

Cambridge TECHNICALS LEVEL 3

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 5

Current issues in performing arts

R/507/6471

Guided learning hours: 60

Version 1 September 2015

LEVEL 3

UNIT 5: Current issues in performing arts

R/507/6471

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

In this unit you will explore how the Performing Arts are influenced by the social and political environment in which they operate. You will explore practical ways to develop critical thinking skills, and integrate social and political perspectives into your understanding of the Performing Arts Industry.

In this unit you will research national and local issues affecting the Performing Arts Industry and produce a topical, in depth report about how such issues may impact upon the performing arts industry and your own potential career and professional progression.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand issues that affect the performing arts industry	1.1 National and local arts organisations 1.2 Current issues influencing organisations such as <ul style="list-style-type: none"> • funding • technological developments • lack of required/qualified skillset • audience retention • education • training • global events • government and local political policy
2. Be able to plan and carry out research	2.1 The process and methodology of basic research <ul style="list-style-type: none"> • selection of an appropriate topic • listing key words • the use of source cards, statements of purpose • mind mapping a list of possible sources • accessing sources such as the library, the internet, academic articles, local practitioners, arts organisations and politicians (those with culture and leisure types of brief) • recording information in notes, notecards, interviews, etc. • interpretation of research • discussion of findings • citations (e.g. Harvard system, APA, etc.) • influence of ideology (e.g. political, social, epistemological, ethical) • research plans and records of findings
3. Be able to edit and synthesise research data	3.1 Strategies for analysing and editing findings <ul style="list-style-type: none"> • using key points/keywords • identifying common ideas • working in groups • sticky notes/note taking • review main findings • interpretation of research • discussion of findings

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • compiling • structuring <p>3.2 Learners should form their own standpoint and opinion on the research carried out, justifying their thoughts</p>
4. Be able to communicate findings	<p>4.1 Research findings</p> <ul style="list-style-type: none"> • presentation: medium and format (e.g. written document, lecture, demonstration, audio/video presentation, live performance, CD-ROM, website/blog) • references and sources • citations • footnotes • bibliography • appendices and supporting evidence • interpretation • conclusions <p>4.2 Justification: appropriateness/suitability of subject</p> <ul style="list-style-type: none"> • particular focus/angle/perspective on subject matter • practicality of choice; availability of resources; availability of research material

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand issues that affect the performing arts industry	P1: Identify current potential challenges affecting the Performing Arts industry		
2. Be able to plan and carry out research	P2: Create a research plan and undertake investigation according to the plan		
3. Be able to edit and synthesise research data	P3: Select potential evidence from research findings	M1: Justify personal opinions about issues that affect the performing arts industry	
4. Be able to communicate findings	P4: Present research findings in a suitable medium	M2: Present research findings in a suitable medium justifying main arguments	D1: Present research findings in a suitable medium fully exploring an argument and counter argument taken from research findings

ASSESSMENT GUIDANCE

Assessment and Grading Criterion P1

Learners should produce a written document or a formal presentation which demonstrates that they can cite the major issues that affect the performing arts industry. In a written paper it would be expected that a learner would demonstrate from where they have researched their sources and this paper should be substantial enough to allow the learner opportunity to share their own opinions. In a presentation the learners may work in pairs but it should be clear that each learner has contributed equally to the research and investigation. The learners should be prepared for a video recording of the presentation and to submit slides and reference sources as evidence as well. Learners must identify and produce some detail on the issue(s) affecting the industry. Learners should record their data in an appropriate format and provide evidence that they have utilised a range of sources in their research.

Assessment and Grading Criteria P2

Learners will produce individual portfolios of their research into the Performing Arts industry. These should include relevant research to the issue they have selected and may consist of reports, interviews, notes on lectures and demonstrations but learners should avoid the unannotated inclusion of flyers, prospectuses and internet downloads as well as general hand outs from teachers. Although there are no prescribed demands in the assessment of this criterion, after delivering the general landscape of the Performing Arts industry, teachers can choose to set briefs for learners that limit the scope of the research and provide for more structured evidence in the portfolios. Learners could include evidence in their portfolios of more detailed comparisons between organisations of different scale, art form or locality and how current issues affect them. The gathered research should be supported by an initial research plan that identifies the topic of research and the range of sources.

Assessment and Grading Criteria P3/M1

For **P3**, on completion of the research, learners will edit and synthesise their research findings to identify an aspect to report on which they are able to establish an angle of opinion from. For **M1** learners will be able to establish a thought-out opinion about the outcomes of their research and be able to present an outline of this argument explaining why they possess the particular angle, this may be in the form of a quote or opinion statement. Learners may be able to come up with opposing viewpoints or several arguments or opinions at this stage in their investigation.

Assessment and Grading Criteria P4/M2/D1

For **P4**, learners will produce a report about current issues in the Performing Arts Industry identified by their findings. In doing so they might be encouraged to produce, for example, an audio visual presentation as part of which they will be required to identify the contexts and relevant parties affected by the issue explored. Alternatively they may wish to write an academic essay or conduct an introductory session for the group or a lecture/demonstrations or a combination of any of the above. Whichever method they choose to present their findings, it should present a focussed and detailed account of research and acknowledge research sources. All presentation notes and DVD recordings should be retained for moderation.

For **M2**, learners will produce a report which seeks to establish/defend a proposition/argument related to the issue and should contain the following:

- A proposition derived from findings for **P1, P2, P3**
- An exploration of a specific context or related topic informed by the research carried out
- Illustrations (e.g. graphic, video, model)
- A list of the authorities, sources consulted

The main and more obvious points should be justified within the report.

In **D1**, individual learners will present their argument in their report or presentation fully justifying their research findings. They must include a reasoned argument justified by both research findings and proposed outcomes and consistent reference to how research informed the process.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners could set the research topic or area of investigation for the learner.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Practitioners could contribute to a series of guest lectures on current issues in the arts (for example on political policy and funding and how the two might be intertwined) and how they have been affected. Practitioners could lead a session on what approach they take when researching in preparation for a new project and how they synthesise the ideas.

To find out more

ocr.org.uk/performingarts

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.