

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The effects of pantomime on community spirit and children with additional supports needs.								
<p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <p>My aim is to prove that pantomime has a profound impact on children with additional support needs, both as audience members and acting participants. I will gather relevant evidence which will enable me to prove that pantomime is more accessible for them than a conventional piece of theatre.</p> <p>I hope to do this by</p> <ul style="list-style-type: none"> • researching panto methodology • interviewing pantomime actors • using questionnaires • producing a pantomime performance involving additional support needs pupils • teaching ASN pupils acting skills through workshops related to pantomime • documentation using video • organising pantomime trip for pupils <p>Interaction and communication with others and themselves is an area which requires continual development for children with additional support needs. By encouraging them to work together with others fully through this type of drama I hope to see their communication improving as well as their confidence. Pantomime relies on audience communication and an intimate actor/audience relationship to communicate the story. In my opinion, pantomime affects the community as a whole.</p> <p>Pantomime audience reactions differ depending on the age of the audience member, and I also want to demonstrate that styles of pantomime vary dependant on geographical location. I feel that these are key aspects that give audiences stronger connections to this type of theatre.</p> <p>I will gather evidence by interviewing industry professionals and audience members. I will attend pantomimes throughout Scotland to determine criteria which will allow me to prove that pantomime has a very positive impact on a variety of different communities.</p> <p>My target group will be eleven S5/6 pupils from a school for children with additional support needs. Each pupil has specific needs which I will cater for individually, including pupils with Down's Syndrome, severe autism, and those with mobility</p>									

constraints.

I will present my findings to S3 pupils, staff from the school for children with additional support needs, teachers from my school including Principal Teachers, Senior Management Team, actors, and Performing Arts Department staff.

Reasons for choosing this project *(eg personal interest, future plans, links to other subjects you are studying/ have studied)*

The performing arts are a vital part of my life and I take part in a huge variety of different music and drama hobbies that I love, therefore getting to choose a specific area of this to study really appealed to me.

Pantomime has been a vital part of my upbringing and I have a strong interest in that particular aspect of theatre, with a hope to study drama at degree level after leaving school. I hope to build upon my current knowledge and experience in the subject to improve my understanding of performing arts within the community.

I have been involved in a variety of different roles in pantomime as a performer and as an audience member. I also aim to research an Arts Festival in Washington, which used Scottish actors and directors to teach Scottish pantomime to people from other countries. This really interests me as I can use it for ideas on workshops on teaching panto, and it also may give me insight in to pantomime in different locations. I have seen the uplifting effect that this has had on this group of people and have chosen this project to demonstrate that different types of people have a connection with it.

I selected my target group based on my young cousin who has Down's Syndrome. For many years my cousin and I have gone to see many pantomimes. She loves going to pantomimes as she feels completely connected to the characters and the story as it is more easily accessible for her due to its interactive and informal manner. I was curious to see if this drama form was as inclusive and interactive for all additional support needs children, or if it was simply because my cousin had been introduced to it from an early age.

The broad contexts this project will cover are

✓ Citizenship ✓ Enterprise ✓ Employability

□ Economic development ✓ Sustainable development

My project includes citizenship as one of the main broad contexts as it concerns the community as a whole, and shows how this style of theatre can be accessible to all and have a positive influence in whichever context it is shown. It also covers many ways for people with additional support needs to feel more inclusive within the community through this type of drama, therefore affecting citizenship too.

Enterprise is incorporated within my Baccalaureate project as I will have to use all my own contacts and initiative for it to work properly, and it is extremely self-reliant and self-motivated throughout.

Sustainable development will be a key area that is explored during my project. By involving S3 pupils as audience members and participants in my project, I will be able to create a sustainable link for the department in pantomime and performance.

Through my work with the pupils with additional support needs, they will become more confident in expressing themselves and communicating with others, and this will

generally improve their well-being and social inclusion. This will encourage them to continue their relationship with pantomime.

I feel that Employability is a significant broad context within my project as I will be building upon key skills as an arts facilitator. By gaining experience in taking workshops independently and using my initiative I will gain some of the key skills required to work in the Performing Arts sector.

Learning environments I will access are

Head Teacher of my school – I will contact my Head Teacher for permission to organise a trip involving S1-S6 pupils to a local pantomime.

Head Teacher of the school for children with additional support needs – I will contact the Head Teacher to discuss ideas for workshops and arrange dates to deliver to pupils.

Performing Arts Department of my school – I will meet with members of the Performing Arts Department to obtain specialist information on teaching classes. This will include lesson plans and development of resources for workshops.

S1/2 Drama Club of my school – I am the director of my school's S1/2 Drama Club, and as the pupils involved all have a passion for the subject, I plan to carry out my lesson plans for additional support needs pupils with them beforehand to see how well they communicate with it. I will then have them in the audience of my final presentation so hopefully they will see the effect it has had on additional support need pupils and show an interest in doing similar work with the pupils to continue the connection between the schools.

External Agencies:

Youth Theatre – I will contact the President of the club and ask if he would be willing to let his Front of House staff hand out questionnaires and feedback forms to audiences.

Cast and Crew Pantomime 2012 – I will contact the producer of the Pantomime and discuss options for interviewing cast and crew regarding project research and gathering of evidence.

Professional Writers, Actors and Directors – I will contact a variety of industry professionals I can make contact with to find out their opinions on pantomime within the community, and if they have noted any change dependant on where they have been producing for.

Youth Theatre, King's Theatre (Glasgow), Royal Conservatoire of Scotland, The SECC, Perth Theatre and His Majesty's Theatre (Aberdeen) – I will attend pantomimes in this variety of locations to measure the change in audience reaction dependant on district and the type of production.

How I will use my knowledge of expressive arts

I plan to use my current knowledge in drama to teach additional support needs pupils

about pantomime. I aim to use my knowledge to allow them to build upon their general skills in drama and apply these to pantomime. They have a basic knowledge of the Drama Skills I was taught about in Intermediate Drama, and they have learnt about different drama conventions used in performance, such as improvisation, tableaux and mime. I plan to use my familiarity with the subject to develop this further and help them create scenes independently.

I also have a wide knowledge on various different pantomimes through experience as an audience member and as a performer, so I will use this understanding to effectively direct others in this style. I comprehend the subject very well, having studied it throughout my secondary school years, so I will pass my knowledge of technique and performance on to others. My wide experience in expressive arts has allowed me to make contact with professional actors, and I will use these contacts to get in touch with professional theatre companies and interview them about their opinions on pantomime, including the effects on both the actors and the audience.

To fully analyse the audience feedback to the pantomime, I have used my knowledge of the subject to develop a criteria for measuring the affect the pantomime is having on the audience. I will be dependent on their enthusiasm of responses, how they react to key moments with the pantomime, such as the "Community Song" featured at the end when the audience are expected to sing along, and their interaction with other audience members.

Whilst I will not be specifically acting during my project, the performance skills I have learned in drama and music will be key to the success of my project. Through the performing arts, I am able to present myself to others confidently and communicate effectively with an audience or group of people. I feel this will benefit me greatly during my final presentation, the workshops I will carry out and the interviews I will conduct with others.

The skills I will develop and/or improve in the course of this project are:

(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

- *application of subject knowledge and understanding*
- *research skills – analysis and evaluation*
- *interpersonal skills – negotiation and collaboration*
- *planning: time, resource and information management*
- *independent learning – autonomy and challenge in own learning*
- *problem solving – critical thinking: logical and creative approaches*
- *presentation skills*
- *self evaluation – recognition of own skills development and future areas for development*

Application of subject knowledge and understanding

I have experience in many areas of drama, especially in pantomime, however I do not have much experience in teaching this to a class. I am co-director of the S1/S2 drama group in my school and am currently developing my skills in teaching others. I feel that teaching is a very effective way to learn yourself, so by work-shopping pantomime with a group of pupils my own knowledge of the subject will be further expanded and I can use the skills I will gain from this to develop personally and socially.

Research Skills – analysis and evaluation

In different subject areas I have had experience to use different research methods, such as surveys, internet research, and discussions with people, so I am looking forward to putting these into practise throughout my project. My project will improve my research skills as it will allow me to gain feedback from a wide selection of people on their opinions. As the research is taking many different forms, I will learn a lot about evaluating and analysing by having to collate my findings in to different forms and organise them into a clear system.

My analysis skills will be fully stretched during my project towards the end as I come to conclusions about all my findings and compare the different effects using the Pantomime Criteria which I will develop.

Interpersonal Skills – negotiation and collaboration

I will develop my interpersonal skills, as within my previous six years of secondary school I have not gained enough knowledge in this area as yet needed for me to carry out my project. I feel that within school we are perhaps not given the independence of making outside school contacts, and most of this type of work is done for us. I want to study drama once I leave school, and, as work in this area is mostly self-generated, I feel it is important for me to become excellent at negotiating with others and communicating in a formal manner with people I have not already had contact with.

This will be a large part of my project as it takes place predominantly outside of my school environment, so I will have to be in contact with a wide range of people from a variety of different backgrounds. My skills in coping with negotiating and collaborating with people from different professional backgrounds will vary in each situation.

My collaboration skills with others will be tested effectively, however I currently feel quite strong in this area. I have numerous people that I need to work with in a positive way, so maintaining a good partnership and relationship will be something that is important when working so closely with a range of other people such as teachers, industry professionals and peers.

Planning – time, resource and information management

My project relies on planning well in advance, which is something I aim to excel in this year. I feel I will learn a lot from identifying how much work I can realistically do in set amounts of time, and I will learn to organise myself in a way to allow me to follow through any plans made. Through the duration of my project, I have other commitments such as exams and shows I am taking part in, therefore planning around these will be vital. Also, my organisation will be a key part of my project when it comes to planning a trip, as there are many health and safety issues to consider.

I will definitely need to be organised with my information management, as I plan to have a lot of feedback in different formats. I will need to be organised in collating, gathering and keeping evidence of every activity and task I am involved in.

Independent Learning – autonomy and challenge in own learning

I am keen to build upon my skills in independent learning, as my project involves being entirely self-motivated and reaching conclusions independently. Once I leave school this will be the way forward in succeeding at University, so therefore I aim to work to my own deadlines and earn a strict self discipline in planning to allow me to benefit from this in later life.

Problem Solving – critical thinking: logical and creative approaches

As my project relies a lot on other people, I will require using many problem solving skills and logical thinking, so that if any problems arise I will effectively be able to solve them. As I will be teaching classes entirely independently, problem solving will be a skill I will need, as many decisions may have to be changed at the last minute. I will also have to think on my feet for the class to run smoothly and effectively and deal with any issues that are brought to my attention.

Presentation Skills

Furthermore, my presentation skills will grow throughout my work on my Baccalaureate project. Drama and theatre is a method of presenting in itself, however I have not had much experience presenting as myself, and it has always been in character, so this will be a good opportunity for me to speak in front of a group of people and communicate my findings to them. Also, my project presentation will be aimed at people I do not already know, so it will be a good opportunity for me to attempt it with a more formal approach, compared to the colloquial manner I would usually adopt when presenting to others.

Self Evaluation – recognition of own skills development and future areas for development

To help my skills in this area develop throughout my project, I plan to ask for regular feedback from everyone I work with, including my teachers and peers, so I can effectively evaluate the growth of my self evaluation skills and assess any changes I need to make to my approach in the project. I will be keeping a detailed journal of my progress within my project as this is a clear way of keeping track of everything aspect of it. By the end I will be able to look back on what I have achieved and then effectively evaluate my successes and achievements from this journal. This will in turn benefit my next steps and further education.

Assessor feedback to candidate

This is an excellent proposal and on a topic that is of great interest to you and your life beyond school. It shows a breadth of learning unique to your skills and passion for the Performing Arts. You are including many different aspects of personal interest that have been a part of your life for many years. For example, the inclusion of pupils with additional support needs, your love of pantomime and theatre and your passion for performing. This helps the creation of an extremely coherent, logical and successful theme. With an aim to be a professional actress, you have such a passion for both music and drama. You show such drive and enthusiasm with your ideas for the project and have considered many aspects to make this as interesting, colourful and educational as possible. You are so committed to every aspect of your work within the Performing Arts department and extra curricular activities yet also have so many commitments out with school that will equip you well for the challenges you shall face. As you are very busy as an actress and singer working in school productions, concerts and amateur musicals, you have planned well for the time that will be taken up by rehearsals and shows which is very realistic. You have carefully thought about the project and have clear aims about the outcomes. With your own high levels of maturity and creativity, this will be a very exciting and inspirational project. You have already developed great contacts with your work in theatre and plan to carry out informal interviews which is a great start. It is an extremely challenging project but one which is completely achievable due to your high standards of work ethic and your commitment

to success. There are so many different aspects to this project that require many different skill sets that you are keen to develop in preparation for your future career and that will also assist you with your work in S6. You also seem prepared to take yourself out of your comfort zone in drama and take on a teacher/tutoring role for the pupils with additional support needs which shows your confidence in delivering and planning lessons and workshops.

Proposal approved	Yes	Further work required	No
Candidate signature	Date		
Assessor signature	Date		

Expressive Arts: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The effects of pantomime on community spirit and children with additional supports needs.								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>June/July/August I had not technically started my Baccalaureate Project at this time, but I had met with my mentor and drama teachers about the possibility of doing it, so I spent time over the summer brainstorming ideas so I could get a good start when returning to school.</p> <p>September Create my project proposal. Contact and discuss the possibility of assisting drama teacher at the school for children with additional support needs on a weekly basis. Create a timeline of objectives to be met over the following months. Research previous study carried out by Glasgow University.</p> <p>October Attend and observe drama classes at the school for children with additional support needs. Develop project proposal. Develop project plan. Research all pantomimes being shown in 2012 and book tickets for a variety of both amateur and professional performances. Design a questionnaire to hand out to the public to obtain their opinions on pantomime.</p> <p>November Email the president of the youth theatre and ask for permission to hand out feedback forms to the audience. Create lesson plans for pupils with additional support needs about pantomime and interaction with audiences. Contact the producer of the pantomime and arrange to set up interviews with the available members of the cast and crew. Talk to teachers that have experience in teaching children with additional support needs and ask about delivery of workshops. Meet with Head Teacher of my school and ask for permission to take a group of pupils</p>									

to a pantomime.

December

Compile a letter and send out to parents of pupils interested in the pantomime trip.

Book tickets to a local pantomime for school pupils.

Organise invoices from the theatre Box Office.

Organise and issue parental consent forms to each pupil taking part in the trip.

Set up a pupil list including payment information and return of consent forms.

Create a risk assessment for the pantomime trip.

Prepare a list of questions to ask the pantomime cast.

Take group of pupils from my school to see a pantomime at the SECC.

Film and interview pupils after the performance and hand out feedback forms.

Film and interview pantomimes cast and crew.

Attend the youth theatres pantomime.

Attend King's Theatre (Glasgow) pantomime.

Attend Royal Conservatoire of Scotland pantomime.

Attend Perth Theatre pantomime.

Attend His Majesty's Theatre (Aberdeen) pantomime.

January

Bank all money collected from pantomime.

Collate information received from interviews and questionnaires and analyse.

Revise all work on pantomime with additional support needs pupils and film what they have done as part of presentation and display images as part of my final project.

Create criteria for measuring additional support needs pupils' well-being and social inclusion.

February

Edit all filmed interviews into one.

Collate all feedback forms into a presentation.

Speak to school for children with additional support needs and confirm dates for their final presentation.

Additional support needs pupils' pantomime dress rehearsal and formal evidence gathering session.

March

Add Theatre Arts to the performances that the additional support needs pupils have created.

Make detailed plan of the form I want presentation to take and rehearse it in advance.

Gain permission from my Head Teacher for pupils to miss class to attend presentation.

Gain permission from parents for pupils to be filmed as part of my final presentation.

Give presentation to a group of people.

Complete self evaluation forms on presentation.

Planning *(how you are going to meet the agreed objectives of your project)*

Objective 1 – Discover the significant effects of pantomime on the community spirit. Through a range of interviews, feedback forms, and discussions with industry professionals I plan to determine the effectiveness this type of drama. I will carry out research into questionnaire writing with teachers who have experience in this so I maximise my research methods.

Objective 2 – Analyse and prove the powerful effect pantomime has on children with additional support needs.

Objective 3 - Carry out a series of workshops, teaching pupils with additional support needs about pantomime and encouraging them to interact with each other through this method.

Objective 4 – Collate all findings to come to conclusions about how pantomime affects people.

Objective 5 - Create criteria to measure the audience interaction with the performance and determine results from my research.

Objective 5 – Organise a school trip to a local pantomime – this will involve creating letters to parents, sending out consent forms, buying the tickets, booking a coach and carrying out a risk assessment.

Objective 6 – Bank the money securely from the trip

Resources (*e.g. people, materials, places*)

Pantomime cast/crew.
 S1/2 Drama club.
 Advanced Higher Drama pupils.
 Performing Arts Staff.
 Drama studio and props/costume cupboard.
 Head Teacher.
 School's camera.
 School for children with additional support needs - pupils and support staff.
 Youth Theatre's costume/props department.
 Youth Theatre
 His Majesty's Theatre (Aberdeen)
 Royal Conservatoire of Scotland
 Perth Theatre
 King's Theatre (Glasgow)
 The SECC

Research methods (*eg contacting companies, surveys, focus groups, experimentation*)

Having researched a variety of different questionnaire formats I will develop my own format which will allow me to distribute these to a wide range of audience members. After watching a mixture of professional and amateur pantomimes, I will be able to evaluate the opinions of the general public.

When meeting with the cast and crew of the pantomime, I will record filmed interviews for feedback and to record in my journal. I will document this using still and video footage.

I will attend the SECC pantomime with a group of school pupils; all of different ages to see if their reaction to it differs depending on their age. On the way home from the show, I will record filmed interviews with some of them, and give written feedback forms to them all. These will have a series of questions asking about their opinions on the audience mood and atmosphere.

I will also do research on the internet on the subject of Pantomime in the Community.

Glasgow University carried out a detailed study carried out on the subject, and I feel it would be helpful to look at the research that has already taken place.

With the additional support needs pupils, my research methods will predominantly be through experimentation workshops. If the school allows, I will film their performances as documentation. This will allow them to watch it back and evaluate how they can improve their own performance and develop further in this subject area. It will also add to their enjoyment and excitement of performing live to an audience.

I will attend 6 different pantomimes throughout Scotland to try and gauge how pantomime contrasts dependant on district. I will study the audience's reactions and how willing they are to participate as audience members.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

I think my project presentation would be beneficial to schools and teachers, writers and directors of pantomime, because I think it will highlight key aspects of pantomime that are necessary for it to function well. This would be valuable for first-time writers, actors and directors. I feel it would be useful for people trying to encourage children with additional support needs to communicate themselves, as I feel it is a more reachable strategy than less practical methods. Expressive Arts is an excellent way of communicating through practical forms, and can be a way of helping the audience reach their own conclusions in innovative ways.

- **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

I plan to present my project through an oral presentation. It will include examples on a Power Point presentation that will contain DVD footage.

The main part of my project will be a presentation of the scenes that the pupils with additional support needs have created. I have chosen to do several small snippets from pantomimes instead of one large performance. I did this because the stories of all their chosen pantomimes were well known, and I was curious to see if the audience reaction would be just as strong when seeing the scenes out of context as they already knew the related plots to each one.

Dependencies (*what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step*)

I will need to check the availability of the pupils before I begin to plan lessons, as I will need to plan around their schedule for the co-operation to work fully.

I am reliant on the co-operation of professionals, including teachers and actors, as I will need to carry out research in many areas and locations out with school and in school.

I am dependant on the willingness of people in response to the questionnaires I give out. I am reliant on them giving helpful feedback and an honest evaluation; otherwise my research will be invalid.

I will also need to confirm if I have a location to hold my weekly workshops with the school for children with additional support needs, as it will have to take place

somewhere suitable that can provide for any additional needs the pupils have. I depend on the support of my teachers and any others who have experience working with additional support needs children, as creating effective lesson plans is not something I have experience in and I will require their help to check if the work I plan will be suitable for the ability and age range.

I will ask to have a meeting with the year group head of the school so we can discuss the abilities of all the pupils and to check my lesson plans are appropriate for the class so that no lesson time is wasted.

My lesson plans will be dependent on the abilities and constraints of the group of the pupils. I will meet with their teachers to discuss the varied capabilities of each individual pupil so I can build my lesson plans in a way to include each one fully.

Contingencies

Any anticipated problems

My project relies fully on the availability of others as it all involves work with other people.

Pupils not wanting to be filmed for interviews.

Audience feedback being inaccurate or completed with lack of detail.

If the tickets for the pantomime do not arrive on time.

If any additional support needs pupils are ill on the day of performance.

I have prelims in school and other commitments outside of school that take up a lot of time, so I may be short on time or need to reschedule activities or workshops.

My plans for overcoming the anticipated problems.

I plan to create many back-up ideas that link with the project, so that if I can no longer depend on a certain group then my project will not completely fail to work.

Ask them to fill out feedback forms in detail instead to achieve similar results.

Hand out as many forms as possible so I can achieve enough data that it will not be a significant loss.

Arrange to pick them up from the box office.

Ask a drama teacher to attend the dress rehearsal so they become familiar with each scene so they can step in at the last moment if necessary.

I will build this into my initial planning so I can keep to my time plan and not give myself too much work around times I know I will be busy.

Method for recording my skills development and future areas for improvement

I will keep a log of everything I have done in my journal on the date it was completed to help me remember the timescales adhered to. I will also detail what skills I used in the process of each step to analyse how I have developed overall throughout this process. After each meeting with my mentor and after speaking to any of the teachers at the

school for children with additional support needs, I will write down the constructive criticism and refer back to it so I can constantly keep improving on my skills and strategies.

Assessor feedback to candidate

This is a carefully thought out plan. You have made many considerations regarding research methods and resources. You have planned to devote so much of your own time to the research of this which is admirable. It seems like a big venture with the inclusion of many different locations and people. Be careful in ensuring it is all achievable in the timescales given. However, your contingencies are realistic and relate well to your ideas so this is well thought out. You are also realistic in your approach and your ability to problem solve which will be needed. You are clear about the importance of knowing about the needs and strategies required for the pupils with additional support needs. You have planned to carry out meetings with key workers and appropriate teachers that will ultimately ensure that their needs are met fully. You have also planned to use methods of differentiation and reasoning that will be clearly and carefully chosen. This also shows your dedication in ensuring that the pupils have clear and appropriate allocations to characters for their final pantomime performance. As you have also planned in time for a dress rehearsal, you will be giving time to assess your findings whilst also ensuring that the pantomime performance will be successful and well prepared.

Your ideas for the use of your project findings are interesting as you plan to make these findings accessible to many different types of groups. This shows again your grasp of understanding of your subject area and your ability to take this to a new level.

Plan approved	Yes	Further work required	No
Candidate signature	Date		
Assessor signature	Date		

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
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Project title	The effects of pantomime on community spirit and children with additional support needs.

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I decided to present my project through a performance and an oral presentation. I introduced it with the additional support needs pupils performing scenes from pantomimes they had been working on during the workshops. They performed this to a full audience in a Drama Studio in my school. This included video filming and theatrical lighting for full performance effect. The audience were also engaged through my style of presentation, which used pantomime cliché techniques, e.g. sweet throw, audience participation and use of props and costumes. This was a test of the real spirit of pantomime as some of the scenes were taken out of context to their shows, so the success was reliant on the audience's prior knowledge of pantomime. The scenes performed received an excellent reaction and the audience responded well, proving the pantomime workshops I had been doing extremely effective. I am glad I used this way of presenting, as my project had been mainly based on practical work, so giving a written form of presentation would have been a complete change of style from the rest of my project, and I also wanted to keep my audience engaged in the presentation.

After this, I further explained to the audience about the research carried out, giving examples and evidence on a PowerPoint Presentation of photos, interviews, quotes etc. I told them about what I had gained from doing the project, and also about any problems that had occurred and how I had fixed them. I concluded my presentation by giving the audience the opportunity to ask my any further questions about my project.

My presentation also revealed the success of the project for the pupils with additional support needs. Having followed them on a journey from Workshop 1 up to the day of the presentation, there have been vast improvements on individual needs. By closely watching and observing through film and camera, a pupil with severe autism who initially did not want to take part in the production, become so enthusiastic and grow in confidence was a special part of my project. I had to take initiative in working individually with this pupil who was afraid of change. I had to keep certain aspects of the performance the same as the original

workshops to allow for continuity in this area. I also worked closely in ensuring that the lights and staging were replicated as rehearsed on performance day. I also communicated with him in a manner that he responded to. The enjoyment on his face was clear and his confidence grew over time. This was very satisfying. A pupil with Down's Syndrome also showed his skills develop in improvisation and when compared to previous workshops this was a big step in learning and growing as a person and actor. One pupil with mobility and physical constraints was able to move forward to grasp the rose handed to her as a prop at one point. The look of joy on the faces of the pupils and audience was amazing. This criteria measured the success instantly.

My audience responded well to the presentation. I know this as they provided a very enthusiastic reaction to the scenes shown, and showed no reluctance to respond when prompted by the actors. At the end, I received questions from audience members who wanted further knowledge about my work and the baccalaureate as a whole, and this showed to me they had taken an interest in my performance, proving the presentation effective as a whole and my research valid.

Assessor feedback to candidate

This was an excellent presentation from beginning to end which covered all aspects of your project and findings. As it was performance-based this successfully showed the full effect of your aims and objectives. You have shown initiative from the out set and this presentation highlighted the success of your project and the interesting findings. It was extremely well organised and the performers and audience were all enthralled. It was very exciting to see the level of performance of pupils with additional support needs in relation to how they rehearsed during the workshops. It also showed how the lighting, staging and video camera all heightened the atmosphere and raised the levels and motivation of these pupils. The S6 helpers also added to the enjoyment and sense of professional performance, and revealed your skills in producing and directing. It contained all the elements of professionalism, including a clear and direct PowerPoint highlighting key aspects of your journey throughout this year. It was very well thought out and was appropriate for all audience members. Very well done.

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Expressive Arts: Interdisciplinary Project

Evaluation of project

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Assessor name									
Project title	The effect of pantomime on community spirit and children with additional support needs.								
<p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>I found my project to be an overall success. I am extremely happy with the outcome, especially as I was worried that I had taken on too much with regards to ideas and research areas. My original aims were all met, and I have discovered things I had not intentionally set out to discover.</p> <p>Through my extensive varied research methods, I have learnt that pantomime does have a significant effect on the community spirit. From the various people I have asked, I have learnt that it does not matter whether the show is a professional version or an amateur version for the effect of community spirit to emerge. Interestingly it also does not matter what age of person you ask about this as most will agree that they thoroughly enjoy any type of pantomime. When reading back the feedback forms I received, I discovered that most people felt uplifted and energised after attending a pantomime, and also a large percentage of people found themselves interacting with people they did not attend the pantomime with. I feel that this shows how successful pantomime is at bonding people together, and has a generally strengthening effect on the community as a whole. I measured the success by identifying the skills and needs of the pupils with additional support needs prior to the performances by :</p> <ul style="list-style-type: none"> • gathering evidence about the constraints of the pupils involved in the performance • confidence and interaction levels prior to the workshops and performances • physical constraints of the pupils involved prior to the workshops and performances • concentration levels of pupils before the performances <p>I documented my evidence through still and video footage of rehearsals and performances in order for me to evaluate their needs.</p> <p>I also measured the success by identifying the skills and needs after the workshops and performances by :</p> <ul style="list-style-type: none"> • their interaction with audience members and each other • their increased levels of confidence 									

- their enjoyment and how this was expressed
- their general attitudes towards each task
- levels of improvisation during the performance in relation to audience reactions
- audience reactions to the pantomime

I documented my evidence through questionnaires to the pupils, still and video footage of the pantomime in order for me to evaluate their progress.

My work with the pupils with additional support needs was extremely successful. My final indication of this was during their final performance to a group of strangers. They were able to interact fully with them through their scenes on pantomime and entice the appropriate responses out of the audience members. This was something they had struggled with at the beginning of our workshops, and receiving this response boosted their confidence in performing and communicating greatly. After this, I was able to say that pantomime had made a significant difference to these pupils, and I feel it helped them immensely in terms of their confidence and experience.

How effective were my communication methods throughout the project?

I felt my communication methods throughout my project were very effective, especially as it was something I had not felt entirely confident about before starting this. I did a lot of my communication face-to-face with people, so I didn't lose a lot of time waiting for responses from people, which I feel was a good decision due to the amount and type of work I had undertaken.

If there was any week that either myself or the class of pupils with additional support needs could no longer manage to meet for our workshops, we were able to let each other know in advance so no time was wasted, which I found to be helpful in my time management. It also allowed us to reschedule dates and keep a full plan of events ongoing.

I spent a lot of time talking to teachers that had worked with additional support needs children so that I could communicate myself and my ideas clearly to them. A main part of my project was building good relationships and trust with the pupils involved. There were extremely varied abilities within the class, so I had to be careful when communicating with them so that I was not patronising some pupils or being too fast paced for others. However I feel I was able to achieve a balance between these two extremes as I got to work with the class further and I received regular feedback that I was working well with the pupils and they were enjoying learning successfully.

I had originally been worried about how effective my communication would be with the general public when I handed out feedback Forms at the youth theatre's pantomime. I required useful, detailed answers but I wasn't sure how much response I would get if I used specific drama terminology, so I had to redraft it many times to make the questions seem short and simplistic whilst also providing me with the feedback I was looking for. This was an extremely important part of my research and was reliant on the community.

Is there any aspect of my project that could be taken further? What might my next steps be?

Having seen such positive results after my workshops with the additional support needs pupils, I feel passionate about continuing my work with them. There has been a huge difference in their confidence and interaction with others from since we started doing the pantomime workshops, and I feel this could be further explored through other types of drama. I would like to devise a short course on pantomime for children with additional support needs that could perhaps be taught by other Advanced Higher Drama pupils as I have done. It is extremely beneficial for the pupils and for me as a person, so I know this could be a valuable step after my Baccalaureate is complete.

I would like to create a stronger link between both schools – the schools are already well connected in other departments, however I feel drama is an area that does not have enough contact with the school. I feel this should develop, especially as my work with them had such an effect. A way to continue this connection could be for the two drama departments to put on a larger scale of work. With further work, the groups could put on a joint performance to show the linking of pantomime across the learning abilities, and I feel this could be very effective.

Also, using the knowledge I have gained will help me in my future. Keeping the skills I have gained from these workshops and lessons will benefit me greatly as a drama student, and I look forward to being able to apply this to future projects if given the opportunity.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name										
SCN										
Centre name										
Assessor name										
Project title	The effects of pantomime on community spirit and pupils with additional support needs.									

In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding
<p><i>(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)</i></p> <p>I originally knew a lot about pantomime and drama as a whole, but I had never actually analysed pantomime as it had been something I had simply enjoyed. Carrying out my project has given me the opportunity to apply my skills in this area but also develop them further through the time I have taken to teach others about it. I have applied my performance skills well in this project as, not only have I had to present to others clearly on a weekly basis in my workshops, but I have had to use my knowledge in this area to help the pupils with additional support needs express themselves clearly so that their performance could be effective and allow their skills to grow further too.</p> <p>I have dramatically improved my skills as a teacher throughout the workshops I have delivered this year. I have grown so much in confidence by leading workshops on my own, and have learnt to think on my feet and adapt plans as needed.</p>
Research skills – analysis and evaluation
<p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p> <p>I have used my research skills a lot more than I had anticipated within my project. Before I began, I did not realise the amount of feedback I would receive, so combining it all together to come up with correct conclusions has been more difficult</p>

than I thought. I do, however, believe that I have evaluated my research effectively, and throughout the various types of research I have obtained through surveys, interviews and workshops, I have come to one main conclusion – pantomime does have a significant effect on community spirit and children with additional support needs. I had to gather information on the behavioural aspects of the children involved with additional support needs. The main skill that I used at this point was observational, yet I also documented the evidence by using photographs and videos.

Whilst at pantomimes I began to realise the amount of local references involved, some of which I understood and some I did not depending on the location I was in. Pantomime varies a lot dependant on where it is, but I think this helps add to the connection the audience feel with it, and it becomes their specific pantomime instead of just a general one. I feel that this improves the community spirit in the audience as everyone is laughing together at something in common.

One piece of research that I had not been expecting was when I interviewed the Cast and Crew – I asked if the fact that pantomime was such a light-hearted show to do had reflected in the cast's atmosphere backstage and in rehearsal, assuming they would say yes. However all of them told me it was the exact opposite – because the show was so energetic and it was on so often, they spent all their time off-stage trying to regain enough energy for the next show, so in this way I do not think that pantomime has an entirely positive effect on the actors after the show has taken place, only during it.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

Throughout my project I had regular meetings with my mentor, during which we discussed how I felt I was doing and she gave me constructive criticism, which I was able to use to work on things. I feel that I take feedback very well, and I constantly wanted to improve so I appreciated the opportunity to work on things as I went along.

I also received feedback from the support assistants and this was extremely helpful – due to the varied abilities within the class and the relationships they had, there were certain pairings and groups I was told to avoid, and the teachers encouraged me with how I should interact with each individual pupil. As someone who is usually an autonomous person, I needed to move past this and accept their help which I learnt to do quite easily.

I had regular meetings with actors involved in pantomimes throughout the project and discussed methods and techniques used to improve the interaction of audience members and pupil audiences.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

Time management was such a key factor within my project, that if I had not done it

so effectively I feel my project would have broken down and not given me such accurate results. My project involved a lot of separate things all needing work simultaneously, so the targets I set had to be realistic and achievable whilst still maintaining the work load I had given myself.

Due to previous cancellations of lessons with the pupils with additional support needs, we ended up being slightly behind in our workshops so the performance date was pushed back. However, this was part of my contingency plan and as long as we had enough notice we were able to reschedule. This had an effect on the progress of the class but because of my effective time management no vital workshop time ended up being lost.

At the outset, my project seemed like a slow process and I was initially worried that I would have planned incorrectly and left too much work until the end, but it gradually built over time, with all the separate areas coming together effectively alongside each other. I was also glad that I had effectively used my time during the summer holidays to start the process.

For any future projects I undertake I realise that this is a major part of the process, and throughout my project I have realised how organised I personally need to be for my work to be done accurately.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I felt that my independent learning was the area of skill that I used most of all throughout my project, and it has improved dramatically.

I worked independently creating all of my lesson plans and organising all my materials for each workshop I delivered to the pupils. I did ask them to be proof read at the start, but as I continued to do it I grew more confident in my abilities and trusted that what I planned was correct, and I learnt to carry on. I referred to my success criteria as the project evolved and this provided me with a structure to evaluate my own success and that of the pupils.

I spent a lot of time on my own analysing the feedback I had received and combining it into various responses. Studying the different answers from people made me think about its varying effects on people, and I was able to collate the conclusions into an effective and simplistic way.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

At the beginning of my project, problem solving was the area I was most worried about; in case big problems occurred that I had not planned for. Therefore I knew that this was one key area I was determined to improve on.

One issue I faced was when the class I was working with had to cancel our lessons due to other activities. It left me with less time than I needed, so I had to learn to

rearrange my lessons plans and combine teaching periods so that they did not miss out on any vital lessons. Also, if there were ever any pupils in the class absent, sometimes this strongly affected their rehearsal periods and I did not want it to be a waste of time for them, so thinking on my feet and coming up with alternative scenes for the pupils to rehearse was a creative approach I learned to adopt after facing this. In addition, the behaviour of the pupils could be very unpredictable and I had to quickly adapt my teaching approach dependant on this. I quickly became aware of how to handle each situation and saw an improvement in this throughout the workshops I delivered.

Furthermore, illness was a problem I had encountered and due to my effective contingency plan I was able to respond to this constraint. However when all the teachers attending the school pantomime trip as supervisors were simultaneously absent on the day, I had to remain calm and think logically about how to solve the issue without cancelling the trip. I decided that I would find out what other teachers were available to attend the trip and ask for their assistance. Fortunately, there were other teachers available who were willing to help, so with quick rearrangement I managed to organise the changes and the trip did not lose out. To solve this problem I had to rely a lot on others, but for the rest I feel I solved a lot of my problems alone, and this was down to my logical approach.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

My presentation took place in front of a varied audience – S3 pupils all involved in drama and a selection of teachers, including Principal Teachers and members of the Senior Management Team. I think this was a good idea as it provided a range of different opinions, and this linked into my project as I had also wanted a wide range of ages in all my feedback. Also, it set up an initial connection between the pupils in both schools, and hopefully it will encourage them to want to continue this link in the drama department.

My presentation was intentionally very active for the audience; as I almost wanted to mimic the setup a pantomime has. The pupils presented their pantomime performance at the start of the presentation allowing the audience to form their own personal opinion on the success of the project.

It was quite informal but informative, and involved a PowerPoint Presentation as a visual aid to keep them engaged. At the end they were openly encouraged to ask questions or discuss anything about my project, and I found that this was a successful way of keeping the interest and engagement.

Self evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

I have developed in many ways throughout this experience as a learner, teacher and organiser. Feedback received was extremely detailed, and praise given was always taken on board. This was important for me to improve and to do the best work possible. Any setbacks I dealt with in a calm and logical way, working out solutions to any problems that cropped up in any area. Constructive criticism was useful in the development of both my workshops and my drama skills. I asked for feedback in any area I was unfamiliar with as this could only help my progress. I have also learnt from many experiences, including the organisation of a large trip and teaching workshops. The teaching experience introduced me to the pupil individuality within workshops and how to meet the needs of each child. I also had to consider the style of communication that I would use as it had to be done in a sensitive manner yet also unique for every child. I had to deal with these issues differently and adjust my approach during every session.

Each skill that I have developed, including independent learning and team work, will be extremely useful for my future career in drama once I start my further education course. It will allow me to progress in the world of work and develop essential life skills.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name _____

Candidate number _____

Centre _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Identification of opportunities for:	
• own skills development	√
• collaborative working	√
• accessing less familiar learning environments	√
• application of subject knowledge in a broad context	√
• use of knowledge and skills across different disciplines	√
• making connections between subject knowledge and the wider world	√
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
Comments	
<p>This is a really strong proposal with very clear aims. It covers a wide range of external agencies from working closely with pupils with additional support needs to staff at our school and actors in professional and amateur productions. The extensive collaboration required within each one shows excellent research methods and interpersonal skills. By accessing less familiar learning environments such as theatre companies and a school for children with additional support needs shows a fantastic way of learning outside normal circumstances. Connections between the subject and the wider world are also accessed.</p> <p>The proposal is well written, and is well communicated through the written work yet also discussions through meetings with actors, teachers and pupils. The enthusiasm is apparent and love of theatre comes across so well. It shows personal choice, with the involvement of a family member with additional support needs. It is important for aspect of the project to demonstrate the importance of pantomime to children with additional support needs. It is important for building confidence and setting them up for life skills and this is shown well. There are many creative skills involved by analysing pantomime and also in the process of teaching this to pupils with additional</p>	

support needs.

The approach and the timelines are realistic and any constraints are clear. Any constraints encountered will be undertaken with ease due to the calm and decisive nature of the student.

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	√
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	√
Realistic timescales and achievable milestones for each stage of the project.	√
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	√
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	√
Anticipation of probable and possible factors which may impact on the project.	√
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	√
Outline the process for achieving own identified development needs.	√
Comments	
<p>There are clear project objectives and they are quite lengthy. Due to the energetic personality and enthusiasm of the student who has a clear drive to succeed, this is achievable.</p> <p>A journal was kept and was well utilised in the planning process. Evidence was well documented through video footage allowing her to plan and evaluate. The timescale was good as she was laidback but very enthusiastic which allowed her to manage changes well. She was extremely confident in a gentle way. The ability to take things in her stride equipped the student well for the Baccalaureate process. Milestones were made but were achievable.</p> <p>Due to the practical based activities, the student was well aware of resources needed. Because she is involved in both music and drama as a performer this allowed her to have a clear understanding of how she would carry out her research. The communication skills she used were extremely effective and related well to the target group. These included listening, talking, observing, as well as sensory and emotive skills. She also read materials to help her process and analyse questionnaires for accurate feedback. There were many realistic factors to take into account which were dealt with appropriately. For example, she needed time to build up the confidence and personal involvement with additional support needs pupils. Trust and confidence were time constraints for the project and this was anticipated and dealt with well.</p> <p>Flexibility is a key skill to learn but with the nature of the student this was already in place. Improvisation with flexibility and in dealing with pupils and situations arising were important skills to build on. She was able to change her plans accordingly and therefore find a way of extracting the evidence. This student was able to chatter formally and informally with every one in the school. She has a fantastic personality which is a vital quality required due to the type and nature of the project. Being very self critical she would always want to succeed and do well. This allowed her to assess herself and the pupils involved fully.</p>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	√
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	√
Clear presentation of main findings/outcomes.	√
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	√
Skilful and creative use of resources, including people, information and learning context to progress the project.	√
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	√
Comments	
<p>This student effectively used the information gathered and utilised the resources effectively. She had a natural, intuitive and collaborative approach allowing her to be excellent at working with cast members, pupils and teachers. Being brilliant at problem solving allowed her to improvise in certain situations when required. Being self critical and using self evaluation throughout was an important aspect to success and reaching valid conclusions. The overall subject content was important to her due to personal family links and personal relationships with it. Through role play and teaching she has developed skills to help her further in her career. Throughout the process, she was a joy to observe. Her documentation proved the impact of the workshops from the filming, photos, and questionnaires. Having observed the workshops initially it was amazing to see the changes in both pupil performance, behaviour and enjoyment aspects. In particular, each pupil had a part to play which was well thought out and appropriate to their capabilities. The case study of one pupil with autism revealed how she managed to tackle his fear of large crowds and new situations. This was effectively managed by preparing him in advance using a dress rehearsal with the lighting and staging that would be used on the day of the presentation. Initially I observed this pupil not taking part in the role play workshops due to this being a different type of work from normal, yet as the weeks went on, this same pupil flourished in this environment. There were positive steps taken every week to show his improvement and the relationship of trust that had been built. By the time of the presentation he was one of the pupils who showed his enjoyment the most through his enthusiasm in performing, using costumes and props for effect and showing his enjoyment through laughter. One other pupil, who had mobility problems and severe cerebral palsy, had one of the most emotive parts in the pantomime. She had to take a rose from Prince Charming. This seems like a simple task but this was very difficult for her. However, by the presentation, she managed to pull herself far forward in her chair to reach for the rose. This was a big moment for her and such a huge improvement from the workshops. Again this was accompanied by huge smiles and laughter. A pupil with Down's Syndrome also made huge changes from workshop to performance in a different way. He managed to improvise some lines in</p>	

reaction to the audience. This was smoothly and personally achieved. It showed great character and a leap in confidence. This was inspirational. This pupil's subject knowledge is exceptional and she has now gained a place to study drama next year.

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	√
Effective use of chosen communication method(s).	√
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	√
Careful choice and skilful use of communication and presentation methods(s).	√
Comments	
<p>There was a critical and justified evaluation of the project but the evidence demonstrated and told her what she wanted to hear. She was critical in the practical aspects of the project but the improvements were fantastic. Film footage sensitively documents how comfortable the children became related to how they were previously at the outset of the project. She presented the findings with such enthusiasm. The pupils were comfortable and happy and the teaching of her pantomime technique excellent.</p> <p>Everything was well considered from dealing with the pupils and their individual needs to dealing with the audience and the actors. This also revealed excellent social skills.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	√
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	√
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	√
Assertive and justified use of feedback from others in evaluation and identification of development areas.	√
Comments	
<p>This student carried out a lot of self evaluation due to being so critical. This was a good aspect to the project as it showed her determination to succeed and achieve the best results. The strong criteria created allowed her to measure success and could see where things were working. Her sound knowledge of her subject area and her real interest in pupils with additional support needs was inspiring. She was extremely well prepared and started work ahead of it all, by thinking and keeping a journal of ideas over the summer holidays. This allowed her to deal with things that she lacked in confidence, i.e. her teaching skills. She worked closely with the department and spoke to actors and drama staff to help with this side of things. The student also carried out role play of teaching, practiced skills through Drama and spent a long time getting to know the pupils she was working with. She worked hard at this and again was critical of herself as she wanted to continually improve. This showed her skill as an actor as she strives for perfection. She was insightful, intuitive, and loved carrying out the project. This was shown through her enthusiasm from beginning to end.</p>	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A
Additional Comments/Overview This student was delightful to work with. She has so many superb qualities that helped to make her project as professional and as successful as possible. Her organisational skills and the way she managed her relationships with pupils and staff added great value to her project. She took a very personal idea and turned this into an inspirational piece of theatre for both pupils and audience.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____