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| PROGRAMME |
| BA (Hons) Primary Education & QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 1 | PE115 | Developing Skills and Attitudes |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Group Performance | 50% |

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| DESCRIPTION OF TASK  Students are required to prepare a 2 to 5 minute group performance of song, dance or drama, with each student taking an important and identifiable role. The performance may be exclusively singing, exclusively dance, exclusively drama or any combination of these. The presentation will be expected to be confident and well organised, given as though to an audience of children. The performance will be supplemented by a booklet which explains how the performance fits into a SoW for children.  Choosing an appropriate piece and rehearsing it thoroughly are vital to the success of this assignment. This requires planning. There will be group tutorials on the Monday 16th February to give advice on the choice of piece. The group should have formulated a proposal before the tutorial. Afterwards you will be responsible for organising sufficient rehearsal time for your group. Remember it is better to perform a simple piece well than a complicated piece badly. Consideration should be given to an appropriate uniform or costume to enhance the performance. SINGING: In groups of 3 to 6, students are required to prepare an appropriate song to inspire primary school children. Rounds or songs with choruses would be suitable. The song may be unaccompanied or accompanied (e.g. piano, chime bars, guitar). Since communication with the audience is an important factor of the assessment, the song should be memorised. However, a copy of the music must be supplied for the assessment. DANCE: In groups of 3 to 6, students are required to prepare an appropriate dance to inspire primary school children. This could be a set dance (traditional folk dance, line dance, pop dance) or a created/interpretative dance. The groups may all perform the same moves throughout the dance or they may all do different things or a combination of these (eg. unison sections with individual solos); whichever way there should be clear communication between group members. A copy of the dance plan/instructions must be supplied for the assessment.  *DRAMA:*  In groups of 3 to 6, students are required to prepare an appropriate dramatic piece to inspire primary school children. This could be performing an existing script, acting out a story or using dramatic techniques (eg. mime, tableaux, hot seating) to develop a theme. Since communication with the audience is an important factor of the assessment, any speeches must be memorised. A copy of the script must be supplied for the assessment. The Booklet In addition to the performance, each **group** will produce a booklet which contains the script of their performance, a group diary of the rehearsal process, a sequence of work produced by the group and separate evaluations of personal learning produced individually.  Group diary (maximum 500 words in total)  Concise notes for each meeting including:   * people present * main issues * actions before next meeting   Sequence of Work (1,000 – 2,000 words)  There needs to be a section on the choice of piece indicating why it was chosen, the age group targeted and its relevance to the National Curriculum. You need to identify how would fit into a SoW for the targeted pupils.   * rationale for choosing this piece * age group for which it is targeted * an explanation of the relevant aspects of the National Curriculum, including specific references * an outline of how this performance by adults would fit into a SoW with a rationale for each proposed lesson   Evaluation (500 words for each student)  Each student needs to produce a self-evaluation of the learning undertaken in this assignment. This may include developing specific skills in music, dance or drama; learning about the curriculum, learning about performing in front of an audience and broader issues of group dynamics and self-confidence. It is important to analyse the learning rather than just describe it. Think about WHY the learning has taken place and reflect on the implications it has for you as a student, as a teacher and for better understanding children and the learning process. |

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| MODULE OUTCOMES TO BE TESTED   * plan individual lessons and Sequences of Work in the Arts with guidance * evaluate their own learning experience using set criteria * to work in a group, meeting obligations   **References to QTS Standards** Q2, Q7, Q15, Q32 |

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| ASSESSMENT CRITERIA  The assessment will take place before a panel of tutors. Four aspects will be assessed: knowledge and understanding, group work skills, presentation skills and evaluation skills. Although this is a group performance each member of the group will receive an individual grade based on observations of the performance. Presentation Skills 25% (individual marks)  * awareness of the audience * rapport with the audience * posture and manner * enthusiasm * clarity of words (where included) * conscientious approach * appropriate dress to enhance the performance  Group Work 25% (individual marks)  * evidence of adequate rehearsal * keeping together as a group * awareness of other members of the group * appropriate allocation of roles considering the skills of group members   Planning a SoW 25% (group mark)   * choice of piece appropriate to the level of skills of the performers * the reasons the piece was chosen * the appropriateness of the piece for the age group of children chosen * how the piece is relevant to the curriculum of the age group chosen * how the performance fits into a SoW  **Evaluation skills 25% (individual marks)**  * awareness of group dynamics and personal contribution * awareness of own learning during the process and the causes and effects of this * factors contributing to the degree of success of both learning and the performance * able to apply this learning to other situations |

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| DATE AND TIME OF SUBMISSION  Tuesday 31st March 2009  There will be a sign-up list for times for the delivery of your performance.  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION:  Monday 18th May 2009 . |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.

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| **Mark Range** | **Presentation Skills** | Group Work | **Planning a SoW** | **Evaluation Skills** |
| **A\***  **80+** | A poised, confident performance delivered with enthusiasm and clarity. A rapport is established with the audience through a sensitive and convincing performance. | Provides the lead to other performers while remaining a part of the group. Rehearsal schedule ensures a polished but still fresh performance. | The chosen piece makes an impressive and original statement. It is incorporated fully into an engaging SoW. Lessons are clearly but concisely outlined. | Able to analyse and reflect on the range of learning and the factors which contributed to this with confidence, clarity and originality. Demonstrates thorough awareness of own learning processes through ability to apply it to other situations |
| **A**  **70-79** | A confident and assured performance, developing a rapport with the audience. | Provides support for other members of the group. Evidence of thorough rehearsal. | Evidence of independent thinking in the choice of piece and its use. It is well integrated into an interesting SoW. | Able to evaluate the learning experience, showing insight into own strengths and weaknesses and the many factors which contributed to this. Able to relate the learning experience to teaching. |
| **B**  **60-69** | Able to communicate with the audience. A conscientious performance communicating some confidence and enthusiasm. | Uses awareness of group to ensure balance. A well rehearsed performance. | A well-chosen piece that matches the age and curriculum areas selected. How the performance fits into the sequence is explained well, with clear lesson outlines. | Analysis of experience of personal learning through this assignment is evident. Demonstrated awareness of the factors which contributed to the learning experience, including group dynamics. |
| **C**  **50-59** | An adequate presentation. Some rapport with the audience. | Demonstrates awareness of the other members of the group. Evidence of sufficient rehearsal. | A suitable choice of piece that is related to the age and curriculum areas selected. How the performance fits into the sequence is explained, with lesson outlines provided. | Able to reflect critically on some specific examples of progress in personal learning through this assignment. Aware of the impact of others on the learning process. |
| **D**  **40-49** | Some confidence evident in the performance despite nervousness. | Has some awareness of the other members of the group. Evidence of some rehearsal. | The chosen piece has some relevance to the age or curriculum areas selected. There is some indication how the performance relates to other work with the children. | Some ability for self-reflection about the learning involved. Acknowledges the contributions of others. |
| **Mark Range** | **Presentation Skills** | Group Work | **Planning a SoW** | **Evaluation Skills** |
| **E**  **35-39** | A hesitant and unconvincing performance. | Is not aware of other members of the group. Inadequate rehearsal. | A limited understanding of planning and an inappropriate choice. | Limited reflection on own learning and individual contributions. |
| **F**  **34 & below** | Shows little awareness of the audience. | Has no awareness of the group. Appears unrehearsed. | Little or no understanding of planning. A completely unsuitable choice of piece. | Appears unaware of personal contribution and that of others. Does not adequately recognise the strengths or weaknesses exemplified in the practical assignment. |