

## AS Unit 1: Developing Skills and Repertoire - Evaluation

Both performance and production students must produce an evaluation that includes:

### A Peer Assessment

- **an assessment of the final performance or product of one other student in both extracts of repertoire**, identifying the aesthetic and technical quality of each performance or product and the overall impact for an audience;

### A Self-Assessment

- **a self-assessment of their final performance** or product in both extracts of repertoire, identifying the aesthetic and technical quality of each performance or product and the overall impact for an audience; and

### Target-setting for the future

- **a summary of ideas for further development** based on their self-assessment that includes setting targets to assist their future progress.

The evaluation is worth **6 MARKS**:

To gain the Top Band students must have produced:

- a clear and realistic self-assessment that clearly analyses the aesthetic and technical quality of the performance or product with significant reference to the overall impact for the audience, supported with detailed practical examples;
- a perceptive self-assessment that critically analyses the aesthetic and technical quality of the performance or product with precise reference to the overall impact for audience, supported with carefully selected practical examples;
- insightful identification of ideas for further development and focused target setting for the future

SUCCESS CRITERIA	For the discipline of my peer this means ...	In performance I would expect to see...
<ul style="list-style-type: none"> <li>A performance /presentation of each extract with creative use of contrasting skills</li> </ul>		
<ul style="list-style-type: none"> <li>Engaging and insightful communication of meaning</li> </ul>		
<ul style="list-style-type: none"> <li>Highly developed awareness of technical/aesthetic requirements</li> </ul>		
<ul style="list-style-type: none"> <li>Thorough understanding of professional practice</li> </ul>		
<p>For extract 1 the skills and technical/ aesthetic requirements are needed are...</p>		

<b>SUCCESS CRITERIA</b>	<b>For my discipline this means ...</b>	<b>I will demonstrate this in my performance/presentation by...</b>
<ul style="list-style-type: none"> <li>• A performance /presentation of each extract with creative use of contrasting skills</li> </ul>		
<ul style="list-style-type: none"> <li>• Engaging and insightful communication of meaning</li> </ul>		
<ul style="list-style-type: none"> <li>• Highly developed awareness of technical/aesthetic requirements</li> </ul>		
<ul style="list-style-type: none"> <li>• Thorough understanding of professional practice</li> </ul>		
<p>For extract 1 the skills and technical/ aesthetic requirements I need are...</p>		



**TEACHER ASSESSMENT AND FEEDBACK\_DIRECTION****Name of student being assessed:****Extract 1:** \_\_\_\_\_

Use the table below to peer-assess the performance/presentation of one other student in your class. You must be able to support your rating of the performer's work with reference to specific examples/moments from the performance.

**RATING KEY:** 1 = basic 2 = satisfactory 3 = good 4= excellent

<b>SUCCESS CRITERIA</b>				
<b>Technical/aesthetic quality</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The director demonstrates knowledge and understanding of the style and genre of the extract and the demands/challenges for the performer				
The director communicates appropriate and meaningful ideas for developing the characterisation of the performer which are consistent and fully committed to the style and genre of the play				
The director demonstrates how facial expression could be used by the performer to enhance their interpretation of the character and communicate meaning.				
The director demonstrates clear ideas on the performer's use of voice: including tone, pause, pitch, pace, and volume to communicate the meaning of the lines and the character's feelings				
The director's blocking is well-planned and recorded in a clear and meaningful way, supporting what the performer is saying without being distracting.				
The director's movement choices are appropriate for the performer's role and include the consideration of gesture, poise and stillness				
Space is used to create interesting visual images and to communicate meaning to the audience.				
The director's blocking ensures that the performer can clearly be seen by the audience throughout the performance				
<b>Impact for an audience and professional practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The director communicates a clear concept/ interpretation of the text				
The director's shaping and editing of the text supports their interpretation and shows awareness of intended impact on the audience				
Ideas for rehearsal reflect professional practice.				
<b>Areas for development</b>				

**TEACHER ASSESSMENT AND FEEDBACK\_DIRECTION****Name of student being assessed:****Extract 2:** \_\_\_\_\_**RATING KEY:** 1 = basic 2 = satisfactory 3 = good 4= excellent

<b>SUCCESS CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Contrasting skills</b>				
The director demonstrates communication skills and creativity through working with performers to realise extract 2 in performance				
Contrasting skills are appropriate to the chosen style and genre of Extract 2				
<b>Technical/aesthetic quality</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The director demonstrates knowledge and understanding of the style and genre of the extract and the demands/challenges for the performer				
The director communicates appropriate and meaningful ideas for developing the characterisation of the performer which are consistent and fully committed to the style and genre of the play				
The director demonstrates how facial expression could be used by the performer to enhance their interpretation of the character and communicate meaning.				
The director demonstrates clear ideas on the performer's use of voice: including tone, pause, pitch, pace, and volume to communicate the meaning of the lines and the character's feelings				
The director's blocking is well-planned and recorded in a clear and meaningful way, supporting what the performer is saying without being distracting.				
The director's movement choices are appropriate for the performer's role and include the consideration of gesture, poise and stillness				
Space is used to create interesting visual images and to communicate meaning to the audience.				
The director's blocking ensures that the performer can clearly be seen by the audience throughout the performance.				
The director communicates knowledge and understanding of proxemics and space is used to communicate meaning e.g. about relationships or status.				
<b>Impact for an audience and professional practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The director communicates a clear concept/ interpretation of the text				
The director's shaping and editing of the text supports their interpretation and shows awareness of intended impact on the audience				
The director conducts auditions reflecting professional practice				
The director clearly justifies casting decisions				
The director can conduct appropriate warm ups with the cast				
Ideas for rehearsal reflect professional practice.				
<b>AREAS FOR DEVELOPMENT</b>				

## PEER ASSESSMENT AND FEEDBACK

Using your scoring sheets and notes, summarise your feedback for your peer **analyse** your peer's final performance/presentation under the following headings.

You should aim for 1/2 page of A4 and use Arial 12. Once completed give a copy to the person you peer assessed and retain a copy for yourself for your coursework.

**Name of Peer Assessor:**

**Name of Performer/ production candidate assessed:**

**Discipline:**

**Extract Title:**

### STRENGTHS

*Give specific practical examples under the following headings of the:*

**Technical and Aesthetic quality**

**Impact on audience**

### AREAS FOR FURTHER DEVELOPMENT

*Give specific practical examples under the following headings:*

**Technical and Aesthetic quality**

**Impact on audience**

**SELF ASSESSMENT: EXTRACT 1**

Using your scoring sheets, notes and feedback from your peers **analyse** your final performance/presentation under the following headings.

You should aim for 1/2 page of A4 and use Arial 12. Once completed give a copy to the person you peer assessed and retain a copy for yourself for your coursework.

**STRENGTHS**

*Give specific practical examples under the following headings of*

**Technical and Aesthetic quality**

**Impact on audience**

**WEAKNESSES**

*Give specific practical examples under the following headings*

**Technical and Aesthetic quality**

**Impact on audience**

**AREAS FOR FURTHER DEVELOPMENT AND TARGET SETTING**

Based on your self-assessment summarise the areas for further development and set targets for your work on Extract 2: