



BACHELORS DEGREE ASSIGNMENT SPECIFICATION: Practical

Student name:		Student P number:	
Programme:	BA Performing Arts		
Module:	Applied Performance Practices 2	Module Level (4, 5, 6):	Level 6
Module code:	M3X8597	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Martin Johnson	Internal Verifier:	
Assignment Title:	Applied Performance Project	Assignment No (x of x):	2 of 2
Hand Out Date:	23 rd November 2012	Submission deadline:	Project: throughout term 2 Interview: 22 nd February 2013

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
2. Work professionally to organise and facilitate a workshop/presentation addressing the key issues identified in the project proposal; be confident in application of own criteria of judgement and can challenge received opinion and reflect on action in a post-project interview.	✓ Clarity of subject matter/topic ✓ Effective treatment of key issues identified in project proposal ✓ Application of knowledge of a range of innovative or standard techniques ✓ Perception of and approach to ethical issues ✓ Ability to interact effectively with project partners and to recognise support ✓ Proactive leadership, negotiation in a professional context and management of conflict ✓ Appropriate and comprehensive documentation of project

TASK DESCRIPTION

You will have identified your target group and made arrangements with the relevant authorities (including SMU and/or your module tutor) to deliver your proposed project throughout the spring term 2013.

You will undertake the necessary and appropriate planning, preparation and liaison for the delivery of your project to be assessed during the period January – February 2013.

You will maintain a portfolio of evidence of the process of planning, preparation, creation, liaison, organisation, administration and delivery of your project together with any modifications/developments that arise from the implementation of those plans. This portfolio will form the basis for the subsequent interview and provide supplementary evidence for the project as a whole. The portfolio may contain some or all of the following:

- Aims and objectives for the workshops
- A statement of ethics and Risk Assessment documentation
- A scheme and individual session plans/rehearsal and performance schedule
- Observations, reflections and evaluations of your delivery – either continuous or periodic – and modifications made in their light.
- Examples of materials used.
- Feedback received from workshop participants, and/or witnessing staff/volunteers.
- Minutes of meetings held and actions undertaken as a result

You will lead the delivery to your target audience/group as scheduled.

The project will be followed by a 10 minute interview analysing and evaluating the project as a whole. Reference should be made to the appropriate practitioners upon whose work you have drawn in planning and delivering your own project. The practitioner(s) will form a reference point and aid in reflection and analysis of your own performance.

All projects MUST be agreed by the module coordinator in advance.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Make arrangements with an appropriate and responsible organisation/officer for the delivery of your programme of workshops in a timely manner according to the schedule agreed with your module tutor.
2. Take responsibility for leading the preparation, creation and delivery of your project according to the schedule agreed in advance, in a conscientious, reliable and responsible manner.
3. Attend all scheduled seminar sessions as required in order to monitor, analyse and develop your own performance in delivery.
4. Maintain regular and accurate liaison between the target (client) group, responsible staff or authoritative body, your student co-workers and your module tutor.
5. Maintain a detailed portfolio of evidence of the progress of your project, for use in the post-project interview.
6. Attend the post-project 10 minute interview according to the schedule to be published separately and undertake an oral analysis of the project as a whole.
7. Submit the portfolio as supplementary evidence of the practical delivery of the project, to be retained by the university for the purposes of assessment and moderation.

MARKING CRITERIA (PRACTICAL)

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-84%	85-100%
Performance/Presentation	There is some indication that the student has attempted to fulfil the basic requirements in one of the categories or has given little thought to each, but this is only an indication. The student must be referred	The form is not appropriate or is so misconceived that it misrepresents the purpose of the exercise. The presentation is inadequate to justify or redeem the work.	The work is adequate, although it shows little more than a basic grasp of the task. Generally below average, but sufficient to constitute a response to the brief. One or more elements of the performance/presentation may be inadequately thought through. There is an intermittent sense of investment of the intellect/imagination, and a merely adequate focus/direction of effort. The artistic choices have been made within a narrow expressive band that is personally safe. Relevant skills have been employed but not to standards of professional practice. There is a good deal of awkwardness/self-consciousness/lack of ease in the articulation of the work.	These elements are handled appropriately, with little flair, but no serious problems. Any difficulties that are evident are obvious but resolvable. The work demonstrates an inconsistent ability to synthesise process through performance/presentation, but there is some allowance for an engagement with the audience.	The form of the work is appropriate to the task and fulfils the brief/directions given to the students well, clear ability to synthesise an understanding of process through performance allowing for consistent engagement with the audience. The work demonstrates a clear ability to synthesise an understanding of process through performance allowing for consistent engagement with the relevant audience. The work demonstrates good levels of imagination though not particularly original in expression. The form of the work is suitably chosen and executed competently. The presentation of the work gives a generally very good impression, although there will be some aspects in which it could be improved upon. The relevant skills are displayed mostly to acceptable standards of professional practice, with good focus in performance and/or good form of presentation. The defects, however, are matters of style/technique/finish rather than fundamental errors.	For a grade in the 70% - 84% band work will be clearly outstanding in at least one aspect . The work is structured, designed, performed and presented throughout in a manner which is entirely suited to the subject-matter and allows for a powerful engagement with the relevant audience. High levels of creative imagination and originality in artistic choices. The form of presentation/construction/execution of the work is entirely appropriate, and offers no grounds for criticism. All matters pertaining to the performance/presentation which should have been considered have been addressed. The performance/presentation skills required of the students are extremely good and offer no ground for criticism.	For a grade in the 85%+ band work will be clearly outstanding in all aspects (Performance, process, ideas, technical features, documentation, interview); ‘work of high intellectual standard’ .

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-84%	85-100%
Process		There is little evidence (See Documentation: & Interview below) of a commitment to the project – over the timescale of the project – in terms of research, time management and practical application, but overall level is inadequate/inappropriate/insufficient.	There is evidence (see Documentation: & Interview below) of an adequate but rather weak level of commitment to the project – over the timescale of the project – in terms of research, time management and practical application. In group-based or collaborative context the student: Has made a satisfactory or adequate contribution, which has shown sufficient talent to prove some basic aspect of the project. Has fulfilled a useful, but not vital role in some aspect of the projects overall plan, and has shown enough effort to accomplish this. Has demonstrated a limited ability to overcome problems. Has interpersonal skills are adequate to cooperate effectively with the group. Has taken a role in the presentation of the group's work that is appropriate if not particularly talented.	There is evidence (see Documentation & Interview below) of a generally satisfactory and/or variable level of commitment to the project – over the timescale of the project – in terms of research, time management and practical application. In a group-based or collaborative context, the student: has made a good contribution to the project which is clearly responsible for an element of the project's success, although the personal skills displayed may be limited to that element. will have played a useful though not vital role in the development, organisation, or presentation of the work and will have shown all the commitment necessary to ensure success in this respect. will have successfully overcome any obstacles or difficulties in their path, and will have adapted their work effectively to the demands of the whole project. will have some understanding of how their own contribution might have been improved.	There is evidence (see Documentation & Interview below) of a generally high but occasionally inconsistent or variable level of commitment to the project – over the timescale of the project – in terms of research, time management and practical application. In a group-based or collaborative process, the student has made a very good contribution to the project; has the majority of skills needed in collaborative group work; and has maintained the degree of effort necessary to complete the work to a high standard. Certain problems have been identified and a number of important solutions proposed by the student. He or she is reflective; can accept most useful criticism; and will have an accurate understanding of the project's achievements.	There is evidence (see Documentation: & Interview below) of a consistently high level of commitment to the project – over the timescale of the project – in terms of research, time management and practical application. In a group-based or collaborative context, the student's work is judged to be integral to the project's success by virtue of its intellectual insight, sustained commitment, and disciplined organisation. The student concerned has also demonstrated the ability to detect and solve major problems associated with the project, to collaborate with others for the benefit of the whole group, and to perform/ present the project in a highly favourable light using high levels of personal and practical skills.	See above
Ideas		The fundamental idea is not quite what was required for the exercise, although it might possibly be appropriate elsewhere. An essential idea is missing.	A very limited, but just adequate concept underlying the work. Some ideas may be clearly wrong/deficient/irrelevant.	The concept of the work is relevant, although uninspired, and related in some ways to current practices. The nature of the work has been understood, and the brief followed, but with no exceptional insight. There is some connection between the ideas behind the work and the performance/presentation, though the connection is not always clearly focused or articulated; There may be some clear defects in the thought that has gone into the project, but these are not fundamental mistakes.	The ideas in the work have been assembled coherently by the student(s) into a convincing response, but they do not constitute a radically innovative approach. The intellectual issues posed by the work, have, however, been addressed in all important respects. There has been a clear attempt to communicate ideas of significance through performance. Some ideas may not have been considered in full, however, and there are opportunities of further refinement.	For a grade in the 70% - 84% band work will be clearly outstanding in at least one aspect . The work demonstrates a clear ability to communicate ideas of significance through performance/presentation. The intellectual ideas to be found in the work or upon which the work is based, constitute a valid, highly individual perspective on the issues being addressed. This perspective shows full awareness of current trends/debates in the performing arts and cultural practice and contributes a fresh approach to the task. The brief which the student(s) set themselves or were given has been followed in every respect and subjected to a	See above

						penetrating critical appraisal where appropriate. There is evidence of relevant research on current practice.	
Technical Features		Technical aspects of the work have failed in a significant respect, which means that the work is not fully complete or presentable.	The technical aspects are just competent, although there will be some respects in which there are technical failures, or omissions. The technical skills or features displayed may not always be connected to the communication of the idea.	The work succeeds in the technical sense. All that has been attempted is accomplished, although with carrying degrees of skill. Some problems may occur, but they are not particularly serious.	All technical aspects of the work are dealt with effectively, although there may be some relatively small problems which the student(s) should have considered. These are not sufficiently serious to obscure the basic concept of the work. Where technical skill is demanded this has been shown. The work had been accomplished within broad budgetary and time constraints.	For a grade in the 70% - 84% band work will be clearly outstanding in at least one aspect . All technical aspects of the work within the student's control have been skilfully dealt with, and there are no technical problems that prevent the concept of the work being realised. There is a complete and satisfying fusion of the technical and creative. Where a technical issue is of particular importance, the ability that is evident is of an extremely high standard. The work has been organised and managed efficiently and within all budgetary and time constraints.	See above
Documentation		The evidence does not suggest that the work has evolved as a result of careful planning and research.	The log shows that there has been a process of development and thought, although this is not particularly inspired or thorough. The student demonstrates some ability to evaluate their personal efforts.	If applicable this reveals that the student has done extensive research and preparation and that concept has gradually been formulated and most problems overcome.	A very good account of the technical development of the project with some reflection on the problems and the means of overcoming them.	For a grade in the 70% - 84% band work will be clearly outstanding in at least one aspect . If applicable this should reveal an extremely detailed account (recording of data/reflection/analysis) of a dynamic process of research, exploration and technical experimentation which has evolved over a period of time.	See above
Interview		The student(s) cannot articulate a coherent defence or explain important aspects of their practice.	The student(s) can attempt a defence which is reasonably coherent, although they cannot add any useful ideas to their existing work.	The student(s) can defend their work adequately in the majority of respects.	If interviewed the student(s) can defend their work convincingly, and provide reasons for their actions in most important respects.	For a grade in the 70% - 84% band work will be clearly outstanding in at least one aspect . If called upon to be interviewed, the student(s) can defend their work in all respects with a persuasive rationale that is relevant, comprehensive and elegant.	See above

Student Self Evaluation Form

Student name:		Student P number:	
Programme:	BA Performing Arts	Year of programme	3
Assignment Title:	Applied Performance Project		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Performance/Presentation	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
2. Process	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
3. Ideas	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
4. Technical Features	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
5. Documentation	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
6. Interview	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			