



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 am interested in: I like these because drama means you can make people laugh and express myself. I like music because quite frankly I love listening to music

- Music
- Drama

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

I am confident with Drama because I feel like I am quite confident and I have done well previously. I also feel like I could put a music piece for a piece of drama

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

I would like to develop my drama skills because I still need to learn more techniques and things to make me better.

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

I want to challenge myself by becoming one of the main parts in a show and maybe do a little dance but like a comedic one!

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:

I am going to be involved in a play / musical by the name of Popcorn. We will be performing to our family and friends (1 time) and then to primary school children (2 times)

Why have you chosen this as your arts challenge?

Because I have a passion for drama and I have confidence meaning I can improve other skills like speaking as well

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

My outcome will be performing in front of many people (family and friends and primary children)

## Arts challenge plan

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

I will have to rehearse a lot due to the fact I will need to learn all my lines and work on imitating my character to make the audience know exactly who I am. Also I do not need to however to help me I can watch some professional performing to learn how to be a better actor.

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

I will need a script so I can learn all my lines off by heart. I will also need to briefly remember other peoples lines so I know when to react to it and also when to say what I need to say. I will need to rehearse in class to help the play run smoothly.

How will you arrange this?

I will attend all my rehearsals to work on learning my lines and making sure it all runs smoothly. I will also have to co-operate with my other pupils in the class.

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

I am going to set targets to improve my dancing and drama skills like facial expressions and accents. I am also going to try to learn all my lines as quick as possible and work hard at home so I can focus on the overall play more.

How will you collect feedback about your arts challenge?

I will collect feedback by getting a peer to watch and review my final performance showing me what I have done well and what I can improve on. I will also use my folder to keep track of written work.

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: 09/10/19

Notes: So far in drama I have been performing and so far it is going well. My skills are developing because I am currently learning a dance and I am developing my facial expressions. My first scene is especially going well due to the fact I know all my lines, all I need to do is perfect my movement and body language. So far I haven't found anything particularly wrong. I need to try to include the 7 weeks of lessons in the play.

Reflection 2

Date: 04/11/12

Notes: As we are progressing in Drama I am starting to work on what I needed to improve on in the start. For example I used to be out of sync at the start. I have to be on time, I have to be in the correct level. I have to be in the correct level. I have to be in the correct level. I have to be in the correct level.

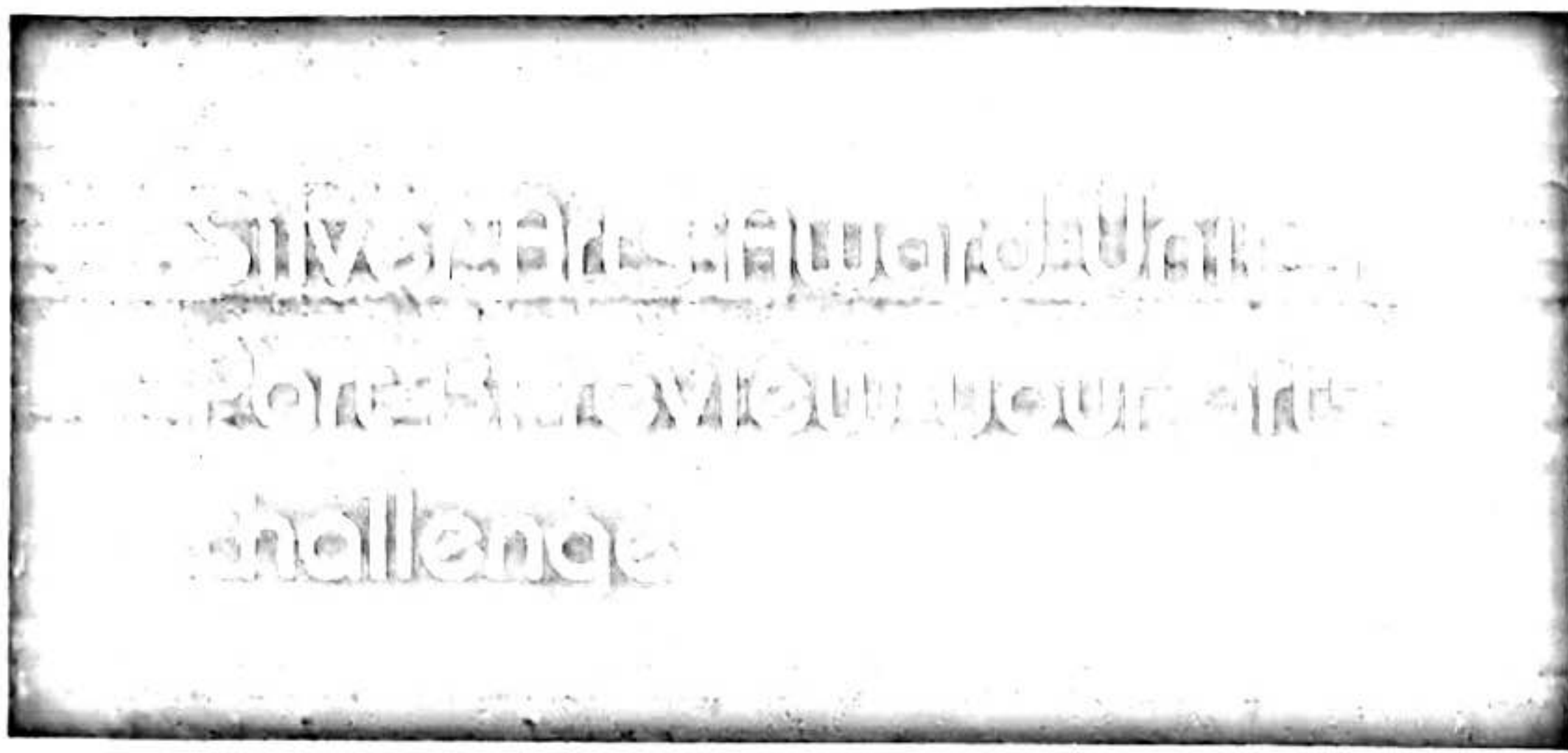
Mr Poppy gave me a tie. I now need to work on my presentation by making it better.

Reflection 3

Date:

Notes:





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

Did you achieve your arts challenge?

I achieved my arts challenge which was to perform as Sam in the performance. Also I participated in a couple of dance routines in front of the audience.

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 did not have to change anything in particular as my main focus was to learn all of my lines confidently which I feel I accomplished.

What went well? Why?

I confidently learnt all of my lines off by heart and was energetic throughout the play. I also projected my voice so the audience would hear me clearly meaning they know the story.

What was more challenging? Why?

I found it quite challenging to get used to what side to go off stage in order to get in position for the next scene. Other than that it was fine.

What have you learnt from doing your arts challenge?

I have learnt that I can perform confidently in front of a large audience without being nervous. I also learnt that I am able to learn my lines off by heart.

What would you do differently another time?

If I were to do another performance I would ask the director to make me a monologue to push my skills on stage.

What arts skills would you like to develop next?

Next time I would like to develop multi-roling which is where I would have to perform as two or more characters in one play.

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

Empty box for reviews.

## Peer reflection of arts challenge

Name: [REDACTED]

What did they do well?

- While James was performing he always had lots of energy while in different scenes.
- He was also good at projecting his voice so people at the back of the hall could hear him.
- James was also very good at staying in character throughout the whole performance even when he was at the back of the ~~stage~~ stage.

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

If we had more time James's character could have interacted or spoke to the audience.

Or he could have had a costume or something to make sure the audience knew he had come through the TV.

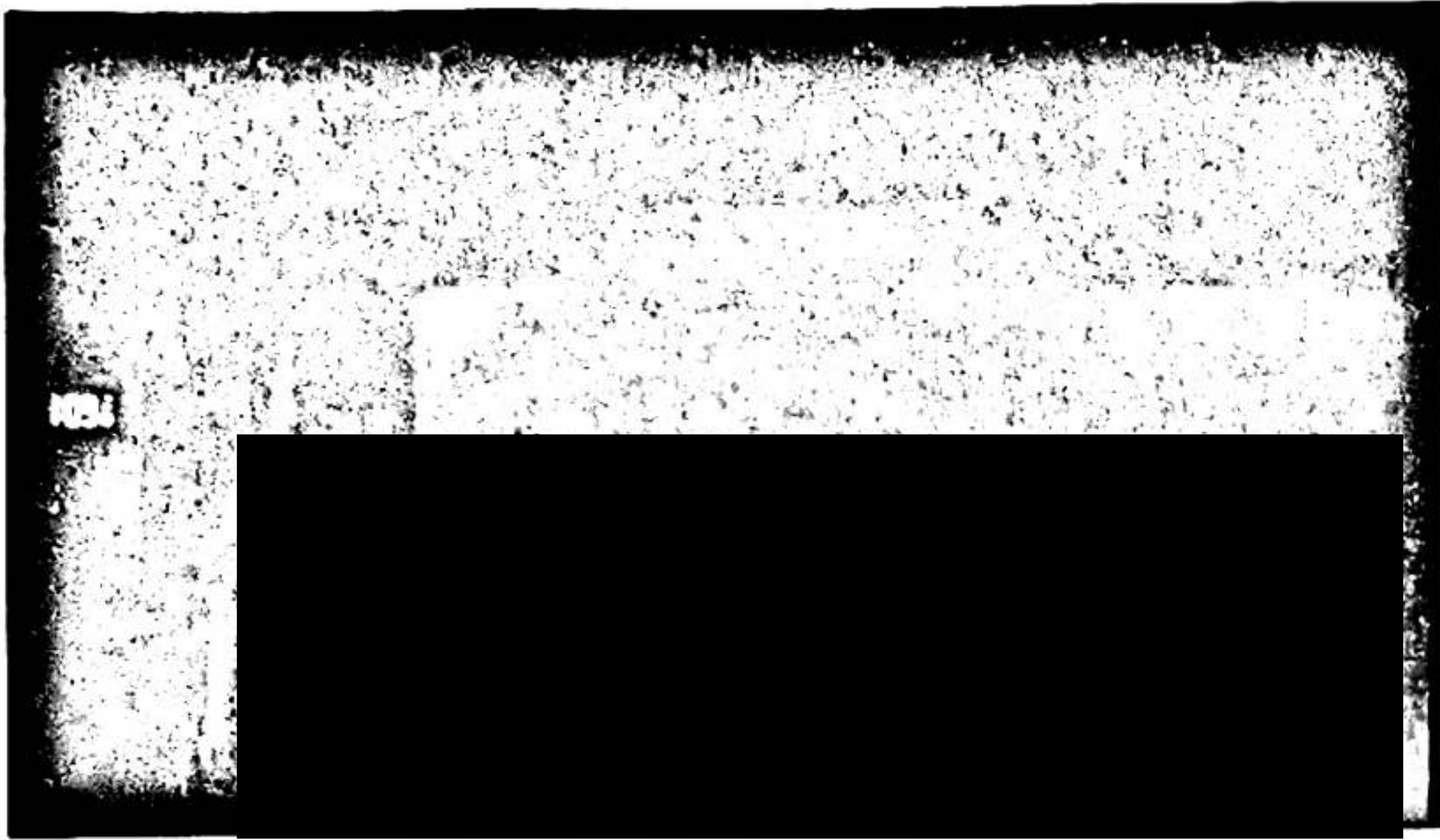
What did you think of the final performance as a whole?

Overall I think the performance went really well but if we had more time we could have got someone on stage or interacted with the audience a little bit more.

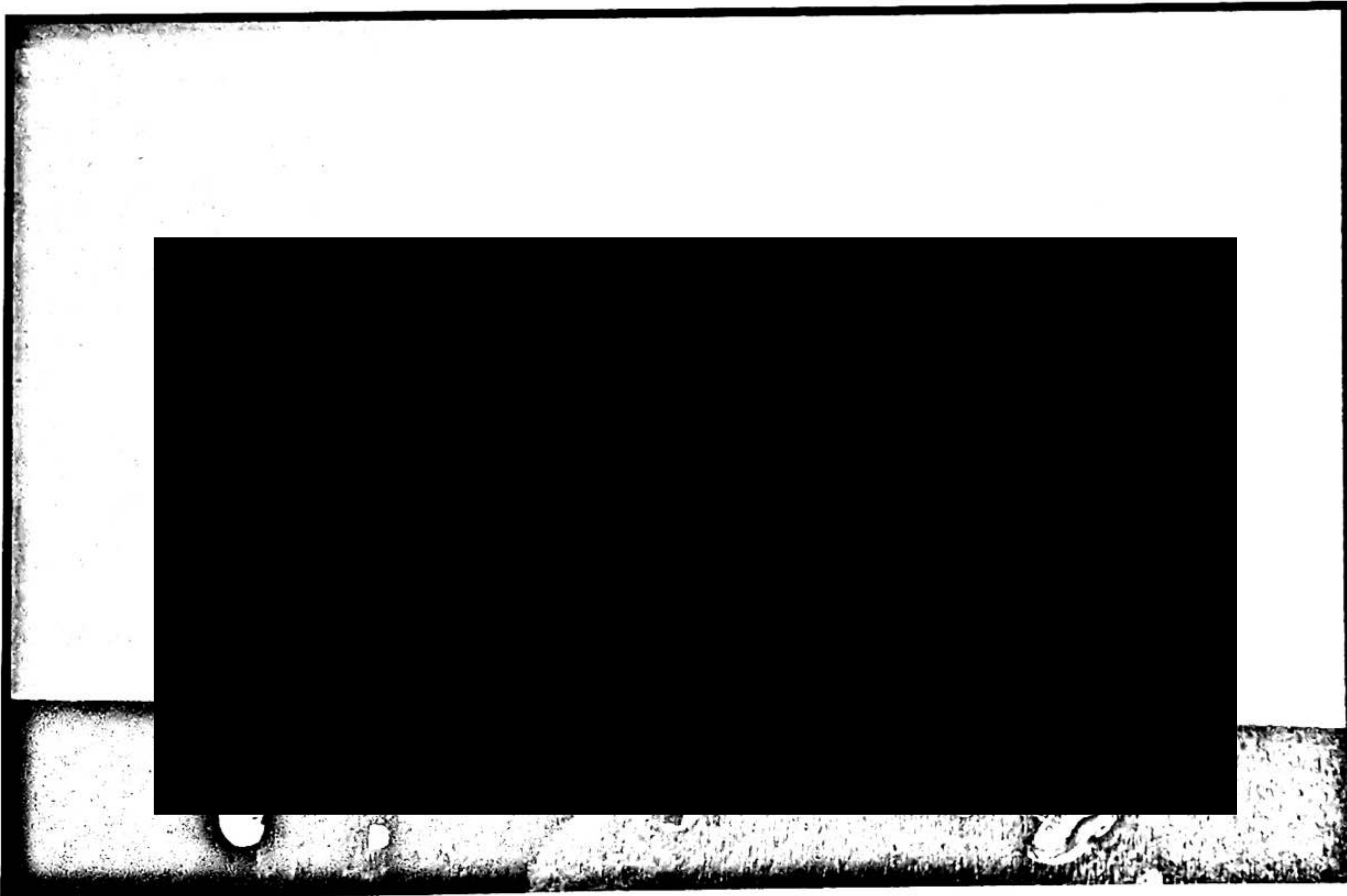
# ARTS AWARD PHOTO EVIDENCE ALBUM

## A Bit Of Christmas Spirit

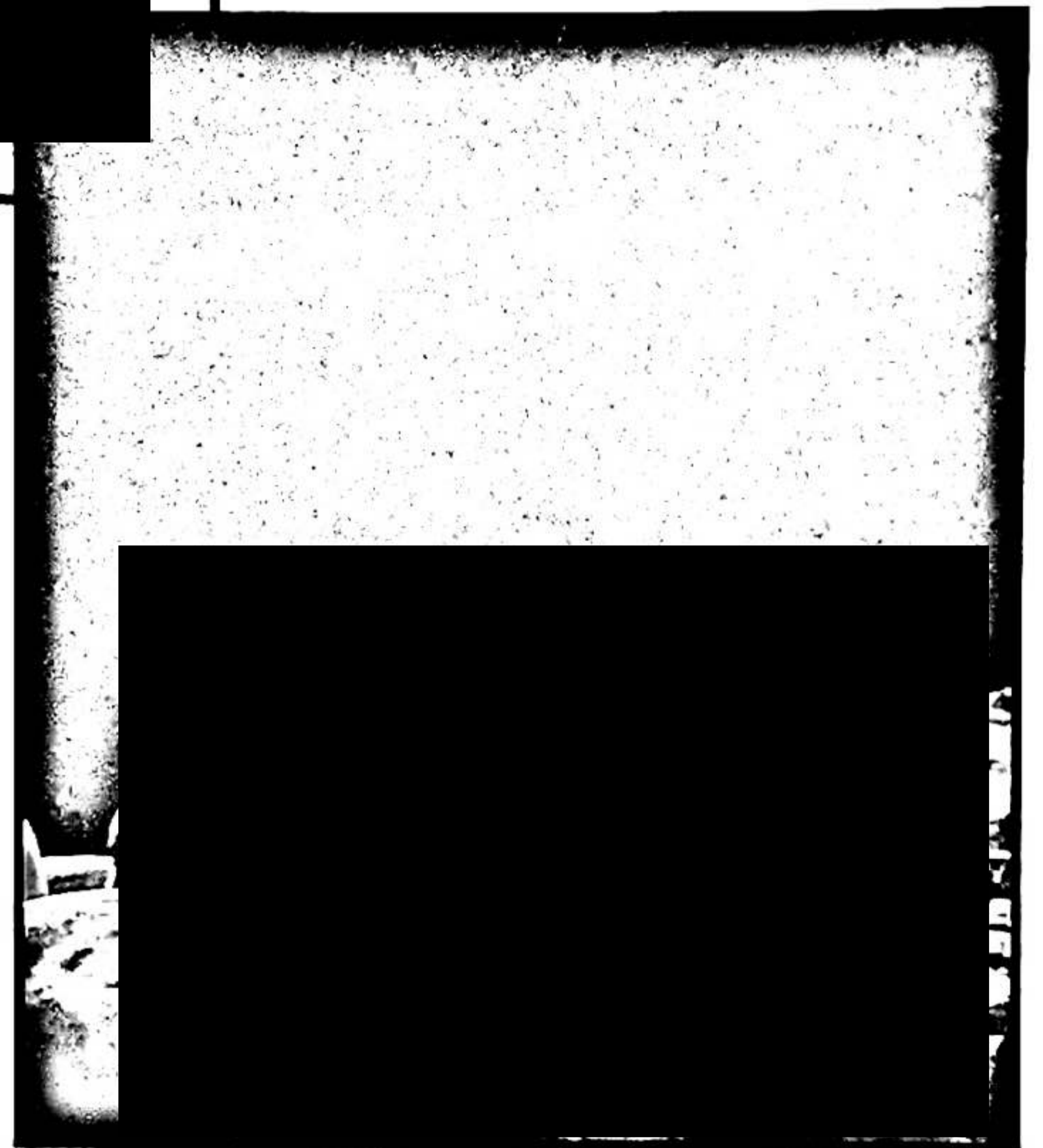
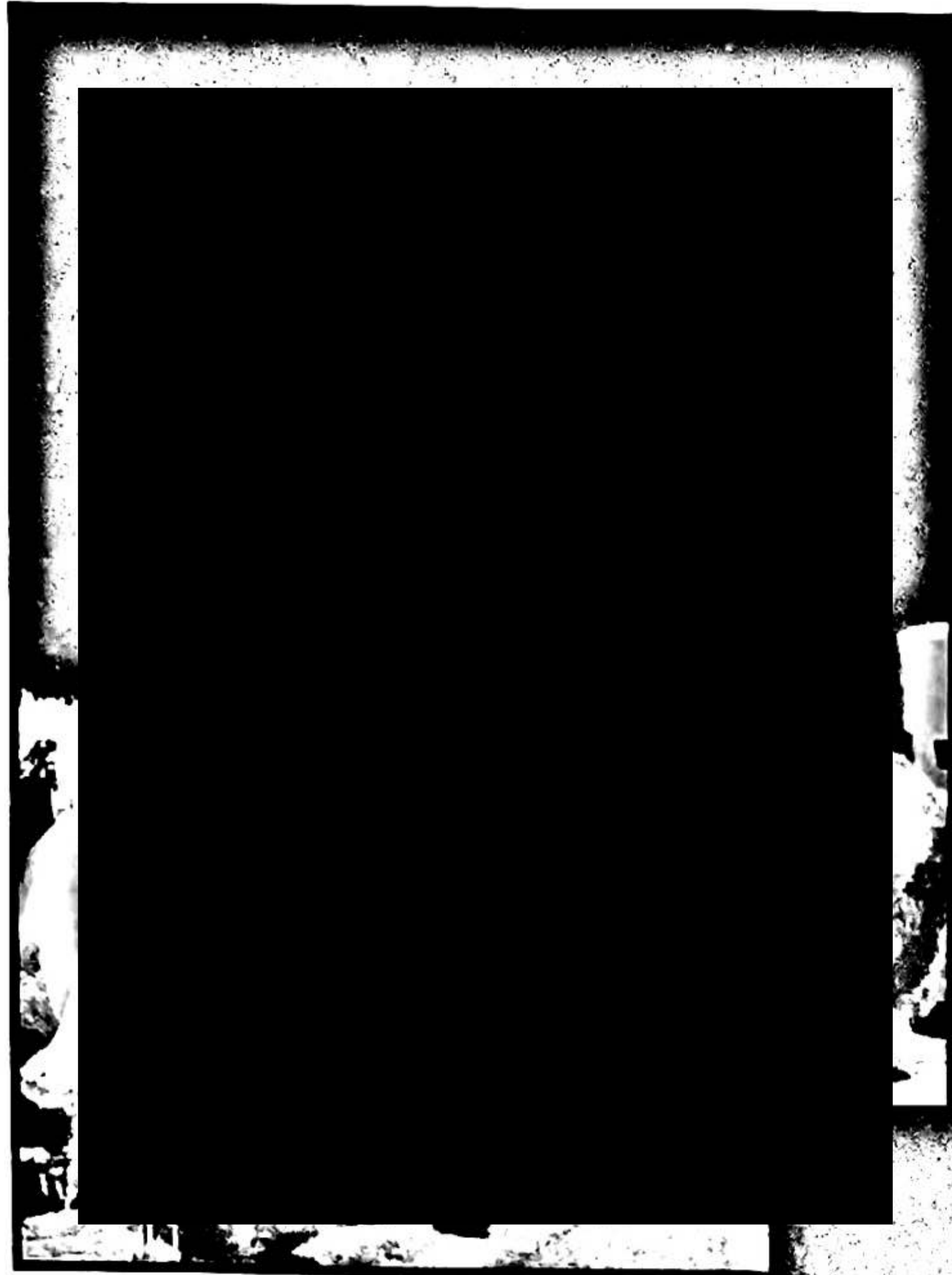
On the final day of term our Year 9 Performing Arts group performed their Christmas Pantomime to our Year 7 students, sending them off to the Christmas break in style. You may have seen the picture below in the Epping Forest Guardian during the holidays. It was a wonderful way to end the term and a great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



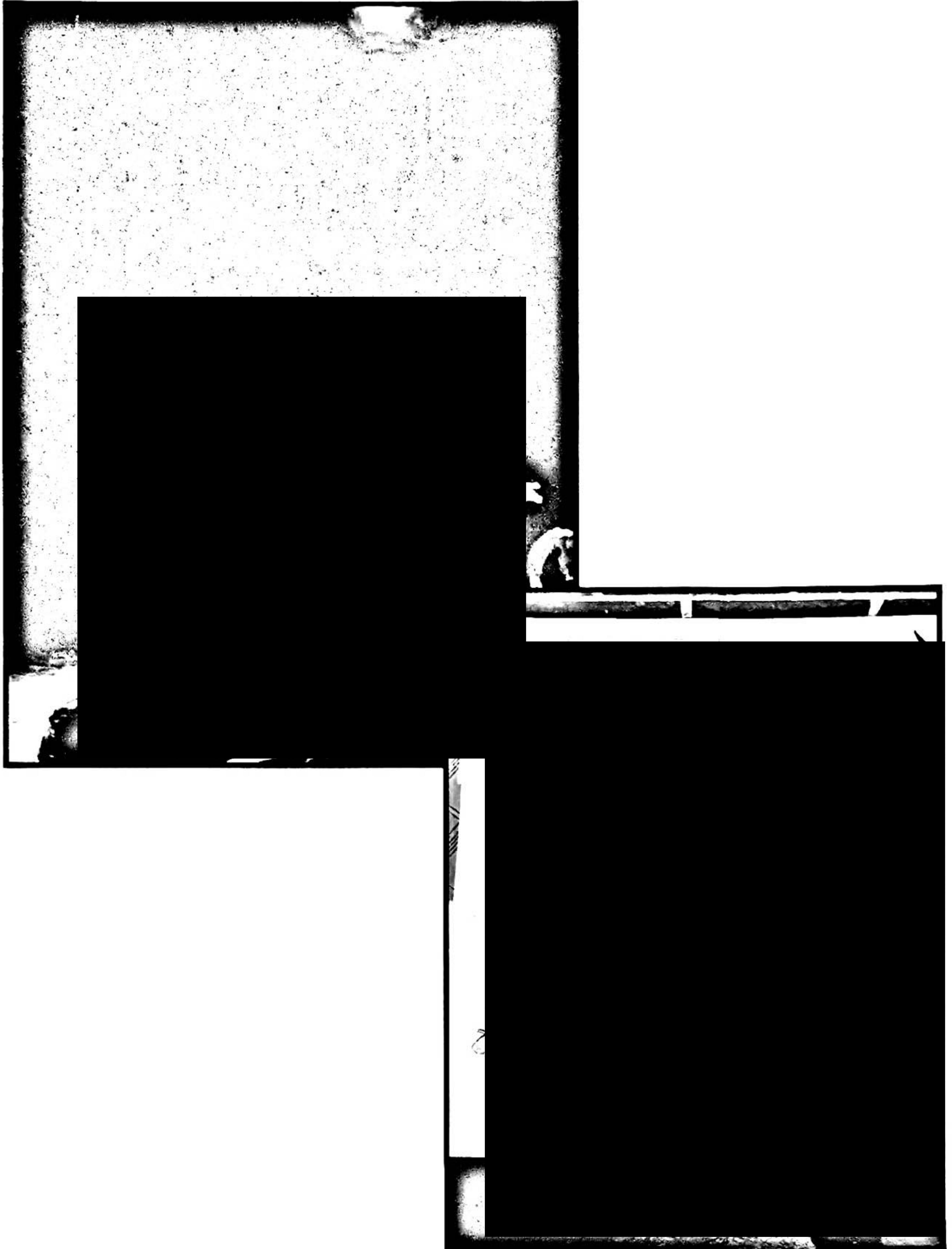
We also held our annual Christmas Jumper Day last term and once again raised over £900 for charity. Thank you to everyone for your support.



# ARTS AWARD PHOTO EVIDENCE ALBUM



# ARTS AWARD PHOTO EVIDENCE ALBUM



## Mini Theatre Review

Title: *Frozer*

Place: *Disney Land*

Date: *26/02/20*

Costume:

I think the costumes were very good due to the fact they used many techniques such as attaching shoes to their knees to make them look symmetrically smaller.

Lighting/Staging/Set:

In my opinion the lighting was very very good. An example is when they had a slug and a reindeer they changed the background to make it seem as if they were moving.

Acting/Character:

The acting was impeccable because they showed good facial expressions and made us laugh. I could also see the emotions that they were showing which made it much easier to follow.

My favourite scene:

My favourite scene was probably the scene when Marie goes to kiss Anu and then wakes her because there is a lot of emotion involved. It also makes you quite sad.

Areas for improvement/what changes I would make:

Areas for improvement for this play I think would be to try and make it more suitable for all ages because it was quite childish. Other than that I think the acting and props were extremely good.

# SCHOLLS FOR PERFORMING ARTS – PAULINE QUIRK ACADEMY

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Another great choice of Drama Schools, Pauline Quirke Academy is an amazing school for any age that has an interest in comedy and drama, musical theatre, film and television and puppets. Their classes are run by professionals often between their work, well-known programs, Hollywood movies and west end shows. It is a weekend performing arts Academy with over 200 Academies nationwide, providing tuition for children and young people from 4-18 years.

Since 2007, PQA has given outstanding performing arts training in an environment that is friendly, safe and rewarding. Students spend three hours learning, rotating through hour-long sessions in Comedy & Drama, Musical Theatre and Film & Television. While providing a space for children and young people to express themselves, build confidence and, most importantly, have fun.

A few words from Pauline, " Pauline discovered acting at the age of 9 when a couple of after-school clubs were formed by local teachers. One was Country Dancing, the other was a Drama club. Not fancying Country Dancing, Pauline joined the Drama Club and has not stopped entertaining the nation since."

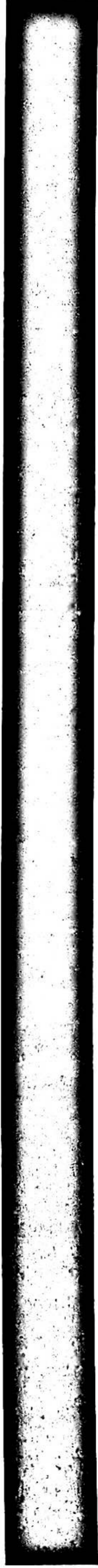




## **WHAT ARE THE BENEFITS OF GOING TO A DRAMA SCHOOL?**

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First of all going to a drama school can really help in building confidence, teamwork, friendships and working on your drama skills obviously but there are many more things that you can get out of going to drama school. Such as jobs which include working backstage with the lighting, costume design, set design, makeup. You could work on stage as an actor or extra. Or you could become a drama teacher and work in a school whether it's a private, public or theatre school. There are loads of career options when it comes to theatre so there will always be a place where you can fit in.



# DRAMA UNIVERSITIES – GUILDHALL SCHOOL OF ACTING

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The Guildhall School is a lively, friendly community of actors, production artists and musicians. The Drama Department itself is intimate and supportive. The students form close-knit groups, developing personal and professional relationships that last for years.

Their programmes are highly regarded in the acting profession for the thoroughness of their audition processes and the passion, quality and rigour of the teaching. They are also renowned for their integration of craft training, the care and attention they give to individual student development and the strong varied ethic shared by their staff and students.

Big names such as Daniel Craig, ( James Bond, the girl with the dragon tattoo) Ewan McGregor( Big fish, Star Wars) and Orlando Bloom( The lord of the rings, Pirates of the Caribbean) all went to Guildhall and studied and performed there for years to become well known actors today.

To get into the school you will need grades. Some include 2 A-levels, BTEC national diploma and extended diploma, 2 Scottish advanced highers, 4 Scottish highers and many more to list. This is a three-year course who wish to get a full professional training in acting.

If acting isn't your strength then there are other courses. These include stagecraft, radio and television. And you would want to study here to get a higher level of understanding in drama or any job in the performing arts and if you want to pursue a career in acting then Guildhall is definitely a place to study.



# DRAMA UNIVERSITIES – URDANG ACADEMY

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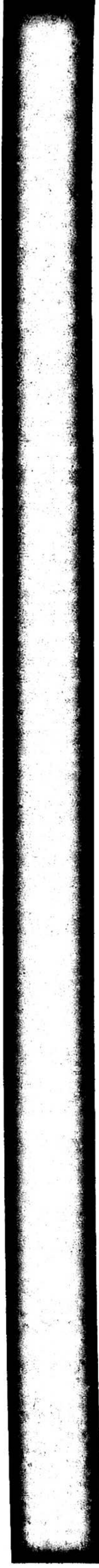
Urdang prides itself on creating an inclusive, energetic, aspirational and family-like atmosphere for students. They strive to inspire and empower students to reach beyond their boundaries in both their training and their life at Urdang.

They believe this approach helps their students to grow as individuals, evolving into elite performers who are confident, adaptable and unique. Diversity is at the heart of everything they do: diversity of training, diversity of opportunity and diversity in personal and student-life experiences at a 5 year course at Urdang Academy.

Great actors such as Alison Carroll, Richard Mylan and Ashlie Walker all graduated from Urdang Academy to go onto higher levels of performance.

Essential entry requirements include a passion for performing arts – 80 points, Level 3 academic qualification (BTEC, A level, Scottish higher) C in GCSE English Language.

This is another school that you would want to study as trained professionals are teaching there which will help you get far in your theatre careers if you choose to do so. The school brings a friendly and trustworthy environment to the students. Ethan-James Luke said, "**The warm and friendly staff and family atmosphere along with training that is tailored to me as an individual make Urdang a fantastic place to study**"



# FAMOUS ACTORS – JOHNNY DEPP

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Born June 9<sup>th</sup> 1963, Johnny Depp is a well known American actor, producer and musician. He is well known for being the protagonist of the famous movie series, The Pirates of The Caribbean. At age 16 Depp dropped out of high school to pursue a music career. Allison had her friend the actor Nicolas Cage arrange for Depp to audition with director Wes Craven, and Depp made his film debut as a teenager eaten by his own bed in A Nightmare on Elm Street (1984). I believe that Johnny Depp is inspiring to young performers as he has an amazing character and is very good role model into acting for younger people who aspire to be an actor. Johnny Depp has won awards for his great acting skills and characters played. This includes the Screen Actors Guild Award for Outstanding Actor in a Leading Role for Pirates of the Caribbean: The Curse of the Black Pearl (2003) and the Golden Globe Award for Best Actor - Motion Picture Musical or Comedy for Sweeney Todd: The Demon Barber of Fleet Street.



## FAMOUS ACTORS – WILL SMITH

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- Willard Carroll "Will" Smith, Jr. or better known as Will Smith( born September 25, 1968) is an American actor, comedian and producer. He is a well known actor around the world for his amazing acting and movies. Smith was struggling financially in 1990, when the NBC television network signed him to a contract and built a sitcom, The Fresh Prince of Bel-Air, around him. The show was successful and began his acting career. He is inspiring for young actors as he is a very good and serious actor who can also balance it out with humour. He appeared in many great movies such as Bad Boys (1995), Men In Black and Irobot. He has been awarded with Kids' Choice Award for Favorite TV Actor, Teen Choice Award for Choice Movie Actor: Horror/Thriller and many more.

# STAGE MANAGEMENT

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A stage manager is the person responsible for the lighting and other technical arrangements for a stage play. 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 you want to become a stage manager is to take a diploma, foundation degree or degree in stage management, or a closely related subject. Qualifications include: Level 4 HNC Diploma in Performing Arts foundation degrees and degrees in theatre practice, technical theatre or stage management. We explored taking the role of a stage manager by being given various scenarios that real and professional stage managers had to go through. A scenario we was given was having a missing main role who was off sick. An example of well known stage managers is E.W Smackhamer who managed "Murder, She Wrote" and "Bewitched".

# SET DESIGNER

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A set designer is someone who creates a scenic design, a creation of theatrical, as well as film or television scenery. Scenic designers come from a variety of artistic backgrounds, but in recent years, are mostly trained professionals. Set designers are important as they help create the atmosphere in a movie or play by setting up the scene. They don't deal with actors or costumes, but they deal with everything else. Most set designers have an art-based BTEC, HND or degree. Many universities, colleges and drama schools offer specialised courses in theatre design, performing arts (production) or design for film and TV. Other useful subjects include interior design, fine art, 3D design and architecture. You need to have Imagination, creativity and the ability to present ideas to other's. The ability to communicate ideas through technical drawing and model making. Excellent visual awareness and spatial design skills. A good working knowledge of the visual arts and production processes. We learned how a set designer works by drawing our own stage and how and where we would put all objects and characters. Es Delvin is a famous set designer who helped be the set designer in A Midsummer Night's Dream and Hamlet (2015).



# ACTOR/ACTRESS CAREERS

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An actor/actress is a person who portrays a character on stage as a role in the performance whether it's the main protagonist or a smaller part on stage. The Skills you need to be a great actor is great facial expressions and movement, enthusiasm in your lines, ability to engage the audience, great vocals, confidence in front of crowds and a creative insight. Our class has some experience in acting as we have performed a pantomime in front of large crowds such as a whole year and visitors from outside of the school. A theatre company is a company that produces plays and organizes the performers. Some theatre companies which are well known are National Theatre, Shakespeare Globe and Actors theatre of Louisville.



ONIT  
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# 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)

Ask them if they know what improvisation is, explain it to them in depth and show them video of American improvisation TV shows

**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)

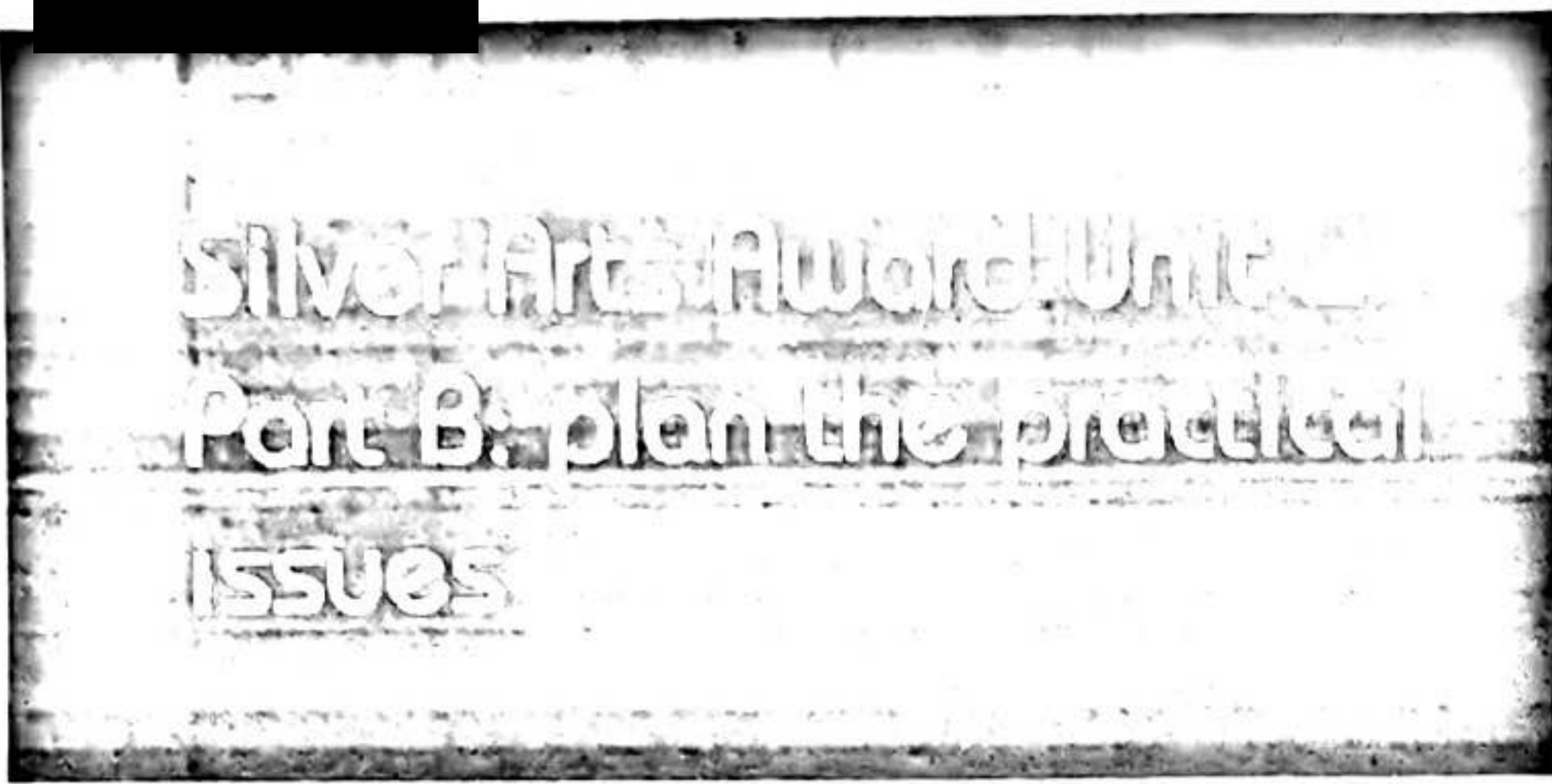
Airport terminal seats task where you improvise. (In groups of 3) and then pair them with another group to show them it

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

Show example of prop task to keep them entertained and then get them into larger groups to perform the improvisation task. and swap props.

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

Whatever prop they have give them 10 mins to write a performance and show to the class.



**Plan**

The purpose of this worksheet is to help you plan out your project and create a project plan timeline.

Use these questions as prompts to create your own individual project plan or complete the timeline planner on the next page.

- ▶ Who are the participants or main audience for your project? Is there anything specific you need to consider for this audience?
- ▶ How will you recruit participants?
- ▶ How will you promote the project?
- ▶ How will you deliver the project?
- ▶ What practical things will you need to organise and how will you do this? (e.g. materials, resources, equipment, space)
- ▶ What support are you going to need from other people? Who is going to help you and how?
- ▶ How are you going to assess how your leadership skills are developing, and collect feedback as you go along?

**Risk assessment**

As part of your planning, you should consider any health and safety or risk assessment areas you'll need to think about. For example, you might need to think about:

- ▶ Noise/music
- ▶ Potentially hazardous materials (e.g. paint, glue, art materials)
- ▶ Safe use of electrical equipment
- ▶ Emergency exits
- ▶ Safety of children and young people

Risk assessment area	Notes from adviser discussion	Agreed actions / advice
Drama Studio	high stools of chairs	lower height stools
Drama Studio	electrical equipment	no children allowed to touch the lights
Drama Studio	behind the curtain	no children allowed behind the curtain
Drama Studio	fire exits being blocked	do not leave chairs in front of fire exit

## 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
write workshop plan		07/02/20	07/02/20
write workshop powerpoint		07/02/20	07/02/20
bring in sweets for a reward		04/03/20	04/03/20
get the props out before lesson		04/03/20	04/03/20
done countdowns to make kids quiet		04/03/20	04/03/20

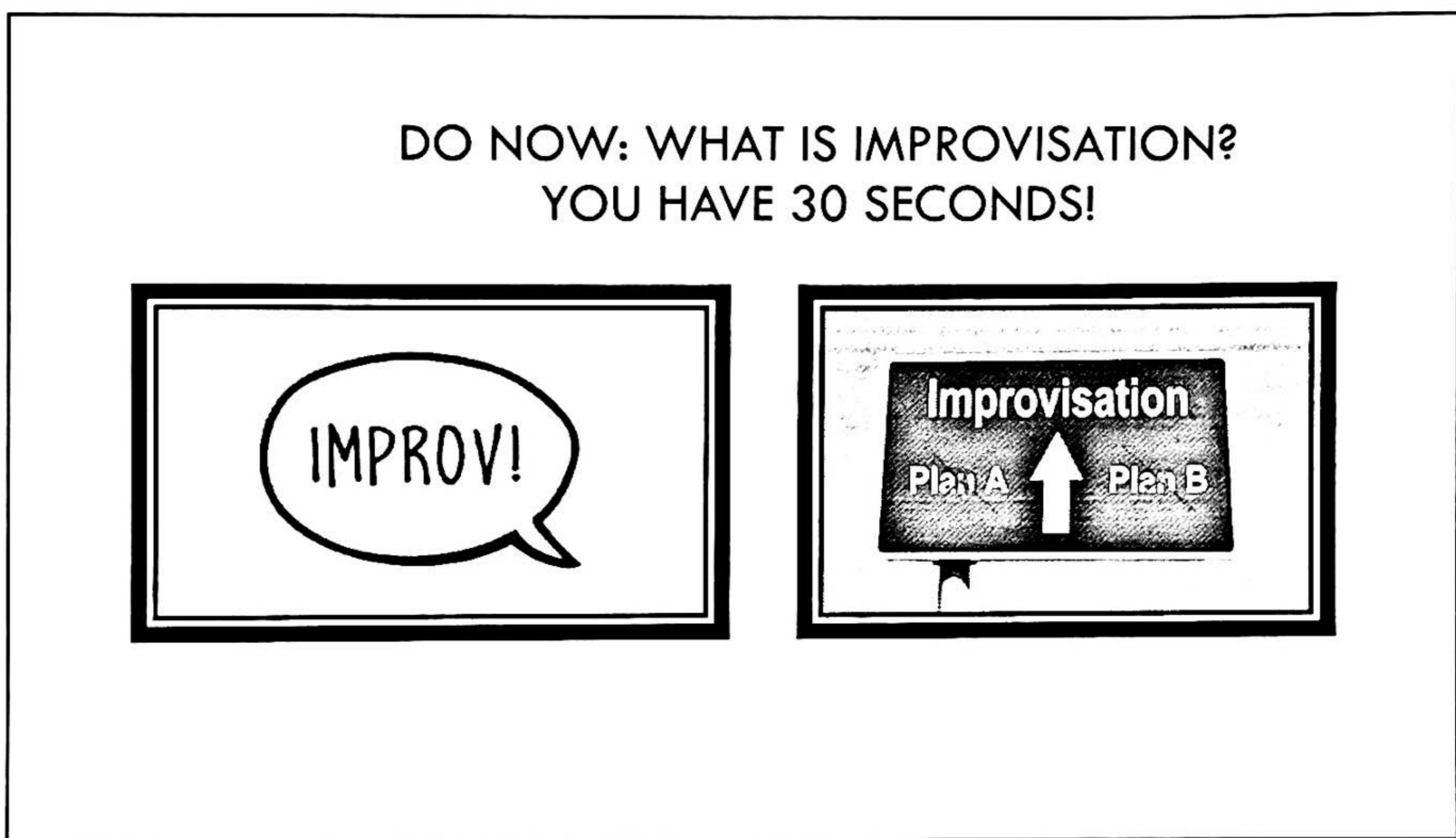
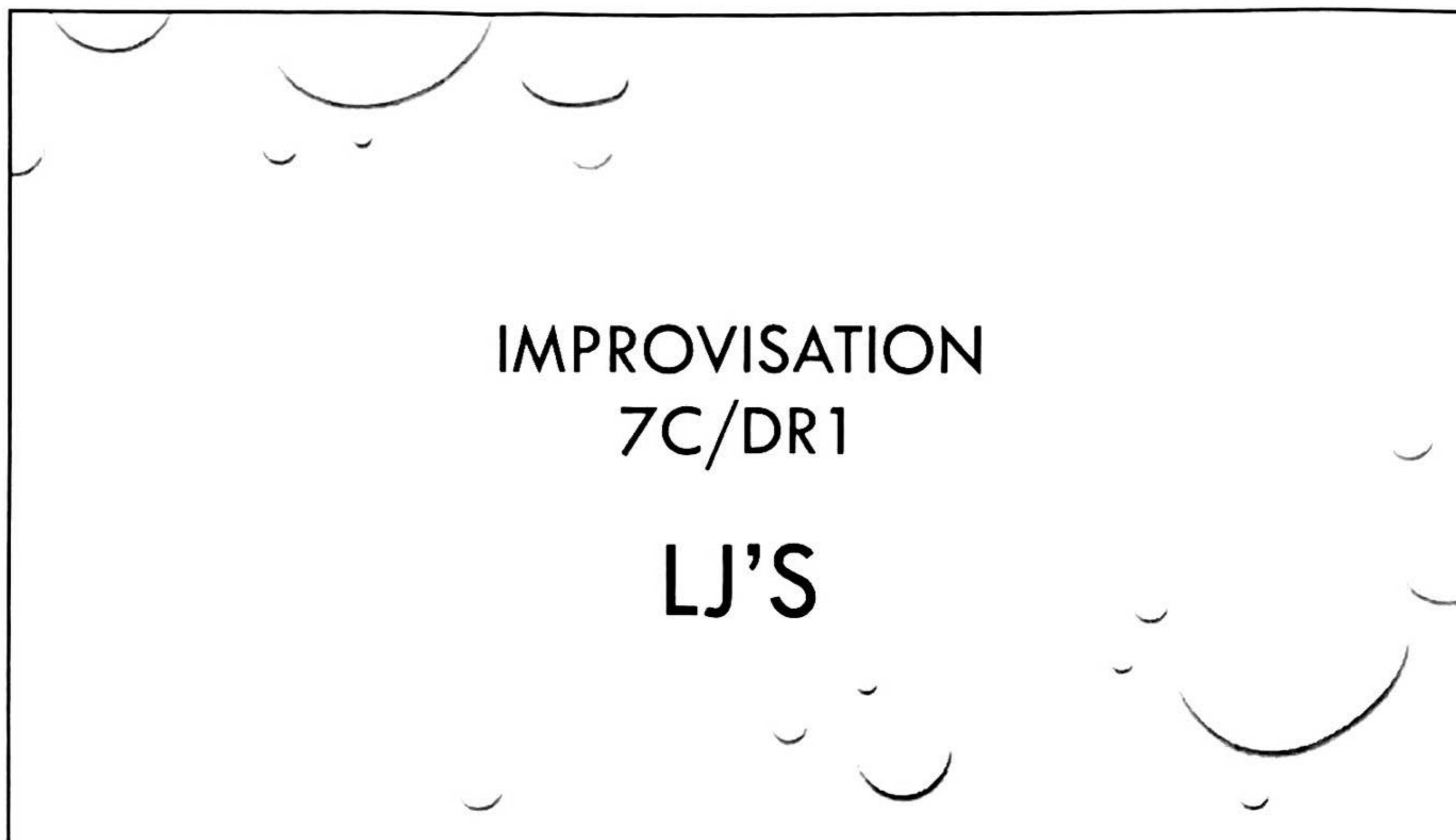
### Tip

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



## THE REAL MEANING

### 🔊 improvisation

/ɪmˈprɪvəz.zeɪʃn/

*noun*

**the action of improvising.**

"she specializes in improvisation on the piano"

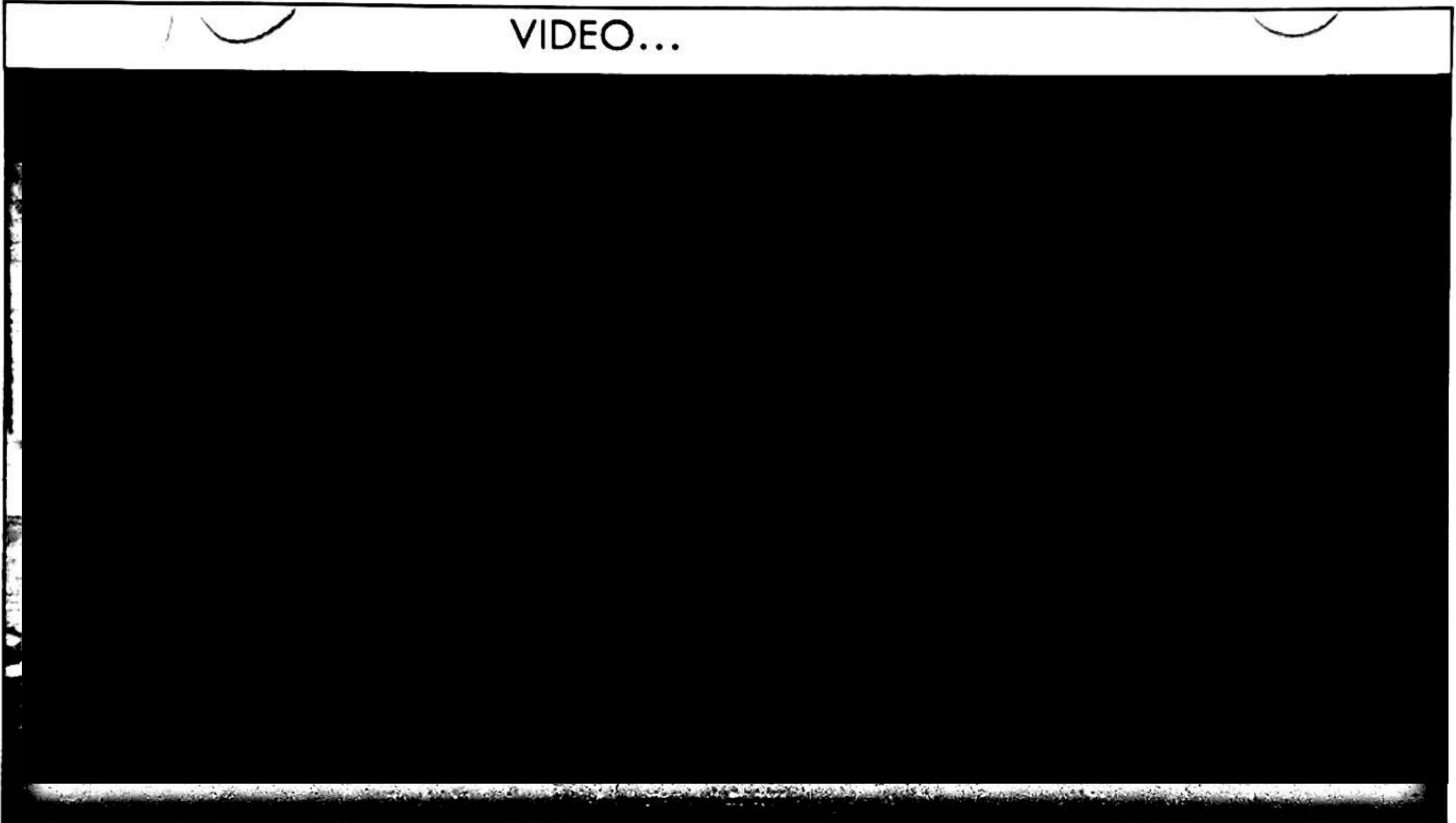
Similar: extemporization   ad-libbing   spontaneity   lack of premeditation   ▾

- **something that is improvised, in particular a piece of music, drama, etc. created spontaneously or without preparation.**

plural noun: improvisations

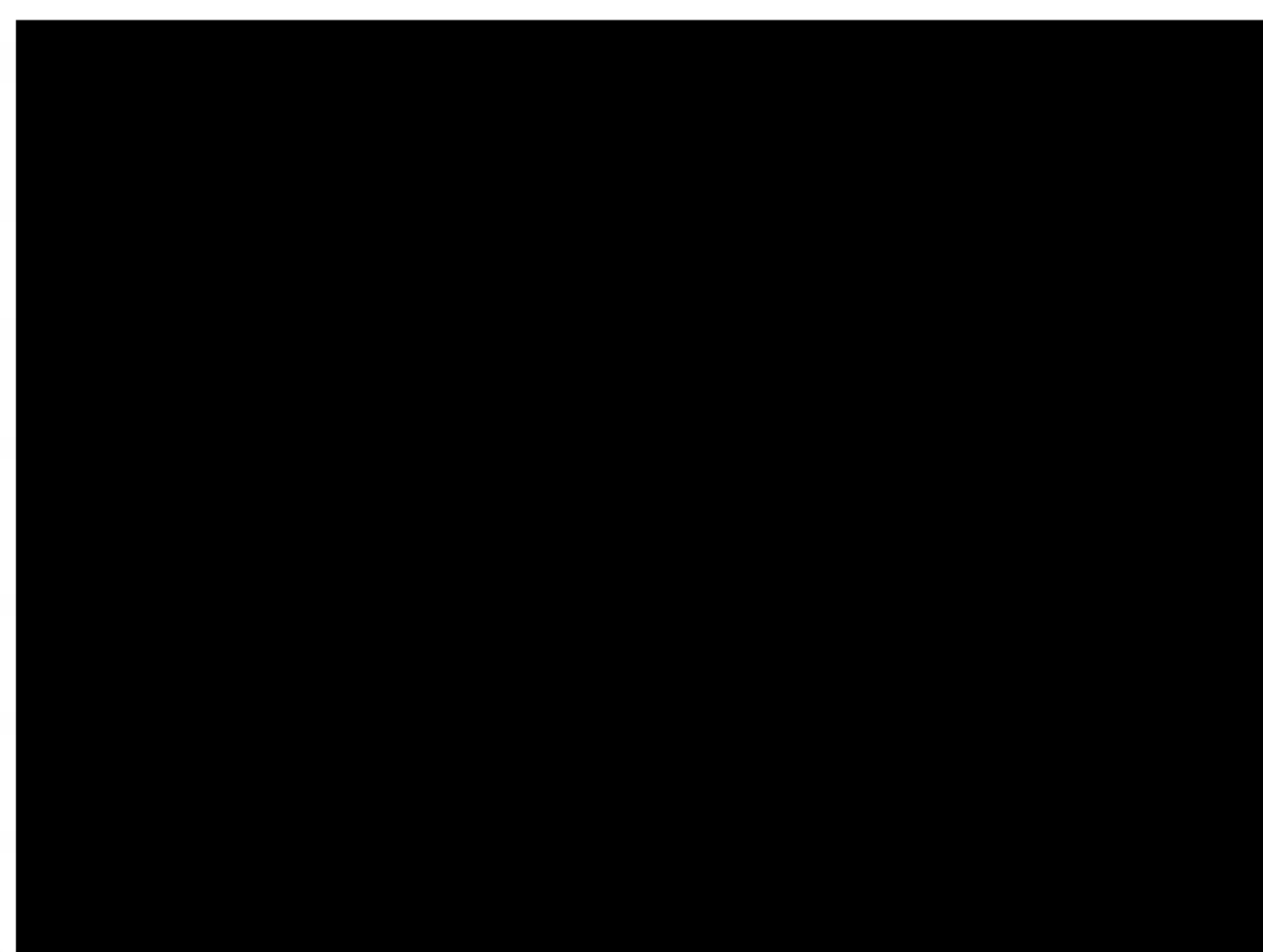
"free-form jazz improvisations"

VIDEO...



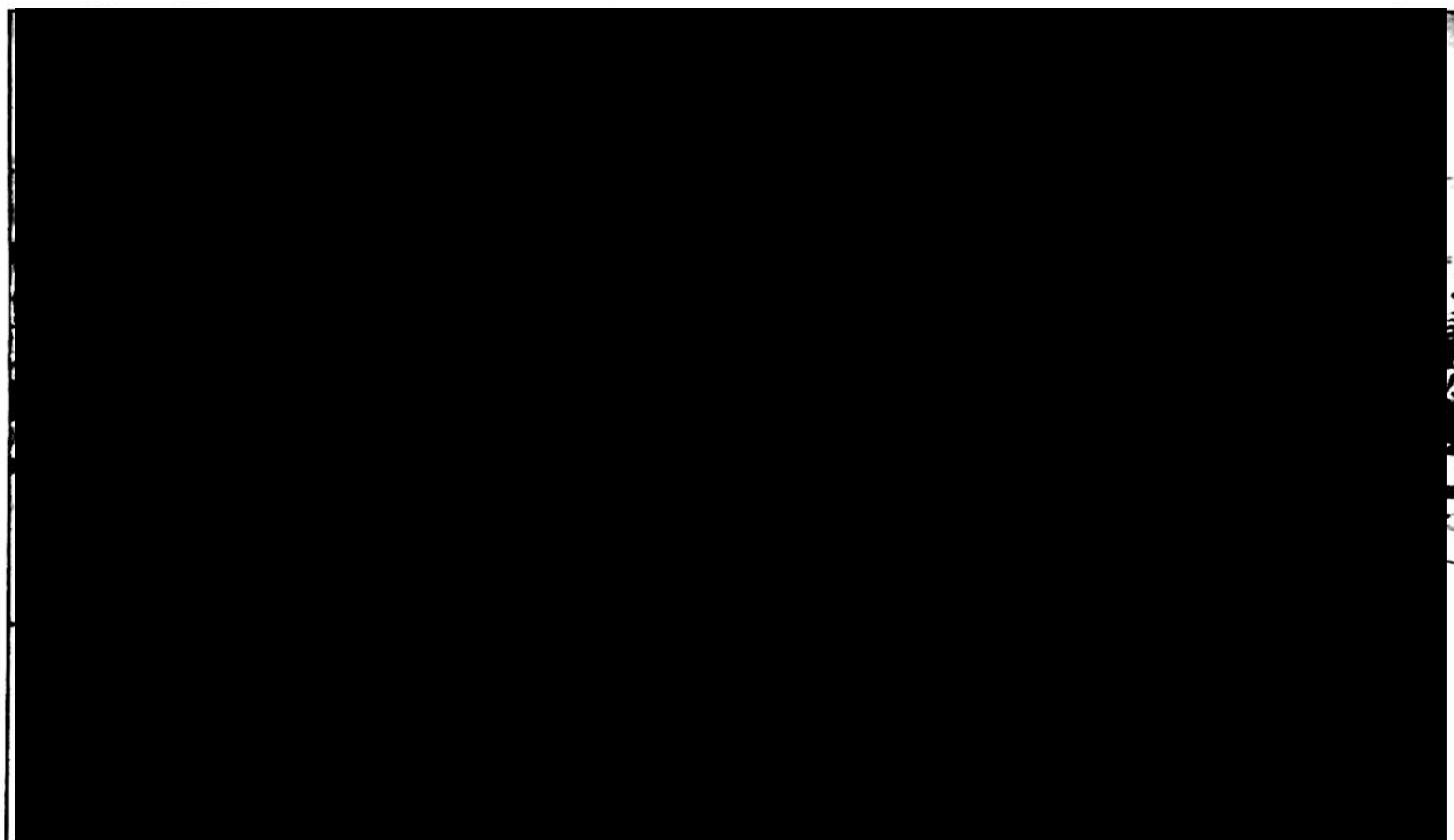
## GROUPS

- HERE ARE YOUR GROUPS, PLEASE COME UP WITH A SCENE AT AN AIRPORT TERMINAL, MAXIMUM OF 4 CHAIRS PER GROUP. YOU HAVE 15 MINS TO PLAN!



Any problems, come and see us.  
We will walk round to see how you  
are doing anyway.

AFTER PERFORM TO THE CLASS !



## DEMONSTRATION

- WE ARE GOING TO DEMONSTRATE HOW TO IMPROVISE A SCENE WITH A PROP.



## MAIN TASK

- WE ARE GOING TO GIVE EACH GROUP A PROP. YOU HAVE 10 MINUTES TO MAKE UP A SCENE INCLUDING IT.
- SWAP YOUR PROP WITH ANOTHER GROUP! MAKE SURE YOU DON'T HAVE THE SAME ONE.
- SWAP AGAIN!
- FINAL SWAP.



## PERFORM YOUR BEST ONE TO THE CLASS

- FIRST GROUP:
- SECOND GROUP:
- THIRD GROUP:
- FORTH GROUP:
- FIFTH GROUP:
- SIXTH GROUP:
- SEVENTH GROUP:

## THANK YOU !

THANKS FOR LISTENING HOPE YOU LEARNED SOMETHING !

THANK  
You !

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 *James*

Date: *February*

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

*I have worked with my group to create a powerpoint and have organised when we were going to speak and when not to*  
Why were you working/communicating with them?

*Because we needed to ensure that when we do the workshop it will be well organised and <sup>goes</sup> well.*

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

*We wanted to achieve a good powerpoint which we all understood and we did complete that. (SUCCESS!)*

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

*No I don't think so.*

## Reflection 2

Date: March

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

I worked with my group to perform a successful workshop to the year 7. We also worked together to get props and write <sup>music</sup> why were you working/communicating with them?

So we could perform a successful workshop.

Also because we wouldn't have been able to do it without a team effort

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

We wanted to achieve a smooth workshop which was fun for the year 7's and we completed it thoroughly.

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

No.

## Collecting feedback

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

Practice Workshop Review:



What went well within my workshop/to plan?

There were no behaviour issues.  
The skitshow ran smoothly.  
He gave rewards for good acting and behaviour.  
I projected my voice and made instructions clear.

What issues did my group face within our workshop?

He did not have sweets to use as a reward.  
Instead we had to use housepoints instead  
which are not as appealing to kids.  
He had to look for props during the  
class.

Are there any changes that need to be made?

We are going to share out words and  
how much we spent within the group.  
Bring sweets in to reward the children.  
Also make sure we have the props  
ready before the class.

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

We will arrive 2 minutes earlier  
to get our props together  
let others speak more.

## Arts Award Evaluation

What was your favourite part of the Arts Award?

My favourite part of the arts award was when we were in the process of learning the new dances and moves for our final performances because it was very fun.

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

The most important lesson I learnt from the arts award was that you need to be confident and have faith in yourself on stage because if you are nervous you will perform better.

What was the most challenging part of the Arts Award?

The most challenging part about the arts awards was teaching year 7's because they do not concentrate and sometimes they are hard to get to focus.

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

Enjoy it and be yourself.