills and Practice</td>
<td>Level 2</td>
<td>18 credits</td>
<td>90 GLH</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Personal Project and Presentation</td>
<td>Level 2</td>
<td>12 credits</td>
<td>60 GLH</td>
</tr>
</tbody>
</table>

Students must achieve either the **Level 2 or Level 3** unit below:

<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Producing and Performing to an Audience</th>
<th>Level 2</th>
<th>24 credits</th>
<th>120 GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 10</td>
<td>Producing and Performing to an Audience</td>
<td>Level 3</td>
<td>24 credits</td>
<td>120 GLH</td>
</tr>
</tbody>
</table>

**Level 2 Award in Performing and Production Arts**
The Level 2 Award in Performing and Production Arts is made up of 2 mandatory units.

**Level 2 Diploma in Performing and Production Arts**
The Level 2 Diploma in Performing and Production Arts is made up of 8 mandatory units and a choice of one of two optional units.
develop. Students will be given a broad diagnostic introduction to performing and production arts that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to achievement of the Award for successful students.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of the assignments, and the specific activities which students are asked to engage with, are at the discretion of the Centre. All assignments should reflect the importance of oral and written communication as integral to all performing arts activities. It is intended that the UAL Level 2 Award in Performing and Production Arts will be used as a precursor to the Level 2 Diploma providing the student, and the Centre, with an early check on their interest and level of commitment to the area of Performance and Production Arts. The qualification will be delivered through two linked units providing a stimulating and supportive experience.

Units 1 – 2 linked together form a coherent pattern of teaching and learning to provide the student with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to performing and production arts that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to achievement of the Award for successful students.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of the assignments, and the specific performance and production activities which students are asked to engage with, are at the discretion of the Centre. All assignments should reflect the importance of oral and written communication as integral to all learning activities.

Level 2 Award in Performing and Production Arts

Unit 1 - Introduction to Performance will provide the student with an introduction to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance, and impart an understanding of performing arts as a collaborative activity.

Unit 2 - Communication with an Audience will provide the student with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector.

It will also introduce the student to the importance of health and safety as integral to the performer and production, and an understanding of the personal and professional characteristics needed for a career in the performing arts.

Level 2 Diploma in Performing and Production Arts

Students following the Level 2 Diploma will already have completed the two mandatory units of the Level 2 Award. In addition, students will complete a further 7 units from a possible eight units that make up the Diploma. Units will vary in length, and for some students in level, to ensure that the qualification provides both a stimulating and supportive experience.

Units 3 - 5 will introduce students to the importance of research and contextual understanding in underpinning the production of a staged piece of performance work. The units will require the student to demonstrate their newly acquired skills, knowledge and understanding in a series of more demanding, assignments in production and performance, and to recognise and understand the shared values uniting them.

Unit 3 - Communicating with an Audience will provide the student with an opportunity to integrate knowledge and understanding acquired in units 1 and 2, and to explore the specific skills and attributes required for communicating with an audience in the production of a staged piece of work.
Unit 4 - Staging a Performance will reinforce knowledge and understanding acquired in units 1 and 2 and enable students to integrate and demonstrate their learning through the production of a staged piece of performance work.

Unit 5 - Contextual Research for Performing and Production will provide the student with an opportunity to research the context, narrative and character that underpin design, production and management in a staged piece of performance work.

Units 6 - 8 will provide the student with a more focused opportunity to explore activities and competences within the performing arts through a more in depth exploration of a range of skills in performance and production. Students will have the opportunity to develop their vocal, music and movement skills whilst continuing to investigate the range of alternative career opportunities available in production for the performing arts.

Unit 6 - Performance Skills and Practice will provide the student with an opportunity to integrate knowledge and understanding acquired in units 1 to 5, and to explore and develop more specific techniques, skills and attributes for production in the performing arts.

Unit 8 - Personal Project and Presentation will require the student to take greater responsibility in the management of an assignment. The student will develop a presentation in an area of personal interest that can be used as an audition piece or as part of a portfolio to support application to further study or employment. The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities and enable the student to demonstrate professional and vocational skills necessary for progression within their chosen discipline.

Unit 9 - 10 as the summative unit of the qualification will provide students with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course. Students will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both individually and as a group. These units will be graded.

Unit 9 - Producing and Performing to an Audience at level 2 provides an opportunity for the student to engage in a collaborative production and demonstrate their ability to competently use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater ownership of their learning and through a process of discussion and evaluation respond positively to opportunities for individual expression and creativity.

Unit 10 - Producing and Performing to an Audience at level 3 provides an opportunity for the student to contribute to a collaborative production and demonstrate their ability to effectively organise and use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater responsibility for their learning and through a process of sustained discussion, reflection and evaluation respond confidently to opportunities for individual expression and creativity.

1.5 Admissions

UAL Awarding Body expects Centres to recruit with integrity and on the basis of the students’ anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification. UAL Awarding Body recommends that students wishing to apply for the Level 2 Diploma in Performing and Production Arts should have a minimum of 4 x GCSE at D or above. Students are advised to discuss opportunities for re-taking English and Maths to achieve C or above with their admissions tutor. Applicants to courses should provide suitable evidence of their prior learning and achievement ideally in the form of an audition or portfolio. Whenever possible applicants should be invited to attend a personal interview, which will enable the interviewer(s) to assess the applicant’s aptitude and potential to benefit from the course.

1.6 Induction

Centres should provide the Student with an induction which ensures that:

- A course handbook and any other supporting material to facilitate effective learning is provided.
- Timetabling arrangements are clarified.
- Academic tutorials systems are provided.
- Learning support needs are identified and provided as appropriate.
- Course structures and assessment requirements are explained for both internal assessment and external moderation.
- Health and safety regulations and procedures are explained.
1.7 Planning the programme
UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways. The qualification has been written to support a range of delivery options. The nine units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur. Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible and desirable a specialist delivery model could be used to support the development of students who begin the course with a clearer understanding of the discipline in which they want to work. Delivery could therefore occur in the context of a particular area such as popular music or dance.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students’ work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning and practical experience in performing and production arts, paralleled by an increasing ability to reflect on their experiences in preparation for the next stages of their professional development.

1.8 Assessment
Units 1 - 2 of the Level 2 Award in Performing and Production Arts will be internally assessed and internally moderated against the assessment criteria for those units. Units 3 - 8 of the Level 2 Diploma in Performing and Production Arts will be internally assessed and internally moderated against the assessment criteria for those units.

Units 9 and 10 the final units of the Level 3 Extended Diploma in Performing and Production Arts will be internally assessed, internally moderated and externally moderated against the assessment criteria for the unit. To achieve a Pass in any unit all assessment criteria must be met. Additionally units 9 and 10 are graded Pass, Merit, or Distinction.

To achieve a Merit or Distinction grade a student must meet all grade criteria in the respective categories in full.

Failure to meet assessment criteria in any category will lead to referral. Students are allowed one opportunity to redeem a referral.

1.9 Accreditation and funding
The qualifications are accredited to the Qualifications Credit Framework (QCF).

The qualification accreditation number or QAN for the Level 2 Award in Diploma in Performing and Production Arts is 601/1819/2.

The qualification accreditation number or QAN for the Level 2 Diploma in Performing and Production Arts is 601/1824/6.

Centres can find full details of SFA and YPLA funding arrangements for the qualification on the Learning Aim Reference System (LARS).

The Guided Learning Hours (GLH) for the Level 2 Award in Performing and Production Arts is 60 and the total number of Level 2 credits a student can achieve is 12.

The GLH for the Level 2 Diploma in Performing and Production Arts is 480 and the total number of Level 2 credits a student can achieve is 102.

Students completing the final unit at Level 3 will achieve a total of 78 Level 2 credits and 24 Level 3 credits.
Level 2 Award and Diploma

Units and indicative content
Unit 1

Unit Aim: This unit will provide the student with an introduction to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance and impart an understanding of performing arts as a collaborative activity.

Learning Outcomes

On successful completion of this unit the student will:

1. Understand a range of elements in the development and delivery of a performing arts activity.

Assessment Criteria

On successful completion of this unit the student can:

1. Demonstrate the use of a range of techniques in support of a performing arts activity.

1. Communicate ideas to develop a performing arts activity.

1. Assess selected techniques and processes.
Practical activity in this unit will require the student to identify and understand a range of elements essential to the performing arts and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. Students should be encouraged to work collaboratively and to assess both their own and others' performance.

A range of activities might include:

- An exploration of narrative through scripts and scores
- An exploration of the relationship between the performer and the audience
- Exercises in movement and sound, dance, music, song, drama
- Exercises that develop the students use of the imagination in interpreting and communicating ideas

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation. The assessment activities for this unit should be combined with those for unit 2.

Indicative content, teaching strategies and learning activities

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit, which should be linked formally through a common assignment(s) with unit 2, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities essential to the development and delivery of a performance. Students should be encouraged to develop an appropriate level of personal skill and techniques enabling them to confidently articulate their experiences and ideas. The learning for this unit should be delivered as part of a studio or workshop based project which allows the student to experience a range of activities that introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance and impart an understanding of performing arts as a collaborative activity. Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of elements and processes.

Evidence is not prescribed. It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 2

Introduction to Production

Level: 2
Credit value: 6

Unit Aim: This unit will provide the student with an introduction to the diversity of roles and responsibilities within the performing arts sector. It will introduce the student to the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the performing arts.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1 Understand roles and responsibilities in the production of a performing arts activity.</td>
<td>1.1 Research and record a range of roles and responsibilities in support of performing arts activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify issues that effect the health and safety of performers and production.</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess the effectiveness of personal characteristics in supporting a performing arts activity.</td>
</tr>
</tbody>
</table>
Practical activity in this unit will require the student to identify and understand a range of elements essential to production and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. Students should be encouraged to work collaboratively and to assess both their own and others performance. A range of activities might include:

- An exploration of roles and responsibilities that support a production, design, direction, staging, management and marketing
- An investigation into the effects of diet, fitness and nutrition on the performer
- Exercises conveying ideas through visual and oral methods, communicating with and understanding the audience
- Educational visits
- An exploration of ethical considerations in both collaborative practice and performance

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit should be combined with those for unit 1.

Evidence is not prescribed. It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 3

Communicating with an Audience

Level: 2
Credit value: 6

Unit Aim: This unit will provide the student with an introduction to the communication skills used in the performing arts. The unit will also enable students to explore the specific skills and attributes required for communicating with an audience in the production of a staged piece of work.

Learning Outcomes
On successful completion of this unit the student will:

1. Understand communication methods and skills.

2. Be able to use communication methods and skills.

Assessment Criteria
On successful completion of this unit the student can:

1.1 Select and compare a range of communication methods and skills to support a performance activity.

2.1 Assess the effectiveness of communication methods and skills in expressing ideas to an audience.
vital role that good communication skills play in supporting performing and production arts activities. Opportunities should be provided for students to articulate their perceptions both individually and thorough group collaboration.

A range of activities might include:

- An exploration of a range of communication forms
- The exploration and expression of ideas through a variety of formats in support of a performance activity
- Exercises in participation and observation
- Review and critique of a performance

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for unit 4 and 5.

Evidence is not prescribed. It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Indicative content, teaching strategies and learning activities

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit, may be linked and delivered with units 4 and 5 and is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the importance of communication skills to express ideas and the specific skills and attributes required to communicate ideas to an audience. The learning for this unit should be delivered as part of a studio or workshop based project and should incorporate opportunities for educational visits and library research designed to encourage student familiarity with a range of communication forms and techniques including physical, verbal and written in both short and extended formats.

Students should be encouraged to be adventurous and open minded in exploring, recording and communicating ideas through a variety of formats and contexts. Students should be encouraged to recognise the
Unit 4

Staging a Performance

Level: 2
Credit value: 6

Unit Aim: This unit will provide the student with an opportunity to integrate and reinforce knowledge and understanding acquired through units 1 and 2. The unit will enable students to demonstrate their understanding through the production of a staged piece of performance work.

Learning Outcomes

On successful completion of this unit the student will:

1. Understand roles in staging a performance.
2. Be able to use knowledge and skills in the staging of a performance.

Assessment Criteria

On successful completion of this unit the student can:

1. Use production skills to inform and develop ideas.
2. Demonstrate appropriate skills in the staging of a performance.
3. Assess the effectiveness of own contribution to the staging of a performance.
A range of activities might include:

- Discussion groups and production meetings
- Allocation and distribution of roles
- Stage management and organisation
- Staging, design and direction
- Warm ups, read throughs and rehearsals
- Individual and ensemble performance work

**Methods of assessment and evidence of achievement**

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for unit 3 and 5.

Evidence is not prescribed. It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

**Indicative content, teaching strategies and learning activities**

Centres delivering the unit should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit, may be linked and delivered with units 3 and 5 and may be delivered through an assignment that encourages team working. It is designed to provide a coherent body of knowledge that will enable the student to integrate and reinforce the skills and understanding acquired in the previous units. Students will be able to apply their skills through the production of a staged piece of performance work.

Students should be encouraged to be adventurous and open minded in exploring, and communicating ideas. The learning for this unit should be delivered as part of a studio or workshop based project designed to encourage students to explore ideas and interpretations and to demonstrate their own strengths within a collaborative presentation.
Unit 5

Contextual Research for Performance and Production

Level: 2
Credit value: 6

Unit Aim: This unit will provide the student with an opportunity to research the history and context of performance and production and will develop the students understanding of the value of contextual research in informing practice.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Understand contextual research for performance and production.</td>
<td>1. Research and record contextual information for a range of performing arts activities.</td>
</tr>
<tr>
<td>2. Be able to use research for a performing arts project.</td>
<td>2.1 Demonstrate the use of contextual knowledge to inform and develop ideas for a performing arts activity.</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess the effectiveness of contextual awareness to support a performing arts activity.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit, may be linked and delivered with units 3 and 4 and is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the importance of contextual research and an understanding of the broader context in which all performing arts activities are positioned. The learning for this unit should be delivered as part of a studio or workshop based project and should incorporate opportunities for educational visits and library research.

Students should be encouraged to be adventurous and open minded in exploring, analysing and evaluating a variety of information sources. Students should be encouraged to recognise the informative relationship between the study of context, their own practice and activities, and that of their peers.

A range of activities might include:

- An exploration of a range of methods for recording contextual research
- Lectures, seminars and discussions
- Educational visits
- Essays and presentations.
- Review and critique of both historical influences and contemporary performance

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for unit 3 and 4.

Evidence is not prescribed. It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
## Unit 6

### Performance Skills and Practice

**Level: 2**  
**Credit value: 18**

**Unit Aim:** This unit will provide the student with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes for the performing arts.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1  Be able to use techniques and skills in performance activities.</td>
<td>1.1 Use a range of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td>2  Be able to use contextual awareness of performance styles.</td>
<td>1.2 Assess the effectiveness of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td>3  Be able to demonstrate techniques and skills in a group performance.</td>
<td>2.1 Use contextual awareness to support the development of ideas in performance activities.</td>
</tr>
<tr>
<td>3.1 Use techniques and skills effectively in performance.</td>
<td>3.2 Assess the effectiveness of own and others performance.</td>
</tr>
</tbody>
</table>
Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader performing arts context and use the skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

The learning for this unit should be delivered as part of a project or series of projects combined with opportunities to explore particular skills and techniques appropriate to the student’s practice and focus and may be combined with unit 7 to provide a holistic experience that enables the student to explore activities and competences within their particular performing arts pathway or preference. Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

A range of activities might include:

- Workshops appropriate to individual skills development
- Warm ups, rehearsal techniques and processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of narrative and characterisation
- Solo performances and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment
- Communication of ideas through voice, music and movement
- The self and relationship to the audience

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, research and records of investigations into genre and context, digital recordings and witness statements of auditions and performance, peer and audience feedback. This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Indicative content, teaching strategies and learning activities

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

The learning for this unit should be delivered as part of a project or series of projects combined with opportunities to explore particular skills and techniques appropriate to the student’s practice and focus and may be combined with unit 7 to provide a holistic experience that enables the student to explore activities and competences within their particular performing arts pathway or preference. Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader performing arts context and use the skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

A range of activities might include:

- Workshops appropriate to individual skills development
- Warm ups, rehearsal techniques and processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of narrative and characterisation
- Solo performances and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment
- Communication of ideas through voice, music and movement
- The self and relationship to the audience

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 7

Production Skills and Practice

Level: 2
Credit value: 18

Unit Aim: This unit will provide the student with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes in the production of performing arts activities.

Learning Outcomes
On successful completion of this unit the student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Be able to use techniques and skills in production activities.</td>
<td>1.1 Use a range of techniques, skills and ideas in production activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess the effectiveness of techniques, skills and ideas in production activities.</td>
</tr>
<tr>
<td>2  Be able to use contextual awareness of production in the performing arts.</td>
<td>2.1 Use contextual awareness to support the development of ideas in production activities.</td>
</tr>
<tr>
<td>3  Be able to demonstrate techniques and skills in the production of a group performance.</td>
<td>3.1 Use techniques and skills effectively in production.</td>
</tr>
<tr>
<td></td>
<td>3.2 Assess the effectiveness of own and others contribution to the production of a group performance.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities
Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

The learning for this unit should be delivered as part of a project or series of projects combined with opportunities to explore particular skills and techniques appropriate to the student’s practice and focus and may be combined with unit 6 to provide a holistic experience that enables the student to explore activities and competences within their particular performing arts pathway or preference. Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance. Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader performing arts context and use the skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

A range of activities might include:

- Workshops appropriate to individual skills development
- Investigations into design and production processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of narrative and characterisation through design and production
- Individual and group work
- Opportunities to develop ideas for the promotion and management of a performing arts activity
- Discussion groups to analyse the effectiveness of various approaches.
- Peer and self-assessment
- Communication of ideas through visual interpretation, sound and lighting.
- Script development, direction, choreography, costume.

Methods of assessment and evidence of achievement
The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, promotional materials, research and records of investigations into genre and context, digital recordings and witness statements, Design development, maquettes and models, peer and audience feedback.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information
Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 8

Level: 2
Credit value: 12

Unit Aim: This unit will require the student to take greater responsibility in the management of an assignment of personal interest. The unit will enable the student to prepare for progression within their chosen discipline.

Learning Outcomes
On successful completion of this unit the student will:

1. Be able to identify progression routes.
2. Be able to use knowledge, skills and understanding to progress personal ambitions.
3. Be able to assess the effectiveness of a personal project and presentation.

Assessment Criteria
On successful completion of this unit the student can:

1.1 Use research to identify progression routes.
1.2 Use knowledge and understanding of progression routes to make appropriate applications.
2.1 Demonstrate appropriate skills to support own progression goals.
3.1 Present themselves and their work to a range of audiences.
3.2 Assess the effectiveness of own performance in support of progression activities.

Personal Project and Presentation
Indicative content, teaching strategies and learning activities

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit is designed to provide an opportunity for the student to enter into a more personal dialogue in terms of ambitions, preferences and future opportunities and enable the student to demonstrate professional and vocational skills necessary for progression within their chosen discipline. Students should be encouraged to develop a presentation that can be used as an audition piece or as part of a portfolio to support application to further study or employment. The learning for this unit should be delivered as part of a studio or workshop based project supported by individual and group tutorials. Students should be encouraged to develop work in the most appropriate format to support their personal ambitions.

A range of activities might include:

- An exploration of a range of progression opportunities and routes
- A personal project and presentation
- Portfolio development
- Group and individual tutorials
- CV and application letter writing workshops
- Simulations of interviews and auditions
- The exploration and expression of ideas through a variety of formats in support of a performance activity.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: personal statements, CVs and applications, workbooks, notebooks, research portfolios and records of project development including storyboards, visual development work, designs, media and artefacts, digital recordings and witness statements of auditions and performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
## Level: 2
Credit value: 24

### Unit Aim:
This unit will require the student to use the knowledge, understanding and skills developed in previous units and apply them to the production of a staged piece of performance to an audience.

### Learning Outcomes
On successful completion of this unit the student will:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be able to undertake and use research for a performance to an audience.</td>
</tr>
<tr>
<td>2</td>
<td>Understand a role or roles in planning and producing a performance to an audience.</td>
</tr>
<tr>
<td>3</td>
<td>Be able to collaborate in the production and presentation of a performance to an audience.</td>
</tr>
<tr>
<td>4</td>
<td>Be able to assess the effectiveness of a production and performance to an audience.</td>
</tr>
</tbody>
</table>

### Assessment Criteria
On successful completion of this unit the student can:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify appropriate research sources.</td>
</tr>
<tr>
<td>1.2</td>
<td>Use research in the interpretation of materials for a performance.</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify strengths, plan and collaborate in the development of a performance.</td>
</tr>
<tr>
<td>2.2</td>
<td>Use appropriate skills in the realisation of a role or roles in producing and performance.</td>
</tr>
<tr>
<td>2.3</td>
<td>Demonstrate artistic interpretation in producing and performing to an audience.</td>
</tr>
<tr>
<td>3.1</td>
<td>Contribute to a presentation that effectively communicates to an audience.</td>
</tr>
<tr>
<td>3.2</td>
<td>Demonstrate consideration and commitment in working with others.</td>
</tr>
<tr>
<td>4.1</td>
<td>Assess a production and performance against identified parameters and timescale.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable the student to demonstrate evidence of sound research skills and methodology and to integrate and use the skills, knowledge and understanding developed in the previous units in the production and presentation of a performance to an audience.

The student should demonstrate a degree of self-direction in the research, planning, organisation and presentation of a collaborative project. Centres delivering the unit should design an overarching assignment that will provide an opportunity for students to achieve the assessment criteria whilst allowing some student discretion in the specific choice of activity/activities.

Centres should ensure that through discussion and negotiation students establish early, identified goals, within the terms of reference of the overarching assignment. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their roles and ideas in the development and realisation of the project.

The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of working relationships that foster creative and imaginative solutions in producing and performing to an audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops. IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Level: 3  
Credit value: 24

Unit Aim: This unit will require the student to use the knowledge, understanding and skills developed in previous units and apply them to the production of a staged piece of performance to an audience.

### Learning Outcomes

On successful completion of this unit the student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to undertake and use research for a performance to an audience.</td>
<td>1.1 Critically compare appropriate research sources.</td>
</tr>
<tr>
<td>2 Understand a role or roles in planning and producing a performance to an audience.</td>
<td>1.2 Effectively organise and use research in the interpretation of materials for a performance.</td>
</tr>
<tr>
<td>3 Be able to collaborate in the production and presentation of a performance to an audience.</td>
<td>2.1 Evaluate strengths, plan and collaborate in the development and implementation of a performance.</td>
</tr>
<tr>
<td>4 Be able to assess the effectiveness of a production and performance to an audience.</td>
<td>2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance.</td>
</tr>
<tr>
<td></td>
<td>2.3 Demonstrate artistic interpretation in producing and performing to an audience.</td>
</tr>
<tr>
<td></td>
<td>3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience.</td>
</tr>
<tr>
<td></td>
<td>3.2 Demonstrate consideration, commitment and professionalism in working with others.</td>
</tr>
<tr>
<td></td>
<td>3.3 Review and revise as necessary the resources needed to implement a performance to an audience.</td>
</tr>
<tr>
<td></td>
<td>4.1 Analyse and evaluate a production and performance against identified parameters and timescale.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable the student to demonstrate evidence of sound research skills and methodology and to integrate and use the skills, knowledge and understanding developed in the previous units in the production and presentation of a performance to an audience.

The student should demonstrate a degree of self-direction in the research, planning, organisation and presentation of a collaborative project. Centres delivering the unit should design an overarching assignment that will provide an opportunity for students to achieve the assessment criteria whilst allowing some student discretion in the specific choice of activity/activities.

Centres should ensure that through discussion and negotiation students establish early, identified goals, within the terms of reference of the overarching assignment. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their roles and ideas in the development and realisation of the project. The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time-management, and to recognise the need for the development of working relationships that foster creative and imaginative solutions in producing and performing to an audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops. IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Grade Criteria

Unit 9: Producing and Performing to an audience - Level 2

Unit 9, the overall grade for the Level 2 Diploma in Performing and Production Arts is determined by the student’s achievement on the final unit of the qualification at either Level 2 (unit 9) or Level 3 (unit 10).

Unit 9 is set at Level 2 and provides for the evidence submitted by the student to be assessed and graded against Level 2 criteria.

All internal assessment and grading decisions are subject to External Moderation.

The grades that can be achieved are:

**Referral**
If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one further opportunity to redeem the referral by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the Awarding Body.

**Fail**
If the student is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

**Pass**
To achieve a Pass grade a student must achieve all of the assessment criteria listed within Unit 9.

**Merit**
To achieve a Merit grade a student must achieve all of the assessment criteria listed within Unit 9 and must additionally meet the entire Merit grade criteria listed opposite.

**Distinction**
To achieve a Distinction grade a student must achieve all of the assessment criteria listed within Unit 9 and must additionally meet all of the Merit grade criteria and the entire Distinction grade criteria listed opposite.
1. **Research**

**Pass**
Identify appropriate research sources. Use research in the interpretation of materials for a performance.

**Merit**
Identify appropriate research sources to a high standard. Use research in the interpretation of materials for a performance to a high standard.

**Distinction**
Identify appropriate research sources to a very high standard. Use research in the interpretation of materials for a performance to a very high standard.

2. **Planning and Production**

**Pass**
Identify strengths, plan and collaborate in the development of a performance. Use appropriate skills in the realisation of a role or roles in producing and performing. Demonstrate artistic interpretation in producing and performing to an audience.

**Merit**
Identify strengths, plan and collaborate in the development of a performance to a high standard. Use appropriate skills in the realisation of a role or roles in producing and performing to a very high standard. Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

**Distinction**
Identify strengths, plan and collaborate in the development of a performance to a very high standard. Use appropriate skills in the realisation of a role or roles in producing and performing to a very high standard. Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

3. **Practical Skills and Presentation**

**Pass**
Contribute to a presentation that effectively communicates to an audience. Demonstrate consideration and commitment in working with others.

**Merit**
Contribute to a presentation that effectively communicates to an audience to a high standard. Demonstrate consideration and commitment in working with others to a high standard.

**Distinction**
Contribute to a presentation that effectively communicates to an audience to a very high standard. Demonstrate consideration and commitment in working with others to a very high standard.

4. **Evaluation and Reflection**

**Pass**
Assess a production and performance against identified parameters and timescale.

**Merit**
Assess a production and performance against identified parameters and timescale to a high standard.

**Distinction**
Assess a production and performance against identified parameters and timescale to a very high standard.
Grade Criteria

Unit 10: Producing and Performing to an Audience - Level 3

Unit 10, the overall grade for the Level 2 Diploma in Performing and Production Arts is determined by the student’s achievement on the final unit of the qualification at either Level 2 (unit 9) or Level 3 (unit 10).

Unit 10 is set at Level 3 and provides for the evidence submitted by the student to be assessed and graded against Level 3 criteria.

All internal assessment and grading decisions are subject to External Moderation.

The grades that can be achieved are:

- **Referral**
  If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one further opportunity to redeem the referral by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the Awarding Body.

- **Fail**
  If the student is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

- **Pass**
  To achieve a Pass grade a student must achieve all of the assessment criteria listed within Unit 10.

- **Merit**
  To achieve a Merit grade a student must achieve all of the assessment criteria listed within Unit 10 and must additionally meet the entire Merit grade criteria listed opposite.

- **Distinction**
  To achieve a Distinction grade a student must achieve all of the assessment criteria listed within Unit 10 and must additionally meet all of the Merit grade criteria and the entire Distinction grade criteria listed opposite.
1. Research

Pass
Critically compare appropriate research sources. Effectively organize and use research in the interpretation of materials for a performance.

Merit
Critically compare appropriate research sources to a high standard. Effectively organize and use research in the interpretation of materials for a performance to a high standard.

Distinction
Critically compare appropriate research sources to a very high standard. Effectively organize and use research in the interpretation of materials for a performance to a very high standard.

2. Planning and Production

Pass
Evaluate strengths, plan and collaborate in the development and implementation of a performance. Apply a range of appropriate skills in the realisation of a role or roles in producing and performance. Demonstrate artistic interpretation in producing and performing to an audience.

Merit
Evaluate strengths, plan and collaborate in the development and implementation of a performance to a high standard. Apply a range of appropriate skills in the realisation of a role or roles in producing and performance to a high standard. Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

Distinction
Evaluate strengths, plan and collaborate in the development and implementation of a performance to a very high standard. Apply a range of appropriate skills in the realisation of a role or roles in producing and performance to a very high standard. Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

3. Practical Skills and Presentation

Pass
Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience. Demonstrate artistic interpretation in producing and performing to an audience.

Merit
Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience to a high standard. Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

Distinction
Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience to a very high standard. Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

4. Evaluation and Reflection

Pass
Analyse and evaluate a production and performance against identified parameters and timescale.

Merit
Analyse and evaluate a production and performance against identified parameters and timescale to a high standard.

Distinction
Analyse and evaluate a production and performance against identified parameters and timescale to a very high standard.
1. **Research**
In this context relates to the ability to select, edit, interpret and respond to relevant material in support of lines of enquiry, and the level of initiative, commitment, personal responsibility and resourcefulness demonstrated in developing and progressing identified goals, likely to be evidenced in research journals, notebooks, personalised collections of edited research material, recordings, artefacts and performances.

2. **Planning and Production**
In this context refers to the ability to plan and organise work within a given timeframe and the efficient production of outcomes both individually and collaboratively, likely to be evidenced in personal reflective journals, images, notebooks, recordings, artefacts and performances.

3. **Practical Skills and Presentation**
In this context relates to the ability to use practical and technical skills and knowledge to explore, adapt and effectively communicate ideas and to the degree of consideration for others, competence and proficiency shown in the organisation and presentation of themselves or their work to an audience, likely to be evidenced in personal reflective journals, images, notebooks, recordings, artefacts and performances.

4. **Evaluation and Reflection**
In this context relates to the application of intellectual curiosity and rigour in making judgements and establishing meaning and values, and the level of contemplation and deliberation necessary to progress and achieve identified goals, likely to be evidenced in personal statements, peer reviews, personal reflective journals, images, notebooks, recordings, artefacts and performances.