

# Musical Theatre/Performance Arts in Production

The Musical Theatre in Production and Performance Arts in Production exams are designed to assess learners taking part in any role (including backstage and technical roles) as part of a production and who want feedback and recognition for their achievement from an industry professional.

Teachers should choose the right pathway for their production from two options:

### Whole Production (pathway 1)

This option is for productions where students are participating in every element including performance, costume, lighting, design and sound.

### Marking

Assessment area	Maximum marks
Group dynamic	20
Individual performances	20
Staging	20
Design (including set, props and costumes)	20
Technical (including lighting and sound)	20
<b>Total</b>	<b>100</b>

### Performance (pathway 2)

This option is for productions where students are mainly focused on the performance. If some of the technical elements are led by students, then assessment of these can be included.

### Marking

Assessment area	Maximum marks
Group dynamic	20
Individual performances	20
Staging	20
Engagement with audience	20
Response to the material	20
<b>Total</b>	<b>100</b>

Please note that where professionals have created the technical elements, then the Performance option (pathway 2) should be selected. Please inform the examiner on arrival as to which pathway has been selected.

Level	General information
Group size	Groups should be a minimum of three candidates and there is no restriction on the maximum number.
Level of entry	The entire production is entered at one grade.
Exam duration	For the minimum timing for each grade, please see the timings used for Musical Theatre (group) or Performance Arts (group).
Assessment method	An examiner will typically attend a public performance of the production as an audience member. The examiner writes feedback and assigns marks for the selected performance elements using the appropriate assessment areas and criteria (see above and pages 32-33 for details). The total mark assigned will reflect the level of achievement of the group as a whole.

### Grades 1-8

Musical Theatre/Performance Arts in Production tasks	Maximum marks	Maximum time
<p>The candidates present for assessment the whole or part of a production of a musical, play or dramatic sequence. The production should be intended for – or already have had – public performance in front of an audience.</p> <p>If the Whole Production option is selected, then the production should feature design and technical elements such as lighting, set, costume, sound, make-up and props.</p>	100	No maximum

# Musical Theatre/Performance Arts in Production: Learning outcomes and assessment criteria

## Foundation (Grades 1-3, RQF Level 1)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Employ appropriate physical and vocal resources to engage the audience through performance.	1.1 Produce a performance that demonstrates understanding and thoughtful interpretation with a free and fluent delivery, a sense of spontaneity and conscious awareness of audience, sustaining these qualities to the end. 1.2 Perform from memory, audibly and clearly and mostly accurately.
2. Respond to the quality, form and content of the material being presented.	2.1 Demonstrate creative engagement with the materials and careful preparation.
3. Adopt and sustain a role using space creatively and effectively.	3.1 Make appropriate use of body and space to complement vocal performance.
4. Interact as a group to create a performance.	4.1 Engage positively with group members when performing and generally contribute to the progression of the performance. 4.2 Demonstrate a basic awareness of the relationships between the characters.
<b>Whole Production option only:</b> 5. Use technical staging elements to enhance a performance.	5.1 Create and use simple staging elements to support the performance including: <ul style="list-style-type: none"> <li>lighting, sound, props and set that contribute to creating a basic sense of place and mood</li> <li>costume, make-up and personal props that support the performers in creating a basic sense of character and setting.</li> </ul>

## Intermediate (Grades 4-5, RQF Level 2)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Employ appropriate physical and vocal resources to engage the audience through an imaginative and sustained performance.	1.1 Demonstrate a personal and imaginative interpretation in which there is reasonably consistent application of developing technical skills. 1.2 Perform in an audible and clear manner with appropriate articulation (eg volume, pitch, pace, rhythm, style, dynamics) leading to a secure, accurate and sustained performance, which also conveys a sense of spontaneity.
2. Respond sensitively to the quality, form and content of the material being presented.	2.1 Support intentions in performance by demonstrating a sound understanding of material. 2.2 Show clear evidence of sensitivity to and considerable control of the material, which is grounded in effective preparation.
3. Adopt and sustain a role using space creatively and effectively to enhance meaning.	3.1 Communicate shades of meaning and contrasts, for example, of characterisation and mood. 3.2 Combine the use of voice, body and space effectively to enhance meaning and interpretation and to engage the audience.
4. Interact as a group to create a performance.	4.1 React to the words and actions of the other characters and with some awareness of timing and pace. 4.2 Demonstrate awareness of the character relationships required within the performances. 4.3 Engage supportively with group members when performing.
<b>Whole Production option only:</b> 5. Use technical staging elements to enhance a performance.	5.1 Create and use staging elements to support the performance including: <ul style="list-style-type: none"> <li>lighting, sound, props and set that contribute to creating some sense of place, mood and atmosphere</li> <li>costume, make-up and personal props that support the performers in creating some sense of character and setting.</li> </ul>

## Musical Theatre/Performance Arts in Production: Learning outcomes and assessment criteria

### Advanced (Grades 6–8, RQF Level 3)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Employ appropriate integrated physical and vocal resources to engage the audience in a performance that shows a sense of ownership.	1.1 Perform with confidence, clarity and a sense of ownership of the material. 1.2 Consciously integrate knowledge, understanding and skills in a secure and sustained performance.
2. Respond with authority and mature understanding to the quality, form and content of the material being presented.	2.1 Demonstrate mature understanding of the material. 2.2 Demonstrate authority and control through relevant and thorough preparation.
3. Adopt and sustain a role using space creatively and effectively to convey complexity of meaning.	3.1 Combine skilful and appropriate use of voice, body and space with imaginative response and flair, to engage the audience. 3.2 Demonstrate a discriminating and sensitive personal interpretation of the material, which conveys complexity and range of meaning (eg in mood, atmosphere, characterisation, feeling).
4. Interact as a group to create a performance.	4.1 React to the words and actions of the other characters and with awareness of timing and rhythm. 4.2 Demonstrate full awareness of the character relationships required within the performances. 4.3 Engage supportively and with rapport with group members when performing.
<b>Whole Production option only:</b> 5. Use technical staging elements to enhance a performance.	5.1 Create and use staging elements to support the performance including: <ul style="list-style-type: none"> <li>▶ lighting, sound, props and set that contribute to creating a sense of place, mood and atmosphere</li> <li>▶ costume, make-up and personal props that support the performers in creating character and setting.</li> </ul>