

UNIT 1

Chaffy

Blind

social

LOUD

sign

HAIR

hair

hair

hair



arts award

Plan

The purpose of this worksheet is to help you identify your personal arts challenge and begin to plan for it.

What art forms are you interested in/do you like?

I like singing /music because Ive been singing since a
I love doing make up + fashion Very young age
Im interested in Drama and films because I
love watching films, I also like theatre.

What arts/creative skills do you already have or feel confident in?

Im good at doing makeup
as my mum is a makeup
artist.
I used to do singing outside
of school but I dont do
it as often maybe once
every two weeks.

What arts/creative skills you would like to develop or try out?

I would like to get
better at Drama and
stop being nervous
and laughing.

Do you have any ideas for possible challenges you could set yourself? You could discuss this with your adviser and record notes here.

I would like to challenge myself to become
more confident and be in a school play.

You can continue on the next page

Notes continued

Your challenge

☒ Will you be extending an arts skill you already have?

☐ Or are you going to try something new?

Describe your arts challenge here:

We have to perform the play popcorn in front of primary school children and friends and family.

Why have you chosen this as your arts challenge?

because I want to be able to push myself in acting and be more confident in front of more and more people

What will the outcome of your challenge be? (Eg an end product, a performance, a demonstration?)

the end outcome will be 3 performances ~~one~~ to primary school children and one to ~~two~~ family and friends

Arts challenge plan

What steps will you have to take to achieve your challenge?

- to achieve my challenge I will have to
- learn my lines
 - stay in character
 - learn my character
 - I will need to work on accents
 - I will also need to focus, and stop laughing
 - research the 3 films in the play
 - work well in a group

Who or what will you need to help you? (Eg other people, materials, resources)

to help me achieve my challenge I will need to have the popcorn script
 I will need to work with the other cast to make it run smoothly and so I'm able to know when the other characters lines come in
 Also I will be going to watch a pantomime.

How will you arrange this?

I will attend to all my rehearsals and work hard with my lines and character.
 I will also talk to my friends who are also cast so we can revise together.

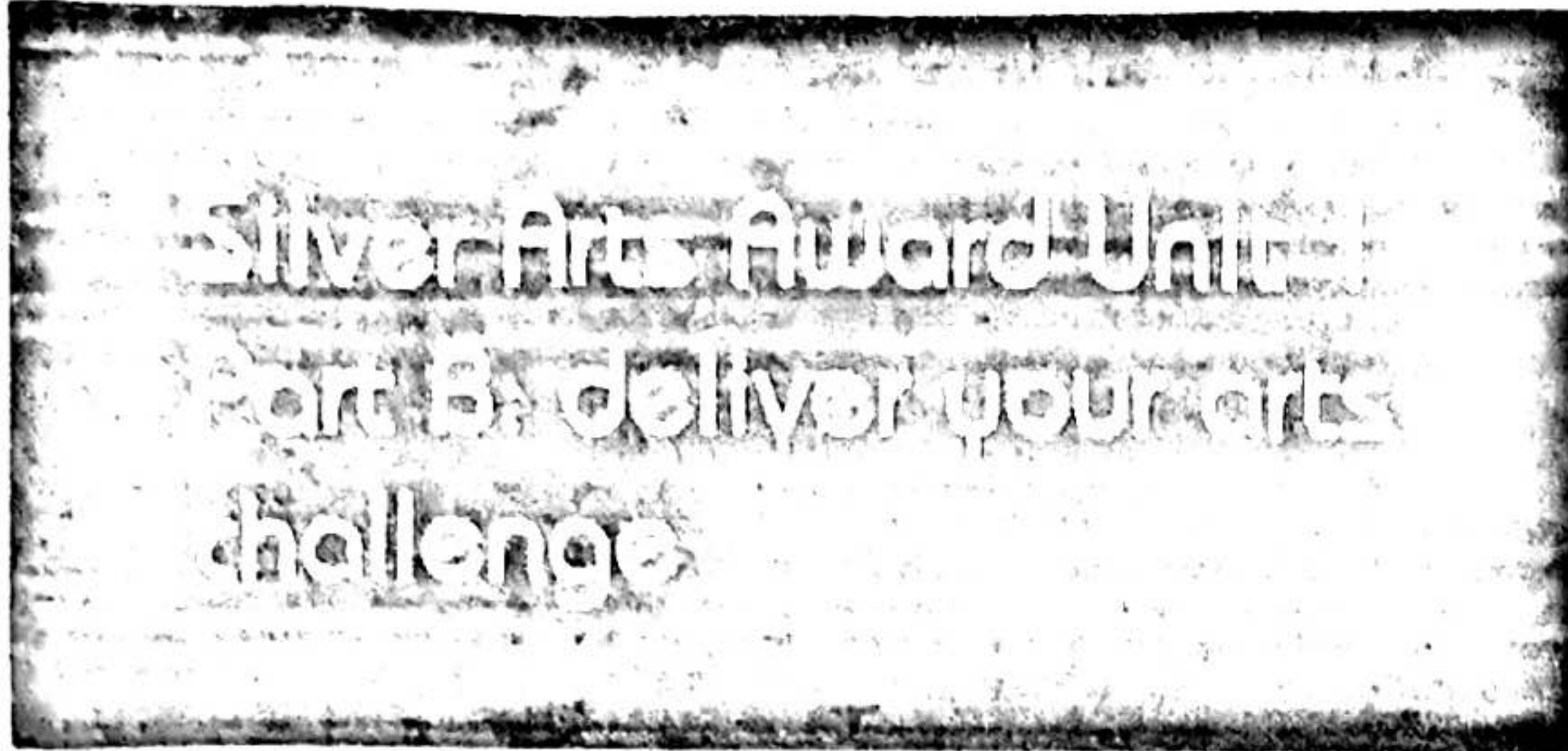
What targets will you set to achieve throughout your challenge, and how will you show you are working towards them?

- stay in character
- dont laugh
- dont miss one drama lesson.
- I will also work on my confidence.

How will you collect feedback about your arts challenge?

I will collect feedback from my teacher, friends and class.

Use this space to add any extra thoughts, notes, comments, or extra evidence



The purpose of this worksheet is to help you record your progress as you do your arts challenge.

Write your arts challenge here:

As a class we have had a discussion and we have decided that we would like to put on a pantomime for year seven students. We have decided our arts challenge will be to perform in the pantomime and to help Miss Kay write sections suited to the Christmas films we have chosen.

Use this space to reflect on your progress as you do your arts challenge. Try and record your reflections during three different stages of your arts challenge. Think about:

- How are your skills developing?
- Is anything going particularly well?
- Is there anything you find challenging?
- Do you need to adjust your action plan?

Reflection 1

Date: 9th of October 2019

Notes: my skills of confidence and voice are good, I still need to work on projecting my voice all time and learn to stay in character at everything I say. I am listening to my teacher and taking on feedback really well. I find it hard not to laugh. I need to stay in character.

Reflection 2

Date: 4/11/2019

Notes:

I have worked on progressing and projecting my voice

I am also getting better at staying in character through out the whole play

I now need to learn my lines and changing characters quickly

Silverdale School Role Play Challenge

Arts Award

Review

The purpose of this worksheet is to help you reflect on your arts challenge.

Did you achieve your arts challenge?

I achieved my arts award. As I performed as the character Andy Lou in front of the kids, I also played many other characters.

Did you have to change your action plan or your challenge in any way? If so, what changed and why? (Eg timeframes, resources, help you needed)

I didn't need to change my arts challenge, however I did need to shorten my lines.

What went well? Why?

I had high energy and projected my voice. I had good facial expressions and stayed in character.

What was more challenging? Why?

Learning my lines was challenging and also remembering my lines.

What have you learnt from doing your arts challenge?

• I learnt how to remember things and learn them off by heart

What would you do differently another time?

• louder
• move move
• get a bigger part

What arts skills would you like to develop next?

I want to develop my musical theatre skills.

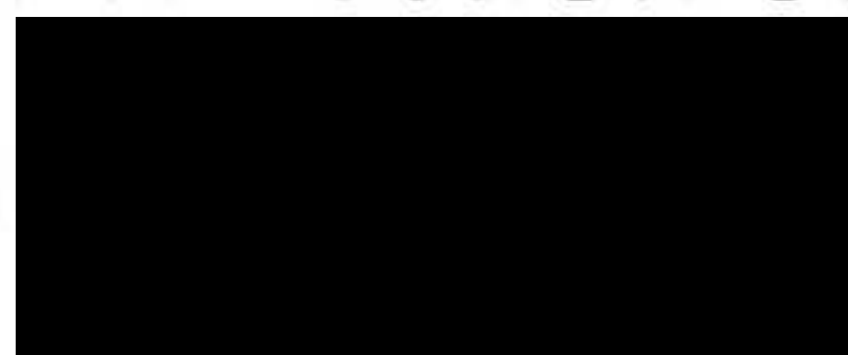
What did other people think of your arts challenge? Include their reviews here.

turn page over.



Peer reflection of arts challenge

Name:



What did they do well?

- she was very good at staying in character
- lots of energy
- Good facial expressions
- had a projected voice

What could they work on as our arts award continues/ or do different if they was to perform the show again?

fine maybe maybe tell part to challenge herself.

If we had more could have had a bigger

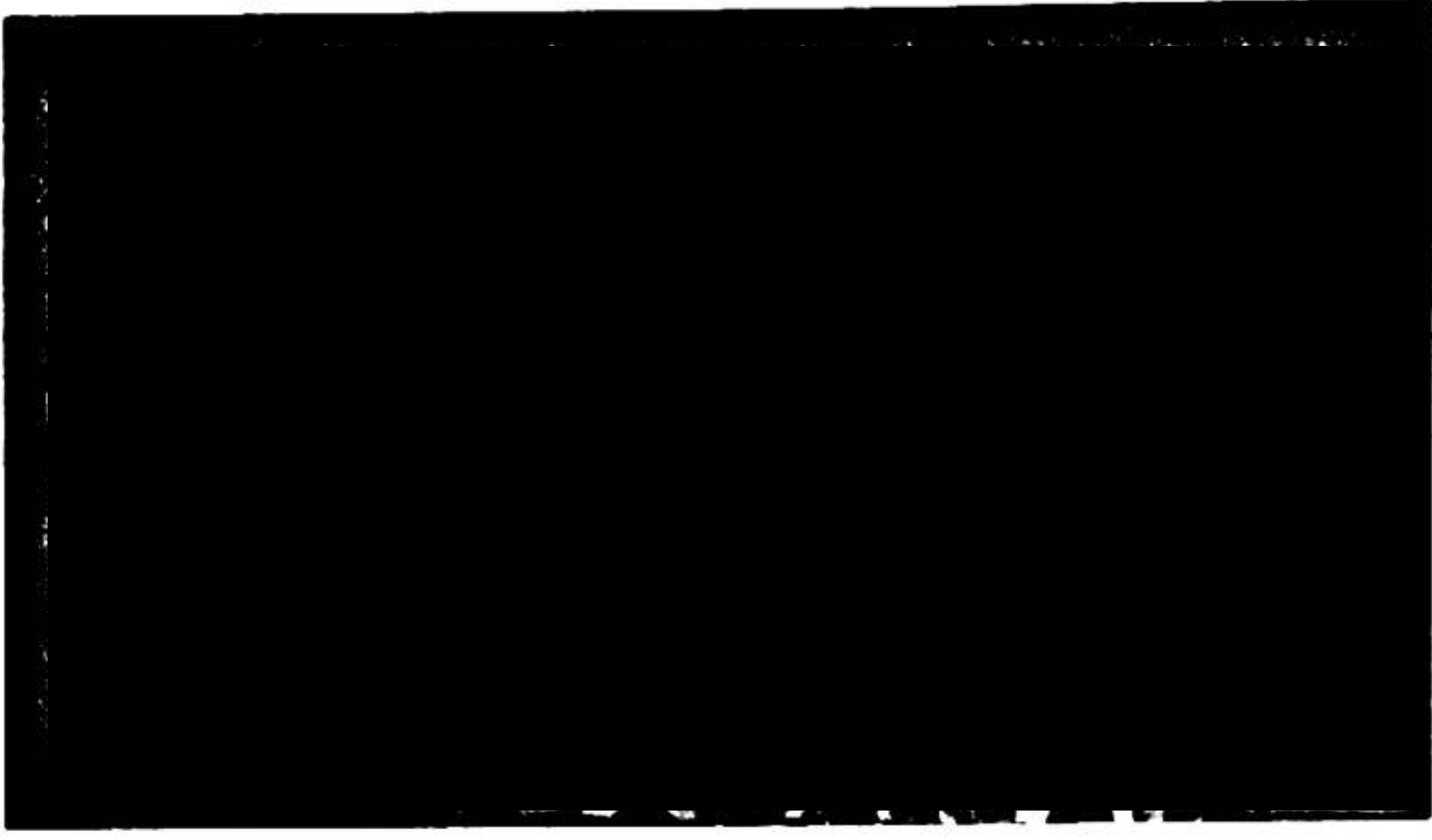
What did you think of the final performance as a whole?

Overall I was really proud of the performance and if I could I would do it again.

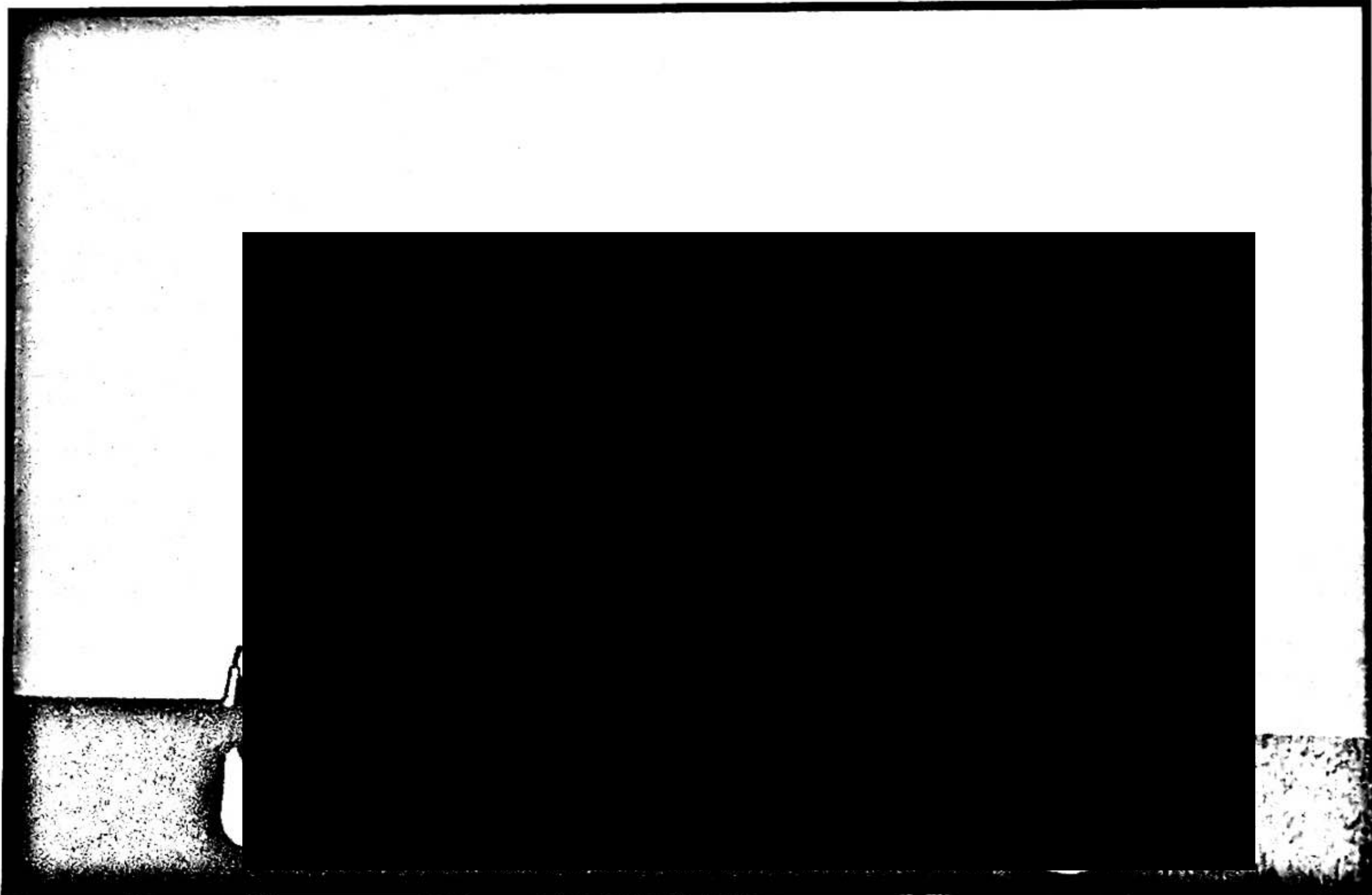
ARTS AWARD PHOTO EVIDENCE ALBUM

A Bit Of Christmas Spirit

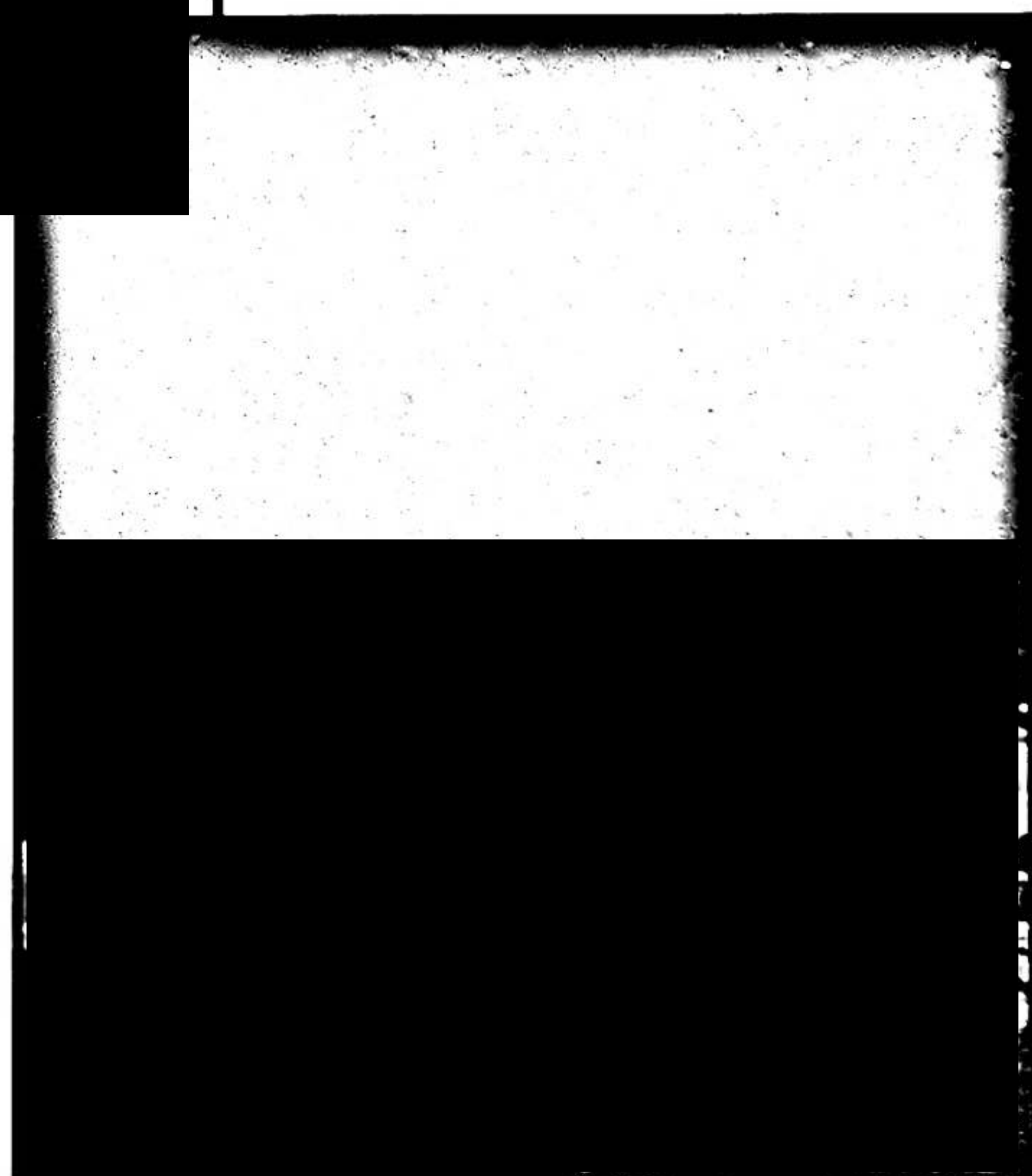
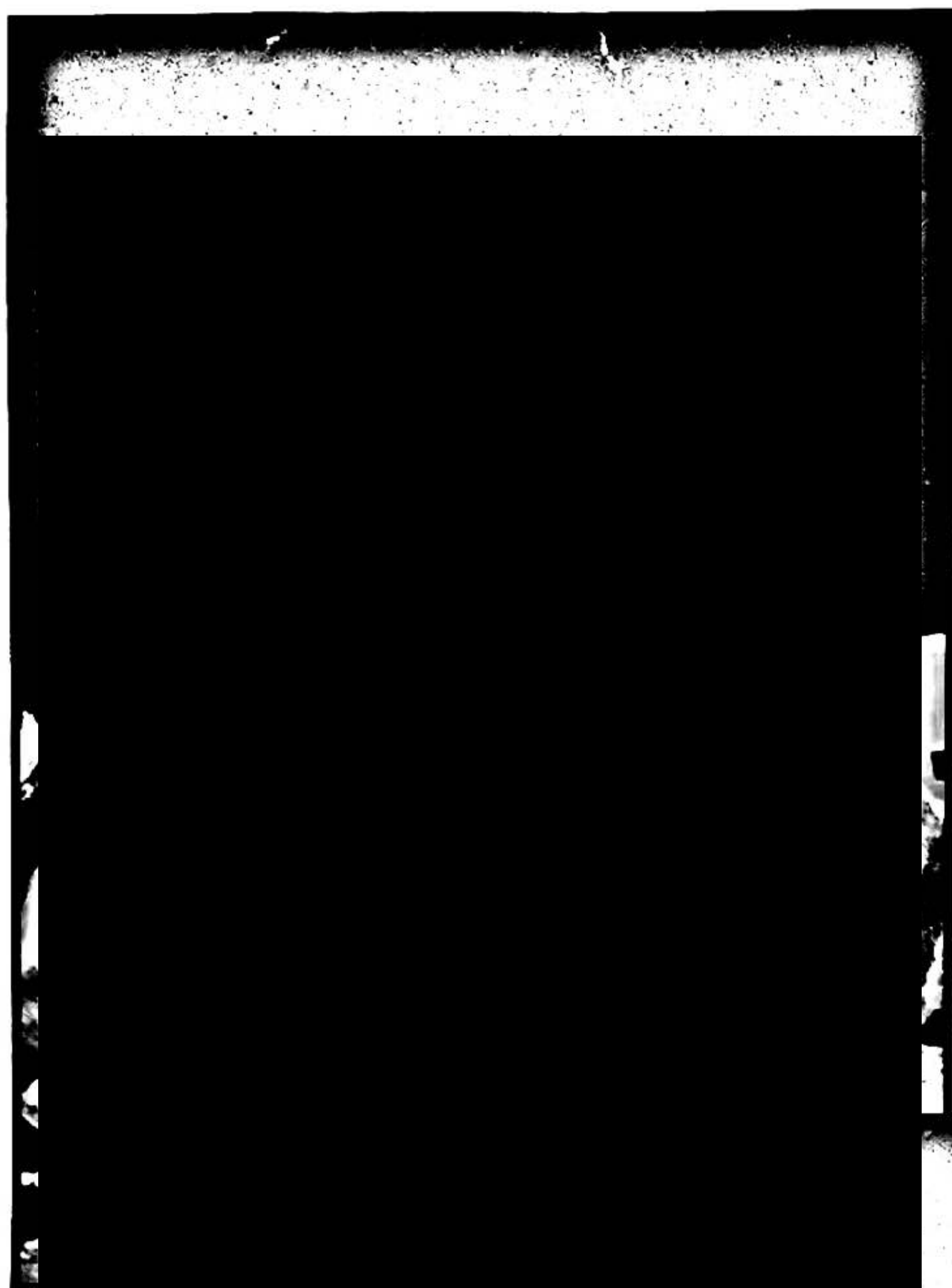
On the final day of term our Year 9 Performing Arts group performed their Christmas Pantomime to our Year 7 students, sending them off to the Christmas break in style. You may have seen the picture below in the Epping Forest Guardian during the holidays. It was a wonderful way to end the term and a great production based on a lot of hard work from the students and Miss Kay. Well done to all of you.



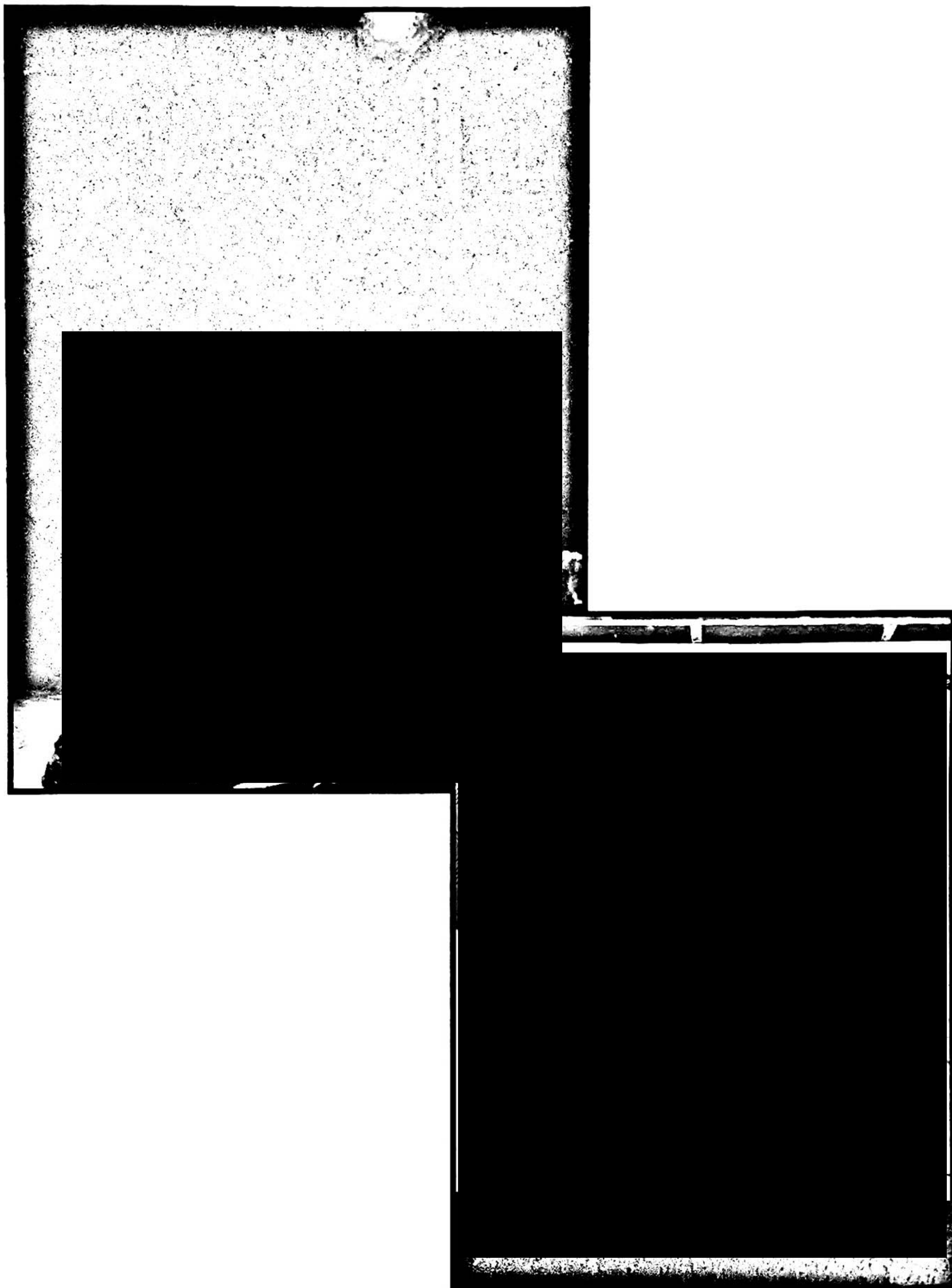
We also held our annual Christmas Jumper Day last term and once again raised over £900 for charity. Thank you to everyone for your support.



ARTS AWARD PHOTO EVIDENCE ALBUM



ARTS AWARD PHOTO EVIDENCE ALBUM



Mini Theatre Review

Title: Frozen

Place: Disney Land

Date: 26/2/2020

Costume: costumes bring a lot of colour to the piece of theatre. I love how Olaf was a puppet the costumes were identical to the actual cartoon movie which made me feel like I was watching it in cinema all over again

Lighting/Staging/Set:

the lights were amazing as they moved as if they was flying. Anna and Christop were in the carriage and the background made it look like they was moving and falling. The scene was green for a forest effect

Acting/Character:

Their emotions were clear and they had very loud voices which stood out to me. They were very confident and had amazing singing voices

My favourite scene:

my favourite scene is when Olaf entered and made everyone laugh. He also sang a lot and had an amazing voice when he made everyone shocked

Areas for improvement/what changes I would make:

I would change the way people sang as it was shaky at times and they was shouting instead of singing. Other than that everything was amazing.

DRAMA –

Drama game –

- a- Adam sandler
- b- Brides Maids
- c- Cinderella
- d- Dirty dancing
- e- Escape room
- f- Fast and serious
- g- Greece
- h- Hotel transylvania
- i- IT
- j- Jumanji
- k- Kingsman
- l- Lion king
- m- Matilda
- n- Nativity 2
- o- Ocean eleven
- p- Peter rabbit
- q- Queen sonó
- r- Rango
- s- Sex in the city
- t- Titanic
- u- Uncovered gems
- v- Veronica
- w- Wonder women
- x- X men
- y- Yes man
- z- Zombie land

Central school of speech and drama-

At Central they put your future career at the heart of everything they do, and when you leave, you'll be a specialist in your subjects for example , stage director , lighting – with the preparation you'll need to get work in a fast-moving performing arts industry

every year they hold open days dedicated to specific subjects and levels of study, plus auditions and interviews in the UK, USA, South America, Australia and Singapore.

Student support at Central is provided by the Student Advice Service and the Learning Centre.

They aim to bring students together to form a vibrant community and to represent the student voice.

you can find information on tuition fees, student loans, scholarships, bursaries and help on managing your finances.

They welcome students from outside the UK to Central and support them throughout their time with us.

Being apart of this will boost your confidence in many levels and you will get the job you deserve and you have worked for

East 15 acting school-


For over 50 years, they have produced actors, directors, theatre practitioners and technicians for the international stage, TV, film and radio.

Based in Loughton on the edge of east London and founded by Margaret Bury, East 15 grew from the work of Joan Littlewood's famed Theatre Workshop

one of the largest specialist theatre schools in the UK, with a distinguished international teaching staff and over 850 students.

East 15 tries to get you the job you want and has you working at your best ability , you will be a lot more confident in yourself after your years at East 15 and most students from this university have now got a big job up the west end as actors or directors

You will be in safe hands at East 15 as it's a safe non judgemental place to be

REBEL WILSON - 

The person I would like to talk about is Rebel Wilson.

Rebel Wilson is an Australian actress, writer, comedian, and producer. She is 40 years old and she has managed to be main parts in of top films for example 'PITCH PERFECT'

She manages to make people smile and all her films make me laugh , every Sunday I sit down with my family and we watch a film and most of the films have Rebel Wilson in! Me and my mum love her we sit and laugh at her

Wilson grew up in the suburbs of Kenthurst, Parramatta and Castle Hill. She attended Tara Anglican School for Girls. She completed her Higher School Certificate in 1997, including second place in the state in Food Technology.

Rebel Wilson is honestly one of my favourite actors as she always puts a smile on my face and she is so so so confident in whatever she does even her interviews she is always bubbly , loud and confident and isn't afraid to show who she is

She inspires me in so many ways as she is a confident person and believes in herself , she also spreads a lot of positivity around the world and her films are amazing

DAY IN THE LIFE OF A STAGE MANAGER

the stage manager is the person who is in charge of the entire production. The director creates the show, but the stage manager is the one to make sure the play happens according to the director's wishes. The stage manager makes sure you are always in the right place and doing the right things with the correct props to make the show run in order of how it was originally planned out

Being a stage manager means you have to arrive to the set on time to make sure everyone is standing in the correct spaces and doing the right things , if you miss any days and don't turn up , people may get confused to where they stand as you are meant to tell them

You have to be strict with the cast because it is hard to act and listen at the same time meaning they may get it wrong but you need to push them to be at their best

Stage managers are arguably one of the most important roles for any production. They are responsible for managing all aspects and protocols necessary in order to have rehearsals and performances , if the stage manager isn't helping out or supporting the casts run the show smoothly then it would go very wrong

Stage managers are there to support casts and directors

I personally loved being a stage manager for an hour as I got to be in control of my group and boss them around making sure they was doing the right things and it was funny being strict with them for once , I made sure none of them were mucking around and took it very serious like a stage manager should in life

DRAMA – week 10

THEATRICAL PRODUCER

Producers raise finances, book theatres, negotiate and issue contracts, and manage how the budget is spent. They organise and manage technical, stage management, and workshop functions, and are responsible for ensuring a successful project all the way through to the first live performance.

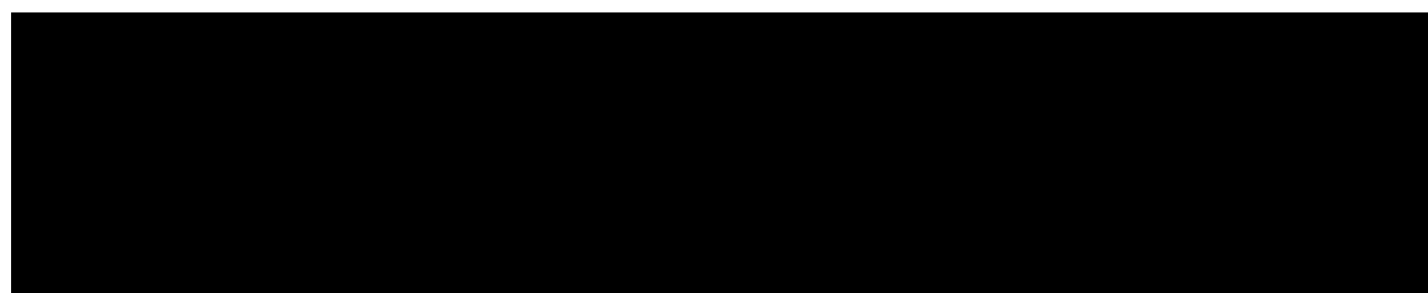
Day-to-day operations include:

- agreeing projects with financial backers
- sourcing and booking theatres, agreeing production timelines, and setting ticket prices
- hiring a PR and marketing team
- scheduling rehearsals and performances
- recruiting production and technical teams, including backstage staff
- holding regular meetings with directors, creative teams, and artists
- ensuring legal compliance such as copyright law, insurance liability, royalties, payroll, and tax
- securing rights to future production for film and television

There are no specific qualifications required, however a degree or HND in a media-related subject will really help give you chances of work, or you can get into the job by taking an apprenticeship. You will need to get experience, develop a track record in the industry, and gain a detailed understanding of the management and technical processes involved in theatre production

You could be working in a small touring company or a large commercial one, such as those in London's West End. There is growing demand for alternative theatres too, such as mobile and fringe theatres, or educational touring theatres. Be prepared to work long and unsociable hours, sometimes away from home.

You will need to have many skills such as listening and control skills to make sure you know exactly what you are doing and what you need to do in order to make everything correct



DRAMA TEACHER

A drama teacher educates his or her students in different acting styles, methods, and techniques. Teaching drama means training pupils in how to communicate, control and project their voices, and present themselves.

You need to be confident in yourself and have a loud voice to grab your kids attention when trying to teach!

Me and my group taught a year 7 class for our assessment and we had to make sure we had everything planned for the hour we had with them all! We made sure we had everything under control and made sure we was organised and knew what we were doing to make our lesson successful!

To become a secondary school teacher of drama, you must have a degree in drama or theatre studies plus a Professional Graduate Diploma in Education (PGDE). For entry to a suitable degree course you normally need 4-5 Highers plus a successful audition.

My favourite drama lesson – that is such a hard question! I enjoy every drama lesson and I love the group I am surrounded by! they always make the lessons fun and creative



DRAMA YEAR 9

CHOREOGRAPHER

A Choreographer creates original dance movements and routines for performances and productions. They also develop different interpretations of existing dances for an individual dancer or group of dancers (chorus).

The skills you need to have are:

Dance Technique. A choreographer must have a thorough knowledge of dance steps, styles and routines. ...

Leadership. ...

Creativity. ...

Discipline.

My year 9 arts award class have all experienced being a choreographer as we performed a school play and had a dance routine which we all followed and worked well with!

Famous choreographers-

George Balanchine (1904-1983) ...

Paul Taylor (1930-2018) ...

Bob Fosse (1927-1987) ...

Alvin Ailey (1931-1989) ...

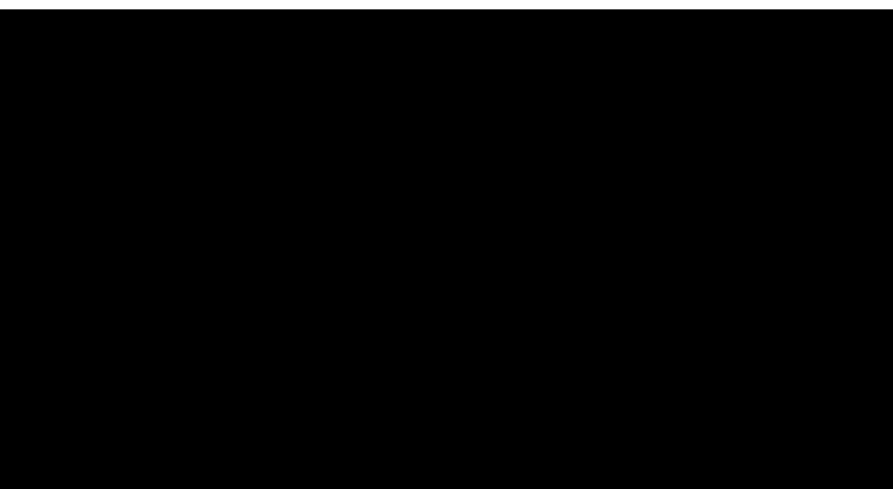
Katherine Dunham (1909-2006) ...

Agnes de Mille (1905-1993) ...

Shane Sparks (1969-present) ...

Martha Graham (1894-1991)

Michael Jackson



LIFE AS A SET DESIGNER

A set designer is in charge of designing and creating the sets that appear in films and television programmes as well as in the theatre. The role involves working with and communicating with directors, producers, costume designers and other members of staff

set designers should have: Imagination, creativity and the ability to present ideas to others. The ability to communicate ideas through technical drawing and model making.

Being a set designer you have to be very organised and make sure you know what your doing and you also have to 100% make sure you know what set you want for your performances otherwise your going to be so unprepared and it won't go to plan

Being a set designer in my lesson at school was fun , I liked how I had to be really organised and had to know what I wanted in my play because that's what a set designer needs to do for their job!

I made sure that no one was in my way so I could get things sorted otherwise it would have been complete shambles and everyone would be in a messy position

DRAMA HOMEWORK

ACTOR/ACTRESS

Acting is an activity in which a story is told by means of its enactment by an actor or actress who adopts a character—in theatre, television, film, radio, or any other medium that makes use of the mimetic mode.

Being an actor means that you'll have to do your job in front many people, whether it's on a film set or a theatre stage. You need the skill of concentration and constantly staying focused, in character, no matter what. If that's you, then you're already a step ahead of many others.

Anyone can train to be an actor, anyone can learn the skills required. Personally, I think if acting ISN'T the capacity to BELIEVE in the imaginary and act upon your capacity for delusion, then yes, it's possible that anyone can be an actor.

When me and my class became actors and actress' for our school play , we all worked well as a team and knew what we had to do! We was all so confident and managed to make the audience laugh somehow! We followed our teachers instructions and made sure we all done the right things to make the play run how miss wanted it to

I enjoyed every second of being an actress because I got to be myself and I had to be loud and confident which I am good at doing!

UNIT 2

Workshop Plan Template:

Starter Activity: (An activity that is short and gets the participants thinking about the topic or the aim of the workshop; this could be a video clip, a warmup/game, a discussion, a question etc)

park bench with a twist, pick a character out a paper bag. It will have a number e.g. 6) old man, if I call your number you have to go to the bench and stay in character

Mini task: (A task that follows from the starter activity that teaches or allows the participants to understand where the workshop is going; this could be a quick drama technique such as, a freeze frame, a thought track or a role on the wall. It could equally be a paired task)

get into small groups of 6. We have scenes on the board / back ground. you have 10 minutes to create a little scene with that background and perform it to the class

Main task: (This is where the participants put into action the skills or ideas you have gave them)

swap pick another character out the bag, walk around the room acting out that character and when I say freeze you get into a freeze frame

Reflection/Performance: (This is where you can check that the participants have understood or achieved the aim of the workshop)

talk to everyone and see if they liked the lesson and ask what their favourite part was

Project timeline

You'll need to think about timeframes for your project. Use this chart to help you plan out milestones and timeframes. You can come back and tick things off as you complete them.

Action	Person responsible	Date to be done by	Date completed
Create workshop plan		07/02/2020	7 th February
Create workshop Powerpoint		07/02/2020	7 th February
Plan the groups		28/02/20	28/02/20
Buy the sweets		28/02/20	28/02/20
Plan Write the activities		28/02/20	28/02/20
Print the pictures		28/02/20	28/02/20

Tip

It's helpful to break actions down into things you need to do before, during and after the project:

Before - book venue/equipment, organise materials/resources, complete risk assessment, organise consent forms, create flyers/posters, prepare feedback forms

During - take photos, reflect on how leadership skills are developing, liaise with other people, collect feedback from others

After - gather feedback, assess how the project went, return equipment, create project review and think about how leadership skills developed

WELCOME TO OUR WORKSHOP!

**ON THE
SPOT**

YEAR 9

LET'S ALL GET TO KNOW EACH OTHER

HELLO. THANK YOU FOR LETTING US TAKE YOUR LESSON TODAY

ARE APART OF THE DRAMA ARTS AWARD , WE KNOW YOU
DON'T HAVE TO PICK YOUR OPTIONS YET BUT MAYBE THIS LESSON WILL MAKE YOU
WANT TO PICK DRAMA AND DO EXACTLY WHAT WE DO

WE ARE VERY PASSIONATE ABOUT DRAMA AND THINK MISS KAY HAS HELPED US IN EVERY WAY SHAPE AND FORM TO TRY AND GET US OUR GCSE

AS YOU KNOW AT CHRISTMAS WE PERFORMED OUR CHRISTMAS PANTOMIME TO YOU
LOVELY YEAR 7S , WE REALLY HOPE YOU LIKED IT AND WE HOPE YOU ENJOY THIS
LESSON JUST AS MUCH

THANK YOU!

THANK YOU

2 MINUTES

LETS PLAY A GAME!!!!

- LETS ALL TAKE A SEAT
- THE CHARACTER YOU HAVE ON YOUR PIECE OF PAPER ALSO HAS A NUMBER NEXT TO IT!
- WE WILL CALL OUT 2 NUMBERS! IF YOUR NUMBER IS CALLED PLEASE SIT ON ONE OF THE TWO CHAIRS IN FRONT
- WE WILL GIVE YOU 20 SECONDS TO THINK OF WHAT YOU WANT TO SAY AND WHEN I SHOUT 'GO' YOU HAVE TO HAVE A CONVERSATION WITH THE OTHER PERSON ON THE OTHER CHAIR BUTTTTTT IT WONT BE A NORMAL CONVERSATION, THE CHARACTER ON YOUR PIECE OF PAPER IS WHO YOU WILL BE ACTING
- IF YOUR NUMBER IS NOT CALLED OUT KEEP THINKING AS YOUR NUMBER COULD BE CALLED ANY MINUTE

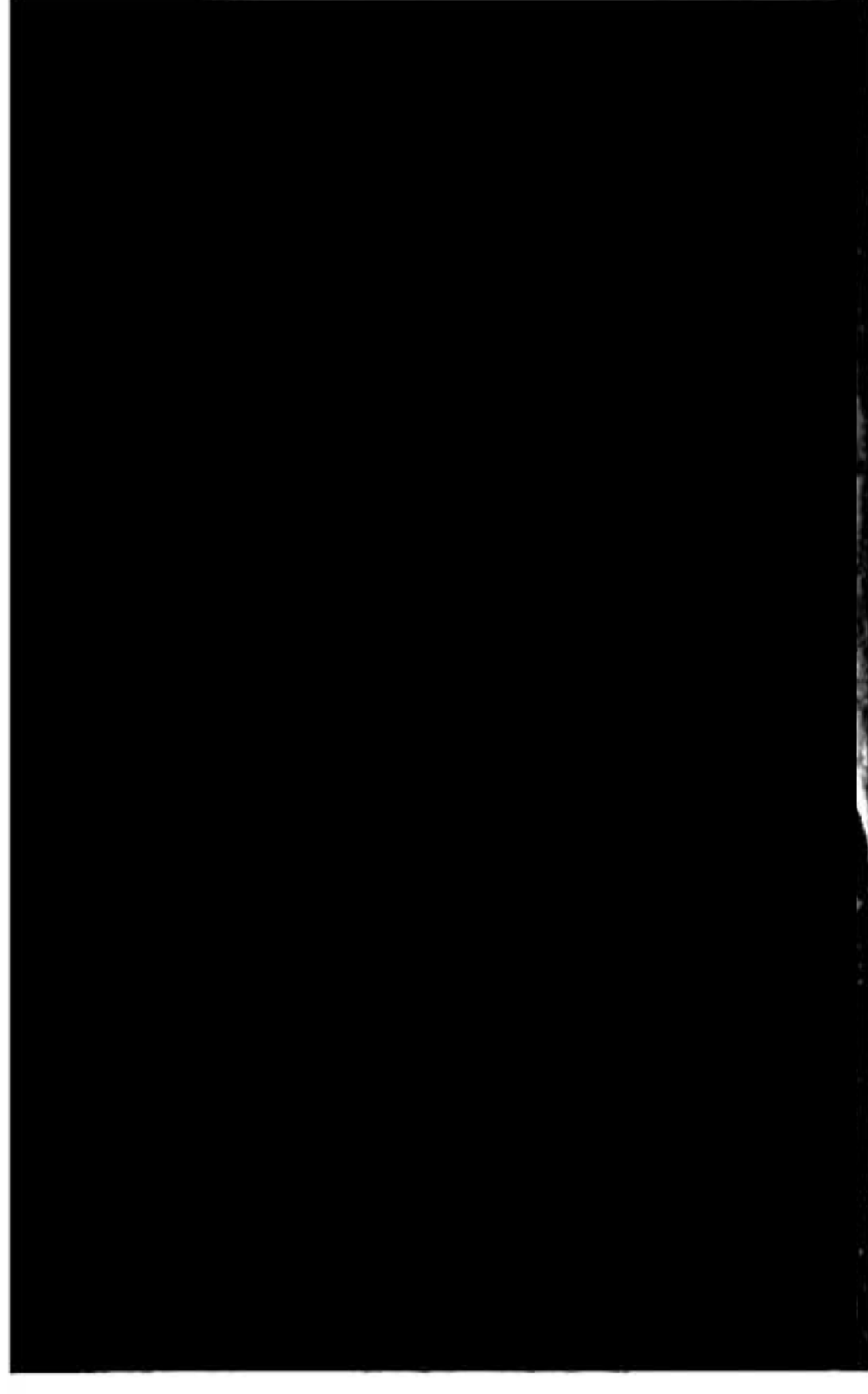
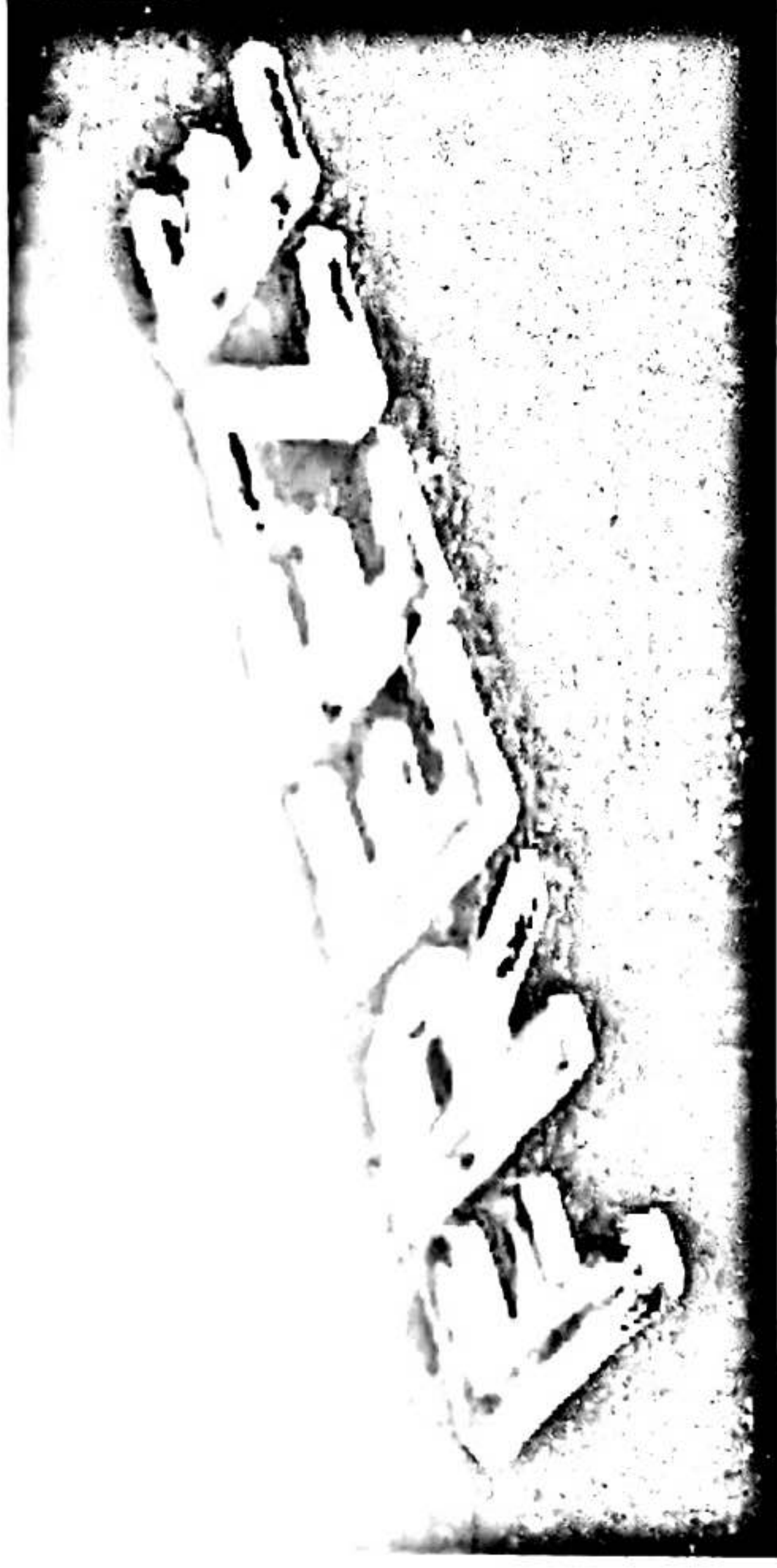
10
MINUTES



MINI TASK 😊

5-10 MINUTES

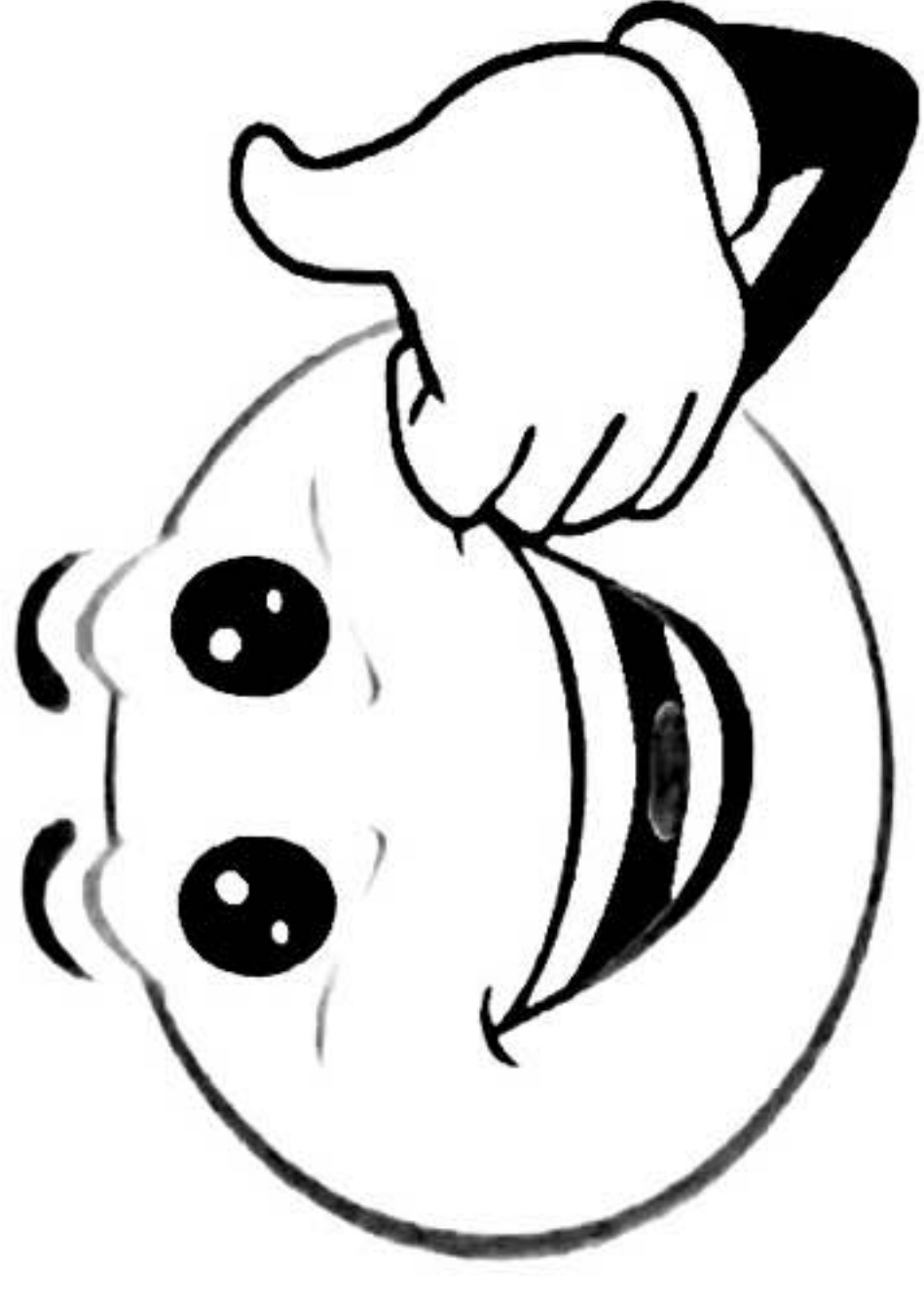
- PICK ANOTHER CHARACTER OUT OF THE BAG
- WALK AROUND THE ROOM ACTING OUT AS THAT CHARACTER
- AS SOON AS WE SAY 'FREEZE' ...GET INTO A FREEZE FRAME
- WE ARE GOING TO COME ROUND AND CHECK IF YOU ARE STILL ENOUGH , IF YOU MOVE YOUR OUT! DON'T LAUGH
- IF YOU MOVE OR LAUGH YOU ARE OUT!!!!!!
- LAY DOWN ON THE FLOOR AND DON'T MOVE



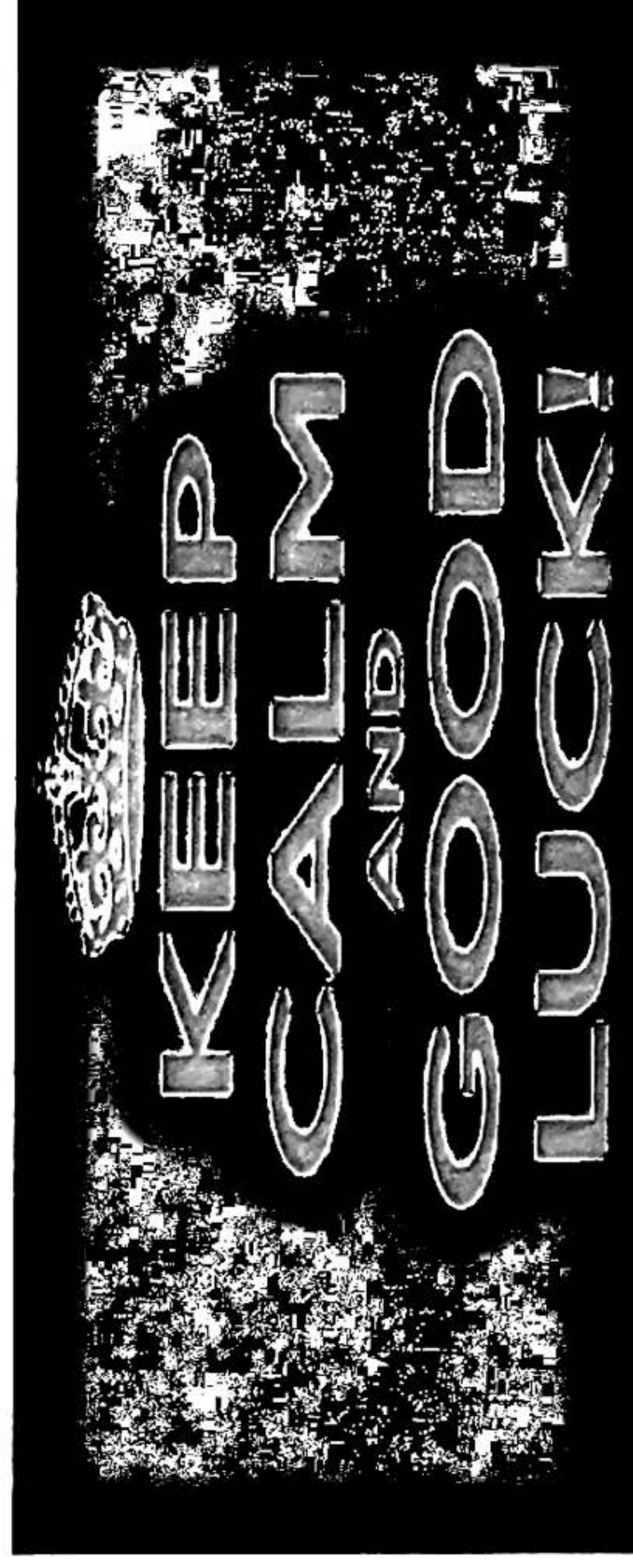
https://youtu.be/7N_cT-bjSql

CREATE YOUR OWN SCENE

- WE HAVE CHOSE YOUR GROUPS YOU WILL BE IN
- WE WILL GIVE YOU A SCENE/BACKGROUND
- IMAGINE YOU ARE AT THIS PLACE AND YOU CANT ESCAPE
- YOU HAVE 15 MINUTES AND THEN YOU WILL PERFORM TO THE CLASS AND THEY WILL HAVE TO GUESS YOUR SCENE . MAKE IT SHORT
- GOOD LUCK ☺
- IF YOU NEED HELP ON HOW TO START DON'T BE AFRAID TO ASK

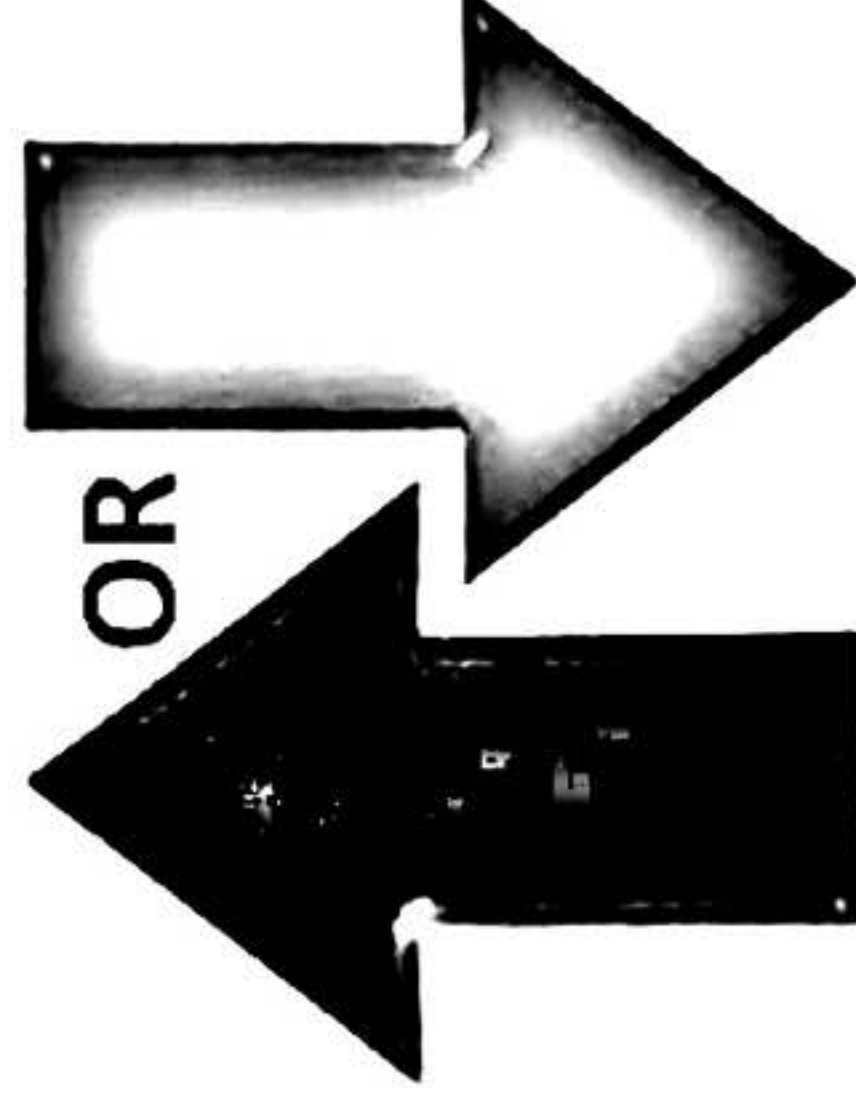


20-25
MINUTES



LETS LOOK BACK AT TODAY

- LETS ALL SIT DOWN IN A CIRCLE AND TALK ABOUT WHOS GROUP YOU THINK WAS THE BEST!
- ALL DISCUSS WHAT YOU WOULD CHANGE ABOUT YOUR PERFORMANCE AND WHY
- AND GIVE ME A THUMBS UP IF YOU WOULD LOVE TO DO MORE LESSONS LIKE THIS 😊
- AND IF YOU HATED THIS LESSON AND REALLY DON'T WANT TO DO IT AGAIN GIVE ME A THUMBS DOWN 😞



2
MINUTES

Silver Arts Award Unit 2 Part Creative Arts Leadership



Arts leadership

The purpose of this worksheet is to help you assess how your leadership skills are developing. It relates to pages 11-13 in the Silver booklet (*adviser note: page 38 in the toolkit*).

Remember: You need to collect evidence of how you're delivering the project as you go along (eg photos, recordings, diary or meeting notes)

Development of leadership skills

Use this space to reflect on how your leadership skills are developing. Try and record your reflections at three different stages during your arts leadership project. Think about:

- Specific times where you have shown leadership
- How you've developed the leadership qualities you set out in your plan
- Have you had any leadership opportunities you weren't originally expecting?
- Have you had to amend your project plan?
- Any other health and safety issues you've had to think about?

Reflection 1

Date: Feb

Notes: I started planning my workshop with my group and we decided I would lead the 1st game in my workshop. We created the power point on improvisation. I was most worried about this but in case they didn't get / understand it

Reflection 2

Date: Feb.

Notes: I led my workshop to my lovely classmates. At first I was so nervous because I thought I would slip up but it was easy and I was confident enough.

It was difficult because we planned it for 30.

Reflection 3

Date: March

Notes: I led my workshop to the year 7s, I ~~was~~ was very shy at first and I managed to get louder. I took a lead on a whole different part as one person was late and the other didn't turn up.

Silver Arts Award Unit
2 Part D: Working
effectively with others

Arts
Award

Arts leadership

The purpose of this worksheet is to help you evidence how you're working with other people throughout your project.

Use this space to reflect on how you're working and communicating with other people. Try and record your reflections at two different stages during your arts leadership project.

Reflection 1

Date: Feb 2020.

Give an example of how you've worked with other people during the project
I worked with my group to produce a powerpoint to produce to the year 7 class.

Why were you working/communicating with them?

I communicated with them so I knew what I was doing and so I could get my ideas across and hear their ideas.

What did you want to achieve? Did you manage to achieve it?

I wanted to achieve to create a good colourful powerpoint to show year 7s

Did you have to resolve any issues you hadn't previously thought about?

We had to all do separate things to make sure we end/ finished the powerpoint in time for e.g. one person printed out pictures for tasks

Reflection 2

Date: March

Give an example of how you've worked with other people during the project

Me and [redacted] taught a year 7 class using our own knowledge on improvisation

Why were you working/communicating with them?

We were working with the year 7s to teach them a new skill and to get our mark.

What did you want to achieve? Did you manage to achieve it?

I wanted to create a fun lesson that taught the children something new and to get our arts award.

Did you have to resolve any issues you hadn't previously thought about?

We sometimes couldn't get the childrens attention to get them to be quiet.

Collecting feedback

How will you collect feedback from other people about the project and your leadership skills?

I will listen at, advice such as 'be confident', 'don't be scared'

Practice Workshop Review:What went well within my workshop/to plan?

We managed to get everyone into equal groups and make sure everyone was up and running.

What issues did my group face within our workshop?

We weren't loud enough to get everyone to be quiet.

Everyone wanted sweets and ate them in lesson.

Are there any changes that need to be made?

Be way louder and confident in yourself. Make sure you have enough time for everyone to perform and end the lesson finishing everything.

How are we going to overcome these issues when we complete the real workshop?

I will be alot more confident in myself and try to ~~help~~ ~~help~~ help everyone who needs help.

Arts Award Evaluation

What was your favourite part of the Arts Award?

My favourite part of the arts award was 100% performing for the first time.

What was the most important lesson you learnt from the Arts Award? What will you be taking away with you?

the most important lesson was learning about what qualifications I needed to get to the next level

What was the most challenging part of the Arts Award?

the most challenging part was definitely memorising my lines for the play

What advice would you give someone who was about to take the Arts Award?

Be confident, loud and prepared