

Performing Arts MCA Steps

	AO1	AO2	AO3	AO4
MCA STEP	Exploring (Reponding to a range of stimuli, themes, practitioners and styles)	Rehearsing (Developing and Creating)	Performing (Characterisation and Staging)	Purpose (Reflect, Identify and Evaluate)
5	<ul style="list-style-type: none"> * Learners will give examples of stylistic features of a particular performance piece and how the theme/style/stimuli can be developed. * Learners will demonstrate a practical appreciation and understanding of the theme/topic in workshops. 	<ul style="list-style-type: none"> * Learners will demonstrate thoughtful development of performance and interpretative skills for performance during the rehearsal process. *They will use repetition, innovation and creative thinking skills to develop their work and the work of others. 	<ul style="list-style-type: none"> * Learners will portray a fully realised character in context of the performance piece, using considered performance skills and techniques. * Learners will confidently demonstrate the ability to interact with other performers and the audience using proxemics and dramatic effect. *Learners will effectively assess the performance space and make create decisions when blocking their piece. 	<ul style="list-style-type: none"> * Learners will consistently demonstate a deeply reflective and evaluative approach to reviewing their work and that of others, identifying the value of the identified strengths and making insightful suggestions for improvement. *Learners will offer considered reasons behind their creative choices in relation to communicating meaning to the audience. * Learners will begin to compare and contrast links between the styles, practitioners and the given stimulus.
4	<ul style="list-style-type: none"> * Learners will participate in discussion and exploration of a theme, actively contributing to the group response and begin generating new ideas. * Learners will display consistent commitment and focus in workshop/explorative activites. * Learners will demonstrate a thorough understanding of the style and how it translates in performance through explorative activities. 	<ul style="list-style-type: none"> * Learners will devise and develop creative ideas with the use of appropriately selected dramatic techniques. * Learner will communicate effectively with their peers, driving the rehearsal process. * Learner will direct others in their group, using given feedback to refine their performance material. 	<ul style="list-style-type: none"> * Learners will develop a highly creative representation of their character using characterisation and demonstrating some appreciation of the dramatic context. * Learners will demonstrate an understanding and awareness of the spacial relationships with other performers on stage. * Learners will confidently use appropriate blocking to enhance the audience experience of the performance content. 	<ul style="list-style-type: none"> * Learners will explain and evaluate their own development and application of skills and techniques, using appropriate subject specific vocabulary to identify strengths and areas for improvement. *Learners will identify reasons behind their creative choices and how these communicate meaning to the audience. * Learners will begin to understand and articulate links between the chosen style and practitioner.
3	<ul style="list-style-type: none"> * Learners will outline key points of a particular theme/stimulus, articulating their understanding to the rest of the class. * Learners will display commitment and enthusiasm in workshop/explorative activities. * Learners will actively respond to and experiment with the chosen style. 	<ul style="list-style-type: none"> * Learners will devise and develop creative ideas with the use of dramatic techniques. * Learners will communicate effectively with their peers, prioritising rehearsal activities. * Learners will direct others in their group, conveying realised performance ideas. 	<ul style="list-style-type: none"> * Learners will create a convincing character using characterisation and imagination. * Learners will consider the spacial relationships with other performers on stage. * Learners will identify the shape and nature of the performance space/stage, ensuring the audience are able to understand and appreciate the performance content. 	<ul style="list-style-type: none"> * Learners will consistently evaluate and reflect on their work and that of others, identifying strengths and making considered suggestions for improvement. *Learners will begin to identify the reasons behind their creative choices in relation to communicating meaning to the audience. * Learners will be able to clearly articulate the link between the chosen style and stimuli.
2	<ul style="list-style-type: none"> * Learners will demonstrate an understanding of the theme/stimulus through group discussion. * Learners will display positive involvement in workshop/explorative activities. * Learners will actively respond to the chosen style. 	<ul style="list-style-type: none"> * Learners will devise and develop some creative ideas for performance material. * Learners will develop communication skills, working positively with their peers. * Learners will rehearse performance ideas, showing some skills in leadership. 	<ul style="list-style-type: none"> * Learners will create a basic character with growing confidence and characterisation. * Learners will start to interact with other performers on stage. * Learners will stage a performance piece, communicating its intentions to the audience. 	<ul style="list-style-type: none"> * Learners can respond to self and peer feedback with comments that are thought through, both constructive and positive. * Learners will consider the purpose of their performance piece and what message they want to convey to the audience. *Learners will begin to understand the link between the chosen style and stimulus.
1	<ul style="list-style-type: none"> * Learners will demonstrate some understanding of the theme/stimulus through group discussion. * Learners will show moderate involvement in workshop/explorative activities. * Learners will show some willingness in response to the chosen style. 	<ul style="list-style-type: none"> * Learners will generate some creative ideas for performance material. * Learners will develop communication skills with support and encouragement from their peers. * Learners will rehearse performance ideas with some direction. 	<ul style="list-style-type: none"> * Learners will attempt to create a character using some levels of characterisation. * Learners will aim to develop their confidence by communicating with other performers on stage. * Learners will stage a performance piece, sometimes considering it's intentions to the audience. 	<ul style="list-style-type: none"> * With some encouragement, learners can respond to self and peer feedback with comments that show some reflective thought. *Learners will sometimes identify the purpose of a performance piece and why it was created. *With guidance, learners will make connections between the chosen style and stimulus.