

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 21

Character design and realisation

H/507/6491

Guided learning hours: 120

Version 1 September 2015

## LEVEL 3

### UNIT 21: Character design and realisation

H/507/6491

Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Character design and realisation is an umbrella term which describes the various specialisms of costume, props, masks and make-up which assist in the creation and maintenance of character and help the performer to communicate a character's qualities and motives to an audience. These specialisms are to be found in the theatre, television and film industries and offer a wide and stimulating range of career possibilities.

This unit will give you an understanding of the diverse range of skills demanded by these specialisms. You will learn about the jobs themselves and the skills, techniques and methods that are used. You will also have an opportunity to choose one of these specialisms and develop your understanding of it further. You will learn how to create designs to a design brief and see your finished design used in performance.

## 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 design and realisation processes and their purposes	Design processes and methodology, i.e. 1.1 design practitioners and their methods <ul style="list-style-type: none"> <li>• selection of appropriate specialism, i.e. costume, props, masks or make-up</li> <li>• analysing texts from the perspective of design</li> <li>• familiarity with key terminology</li> <li>• design concepts, sketches, models mock-ups and prototypes</li> <li>• producing a design portfolio to a brief</li> <li>• rationale for choosing methods and materials</li> </ul>
2. Understand the design and realisation process to a brief	A range of methods and materials in TWO specialisms from costume, props, masks and make-up design, e.g. 2.1 Method <ul style="list-style-type: none"> <li>• measuring, scaling, drawing, painting, cutting, shaping, smoothing, moulding, fixing, applying, layering, assembling, fixing, securing, dyeing, texturing, colouring, flame proofing</li> <li>• finishing, testing</li> <li>• creation of resources, e.g. inventories, patterns, formers, cutting specifications, mixing formulae</li> <li>• original artwork and presenting of drafts</li> <li>• calculation of materials requirements, technical specifications and data</li> <li>• function and purpose of designer tools and equipment</li> <li>• computer aided design</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Be able to realise a design for use in performance	Realisation and manufacturing practices, i.e.: 3.1 Health and safety: <ul style="list-style-type: none"> <li>• familiarity with manufacturing equipment and materials, hazards, storage and correct use.</li> </ul> 3.2 Selection of materials <ul style="list-style-type: none"> <li>• making informed choices</li> <li>• suitability</li> <li>• compatibility</li> <li>• workability</li> <li>• durability</li> </ul> 3.3 Realisation techniques, e.g.: <ul style="list-style-type: none"> <li>• safe methods of applying, cutting, shaping, fixing, gluing, assembly, etc.</li> </ul>
4. Be able to review design and realisation processes for live performance	To identify and review design and realisation outcomes i.e.: 4.1 Strengths and weaknesses in: <ul style="list-style-type: none"> <li>• design concept</li> <li>• selection of materials</li> <li>• application of method</li> <li>• technical and aesthetic production outcomes</li> <li>• health and safety practices</li> </ul>

## 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 design and realisation processes and their purposes	P1: Explain design and realisation processes and their purposes to inform the design	M1: Compare design processes and realisation techniques	
2. Understand the design and realisation process to a brief	P2: Recommend appropriate design methods and realisation techniques	M2: Design an artefact to a brief	
3. Be able to realise a design for use in performance	P3: Demonstrate a range of realisation techniques using methods and materials	M3: Apply the realisation process to production of an artefact	
4. Be able to review design and realisation processes for live performance	P4: Review the design and realisation processes for live performance		D1: Evaluate the design and realisation processes in fulfilling the brief and suggest improvements
	P5: Identify weak points in the process		

## ASSESSMENT GUIDANCE

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### Assessment and Grading Criteria

These criteria should give learners the opportunity to use the research for **P1** to inform the design planning process at **M1** and, using the hindsight of production realisation, reflect on the usefulness of that research at **D1**.

To achieve **P2** and **P3**, learners should produce portfolio evidence showing their competent understanding of a range of equipment and methods used in the design and realisation process.

**M2** should be awarded when learners provide evidence of a realistic and workable page to stage strategy for the practical realisation of a design concept and **M3** for the realisation of a live performance design that is fit for purpose.

**D1** requires learners to produce an evaluative response in the form of a formal report showing awareness of how research has informed both the design and realisation processes in technical, aesthetic and functional terms as well as the overall success of the project in performance.

For **P4**, learners should demonstrate an ability to review each stage of the process from planning to realisation from within the context of live performance outcomes. **P5** requires learners to have identified any weakness at each of these stages. This review process should be based on both the portfolio design record and experience gained from practical application.

## 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 structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could undertake a work placement at a local theatre with their design team to see how the process is managed.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could design or assist in the creation of characters for a local theatre production.
3. 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.	Designers could give a guest lecture on the process they go through in designing and creating characters.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Designers could assist in the assessment of a realised character design.

To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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