



Scottish Baccalaureate in Expressive Arts

Exemplar 1 - “Using Drama and Role-Play to aid people with Additional Support Needs”

Grade A

Expressive Arts: Interdisciplinary Project

Proposal

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|--|---|--|--|--|--|--|--|--|
| Candidate name | April Anderson | | | | | | | |
| SCN | | | | | | | | |
| Centre name | Hilltop Grammar School | | | | | | | |
| Assessor name | Jane Cook | | | | | | | |
| Project title | Using Drama and Role-Play to aid people with Additional Support Needs | | | | | | | |
| Project outline (<i>what it is you want to do and how will you go about it</i>) | | | | | | | | |
| <p>The aim of this project is to find out if drama and role-play activities would aid people with Additional Support Needs to develop personal skills which would help them cope with tasks in the wider community.</p> <p>Project objectives:</p> <ul style="list-style-type: none">• To plan a series of role-play exercises that will allow people with learning difficulties to rehearse what might be expected of them when they go into shops, restaurants, banks etc.• To take a chosen group of about 4 people and work on these exercises until they feel secure in their roles.• Take the group to the locations they have been working on and allow them to interact in the appropriate manner. | | | | | | | | |
| Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>) | | | | | | | | |
| <p>I am studying Drama and have always realised the benefits of the subject in that it allows you to experience the lives of the people you play. As my older brother has learning difficulties I wondered if this type of experience would allow him and people like him have more confidence in different social situations.</p> | | | | | | | | |
| The broad context this project will cover is: | | | | | | | | |
| <p><input checked="" type="checkbox"/> Citizenship This project comes under citizenship as it helps to support others in our communities who are less able to cope with what we see as normal situations.</p> <p><input type="checkbox"/> Enterprise <input type="checkbox"/> Employability <input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sustainable Development.</p> <p>This project also come under sustainable development as reduces reliance on other support mechanism through giving people with Additional Support Needs more confidence to do things on their own.</p> | | | | | | | | |

Learning environments I will access are

I will access local schools/adult learning centres with pupils and adults who have learning difficulties and will investigate how my plans might fit into the curriculum on social development they already follow.

I will have to understand the methodologies used with people who have learning needs and will have to research these – possibly on the internet and by visiting ASN departments in schools and Adult Learning Centres.

I will approach local shops and amenities in the town and ask if they will be willing to help with planned visits arising from the learning of the participants in the project.

I would also like to interview people who work with stroke or brain injury victims as I know that they sometimes use similar approaches to re-training so I will contact the local hospital and try to arrange an interview.

How I will use my knowledge of expressive arts

I will use my knowledge and understanding of improvisation and acting techniques to develop mini scenarios which will aid learning. I will use characterisation skills to become the characters I will need within the improvisations. I will also direct and semi-script plot lines for other actors, from my Advanced Higher class, I may use in the course of my project.

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***

Although I feel confident in my own acting skills, and those of my peers, I will have to learn how to instil confidence in the others so that they feel that they are in a secure environment.

- ***research skills – analysis and evaluation***

I have undertaken research in Higher Drama and Modern Studies but this was mostly done on the Internet and through textual analysis. I am looking forward to carrying out this research and finding out more on a topic that has a practical application and has relevance for me.

I would also like to find out if drama is a medium that is already being used to educate and enhance the learning of people with learning needs.

- ***interpersonal skills – negotiation and collaboration***

I am interested in researching what provisions are already in place to aid people with learning needs to help them cope in different social situations. This type of research will require me to work more with outside agencies and speak to adults in a professional setting. I may also have to negotiate with local businesses if I want the improvisations to expand into a practical environment.

- ***planning: time, resource and information management***

I am not always organised when it comes to time management and this is something that I will have to improve upon if I want to finish the project in the given time. I will

make sure that I set up a timetable for myself with weekly targets. This approach will possibly help me, when I go to University, with my study skills in the future.

- ***independent learning – autonomy and challenge in own learning***

One of my strengths is independent learning and because I have a personal interest in the outcome I think this will motivate me more to challenge myself even further.

- ***problem solving – critical: logical and creative approaches***

Problem solving is a major aspect of drama and I am quite confident that I will approach any problems in a logical and organised manner. Time management may cause some problems because I am collaborating with a range of people so I may need to be creative with this.

- ***presentation skills***

I am not totally sure at this point how I am going to present my project although I would hope to video some of the lessons and the practical visits which follow. I would need to find out if there are any legal reasons I cannot do this. I would then like to present my findings to an audience of interested parties.

- ***self evaluation – recognition of own skills development and future areas for development***

I plan to keep a log book and a video diary throughout the project which will allow me to evaluate myself and the progress I am making.

Assessor feedback to candidate.

April, you have chosen a very interesting and well thought through project which has personal connotations for yourself. This will be a very challenging and time consuming project although I know that you are extremely motivated to do well. You have opportunities to develop some broader skills through managing your peers who are going to assist you. You presented your proposal well and fully justified your choice. This has lots of potential and fully meets the project requirements at this stage.

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|----------------------------|-----|------------------------------|-------------|
| Proposal approved | YES | Further work required | |
| Candidate signature | | | Date |
| Assessor signature | | | Date |

Expressive Arts: Interdisciplinary Project

Plan

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|---|---|--|--|--|--|--|--|--|--|
| Candidate name | April Anderson | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | Hilltop Grammar School | | | | | | | | |
| Assessor name | Jane Cook | | | | | | | | |
| Project title | Using Drama and Role-Play to aid people with Additional Support 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> | | | | | | | | | |
| Month | Tasks | | | | | | | | |
| August | <p>Contact schools and adult learning centres in the area to see if I can visit to explain my proposals and gauge the interest of the centres.</p> <p>After gauging interest at the centres, approach local businesses in the area to determine if they will allow us to visit their premises with the group I finally decide to work with. At this point I would also ask the businesses if there are any props (paper cups, menus, logo recognition materials etc.)</p> <p>Contact the local hospital and arrange an interview with somebody who works in the re-training of stroke or brain damaged victims.</p> <p>Speak to the other pupils in my AH class to see if they are willing to help in the acting of my scenarios.</p> | | | | | | | | |
| September | <p>Choose the group that I have decided to work with from one of the centres.</p> <p>Write out the first draft of my scripts and give them to the other actors – explain at this point that they may have to improvise around the scripts depending on the responses of the people in the chosen group.</p> <p>Go to visit the group, a number of times, in order to let them familiarise themselves with me.</p> | | | | | | | | |
| October | <p>Start the improvisation exercises. Work consistently on one business for at least four lessons. Plan and carry out the visit.</p> | | | | | | | | |
| October Holiday | <p>The October holiday may affect this part of the timescale and October /November may run into each other. Will solve this problem if and when it occurs.</p> | | | | | | | | |

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| November | Start the next improvisation exercises. Work consistently on this new business for at least four lessons. Plan and carry out the visit. |
| December | Make up and give out questionnaires to staff at the centres and to people working at the local businesses to assess how positive they felt about the visit. |
| January | Start planning the presentations. Collate the findings from the questionnaires. Edit the video presentation. |
| February | Give the presentation. Evaluation |

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

Objective 1

I will draw up a list of schools/ Adult Learning Centres in my area and contact them outlining my proposals and hopefully make an appointment to meet them and the pupils. Choose the group of four children or adults I will finally work with. Arrange times for the lessons I hope to carry out.

Objective 2

Approach local businesses in the area to determine if they will allow us to visit their premises with the group I finally decide to work with. At this point I would also ask the businesses if there are any props (paper cups, menus, logo recognition materials etc.) that I can use.

Contact the local hospital and arrange an interview with somebody who works in the re-training of stroke or brain damaged victims.

Objective 3

Speak to the other pupils in my AH class to see if they are willing to help in the acting of my scenarios. I want other actors to play different roles so the group are used to seeing different faces. Without the help of my peers I would have to play all the different roles myself which would make the exercise less realistic. Write the draft outline scenarios.

Resources (*eg people, materials, places*)

My main resources will be the people:

- from the centre of my chosen group as they will have specialist knowledge of the people involved
- from any companies that allow us to visit
- From my AH Drama class as they will be in the scenarios

I will also need a video camera in order to film the lessons and props to use while we are rehearsing.

I need a room in order to carry out the rehearsals either at my school (preferably the drama studio) or in the chosen centre.

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

I will visit the companies I have contacted and ask about their customer interaction e.g. what questions might the group expect when they approach the counter or member of staff. I will use this information as a framework for my scenarios and scripts.
I will talk to the specialists in the chosen centre to find out the best approaches to take when working with the individuals in the group.
I will interview the specialist(s) who work in the local hospital to determine what approaches they use with stroke or brain damaged victims.
I will video the lessons and evaluate the learning and confidence of the project group.

Presentation

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

Staff who work in schools and Adult Learning Centres who work with people with ASNs.
Parents/carers and family of people with ASNs to see if they might want to try out the approaches I have used.
People who work with stroke or brain injury victims as I know that they sometimes use similar approaches to re-training and I would like them to comment on my approach to training.

- **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 intend to talk to the audience during my presentation and explain what I wanted to achieve. I will use the edited video to highlight the progress that the group will hopefully make. I will then open the floor to any questions that the audience may want to ask.

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 am totally dependent on the willing collaboration of all outside agencies that I am going to approach. Without their help my project cannot go ahead.
I am also going to need the help of my fellow pupils in my AH Drama class.
I will need help from the school drama department in that I may need set and props that they can provide. I will have to stick to the order of my timescales as I need to have certain things in place before I can start my improvisations in October. If my timescale slip this will impact on my next step.

Contingencies

Any anticipated problems

My plans for overcoming the anticipated problems.

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| <p>Finding a group of participants that I can use for my project.</p> <p>Difficulty in getting local companies to help me with visits.</p> <p>Delays in responses</p> | <p>I am hoping that I can approach the centre that my brother attends and use some of the people from his learning group. If I cannot use the centre my brother attends then I will approach other centres.</p> <p>Enlist the help of my parents, their friends and the parents of my friends who work locally. I would ask them if they could approach the managers of the companies they work for and ask if they would allow me to visit to discuss my proposals.</p> <p>Review timescales Have broad base of outside agencies that I can contact.</p> |
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Method for recording my skills development and future areas for improvement

I intend to keep a progress log book and a video diary throughout the project which will allow me to evaluate myself and the progress I am making. This will also allow me to monitor how my own skills develop as the project progresses.

Assessor feedback to candidate

Your plan clearly sets out what you want to do. You have planned for contingencies but I think you have missed out the fact that transport may be needed to take your final group to and from the local businesses. You must also find out if you need permission to video the group you will be working with and within the local businesses.

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| Plan approved | YES | Further work required | |
| Candidate signature | Date | | |
| Assessor signature | Date | | |

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

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|-----------------------|--|
| Candidate name | April Anderson |
| SCN | |
| Centre name | Hilltop Grammar School |
| Assessor name | Jane Cook |
| Project title | Using Drama and Role-Play to aid people with ASN's |

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 held my presentation in the drama studio as that is where a lot of the rehearsals were done. It was also a more intimate space than the Assembly Hall for the 35 members of the audience who were invited. The audience consisted of parents/carers and family of people with ASNs. Parents of the people in the final chosen group were particularly interested in what had been achieved with their children. I also invited the staff from the centre where the group came from. Unfortunately nobody was able to come from the local hospital although they had said in their response to the invitation that they would like to see the final video. My drama teacher and all the members of my AH Drama class also attended as they had participated in much of the practical aspects of my project. A lady from the local bakery also asked if she could come along as we had used her shop as part of the visits.

I spoke to the audience at the start of my presentation and explained what I wanted to achieve when I first started the project. I then showed them the edited video to highlight the progress that the group made. I then opened the floor to any questions that the audience wanted to ask.

The following day I showed my video and spoke to the drama teachers and some of the support staff in the school. At this point I was able to talk in more depth about what I felt the group got out of the project but more importantly what I felt that I achieved, on a more personal level, by carrying out the project. The PT of learning support asked to see my scripts and we discussed how these could be adapted for use in a small group situation.

Assessor feedback to candidate

April you have presented all your findings in a clear and precise manner. Your use of humour when making your initial speech was appreciated by the audience but did not mask the massive amount of creative thinking and problem solving you have used throughout the project. Your reasoning for starting the project and the research you carried out was shown both in the opening speech and the question and answer session. Your video was well edited and highlighted your obvious understanding of the drama process and the skills needed to develop the participation of others. It was obvious watching the video that the group loved working with you and showed the build up of confidence in both them and yourself.

Your presentation the day after, to us and the support staff, was confident and showed your understanding of using drama as a tool to aid learning and understanding. It also showed a very mature approach to a difficult subject. It was obvious that you have learned a lot about yourself as well. Your discussion of scripts and how they could be adapted for different situations also showed a creative approach but full understanding of the disciplines involved. Well done!

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| Candidate signature | | Date | |
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Expressive Arts: Interdisciplinary Project

Evaluation of project

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| <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 feel that my overall project has been very successful. I am extremely happy with the outcome, especially as I was worried that I had taken on too much. I was not too worried about my drama skills but had worried about relating these to people with learning difficulties. I think that because my classmates and I were enthusiastic, throughout, this cascaded down to the group participants. The video shows the fun that we all had and how this helped with the learning process. My initial research was very helpful and the insight, the staff from the centre gave me, allowed me to solve problems as they arose during the lessons. I did have to use the contingency plan of using my brother's centre but I think this helped as I already knew some of the teachers. However, I did not use any of the people from my brother's section as I knew some of them beforehand and thought this might skew my findings.</p> <p>I was extremely appreciative of the help I received from the two companies who allowed us to use them for our visits – especially as the first two I approached did not seem keen to help and I thought my project had finished before it had even started. They gave me numerous pointers as to how their staff were trained and what the group might expect when we arrived on the premises. They also gave me props to help with my lessons and rehearsals.</p> <p>The parents of the group members also told me that the participants enjoyed the rehearsals and the visits and were eager to show them what they had learned. I also learned a lot about myself; the patience I had when we had setbacks and my problem solving skills when things were not going to plan.</p> | | | | | | | | | |
| <p>How effective were my communication methods throughout the project?</p> <p>I felt I communicated well with all outside agencies and met many interesting and helpful people throughout the project. Many went over and beyond what I asked of them and I can't thank them enough.</p> <p>I also communicated well with my classmates and felt that they took on board all that I asked them to do during rehearsals and the discussions we had before and after the lessons. I learned a lot about managing a group of people.</p> | | | | | | | | | |

I am extremely pleased with the way I communicated with the chosen group as methodologies that had worked some days did not work on others. I had to appear confident throughout and could not let them see the frustration I sometimes felt.

I was happy in my communication with the psychiatric nurse from the hospital who answered all my questions and showed a lot of interest in my explanation of what I wanted to do. He gave me some excellent pointers that helped with my lesson plans.

The talks that I had with my drama teacher helped me air the problems that I had and allowed me to discuss the strengths and weaknesses of my scripts and lesson planning. Often when talking through and evaluating my progress with her I could see the solutions to my problems.

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

I think that the lesson plans and the scripts I developed could be used in other situations and in classes with pupils with learning needs. The PT Learning support from my school took copies of these with my lesson plans to use, or adapt them for use, with small groups of pupils.

I know that the Learning Centre, from which I took my working group, have plans to continue with some of the exercises we did in class. They have actually asked me to visit and discuss how they might organise the classes and use set and props.

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| Candidate signature | Date | |
| Assessor signature | Date | |

Expressive Arts: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

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|-----------------------|---|--|--|--|--|--|--|--|--|--|
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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.

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| Application of subject knowledge and understanding |
| <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>I was very keen to use my knowledge and understanding of drama skills, including voice, movement, improvisation and script writing, in my project. I realised that, although I was going to write semi-scripted scenarios, my ability to sustain character in spontaneous improvisations would be crucial. I was also aware that I would have to use my directorial skills with my AH classmates and the final project group. Problem solving is a major aspect of drama and I realised that there would probably be many problems that I would have to solve in all aspects of the project. I believe that I was effective in using all my drama skills appropriately in both the plot development and script writing. My ability to sustain character in spontaneous improvisation became the most important aspect, in using drama skills, as the project group would often go off at tangents I had not anticipated. I was glad that I had directed improvisation scenarios with my AH classmates beforehand in case this might happen. My knowledge of set and set dressings, along with the use of props, was also useful throughout the project as the project group became familiar with these.</p> |
| Research skills – analysis and evaluation |
| <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> |

Planning – This was a difficult stage in my project as I had an idea of what I wanted to do but was unsure of how to go about it. I had to think carefully about who I would contact, as well as placing it on a realistic timescale. I managed to cope with the stress of delays and changes of plan, while developing a relevant project which took into consideration my contacts and previous knowledge. I was glad that I had chosen a wide range of local businesses and had drawn up a long list to choose from. This forward planning helped as some businesses I approached did not seem keen to get involved with my project. I was glad that my teacher had pointed out that I would have to think about transport and permission to video the project group/businesses after she assessed my initial plan. I then had to add these tasks to my plan and had to make up permission letters for parents to sign. I was able to define the tasks necessary to implement the information gathering stages of the project and was able to use this information to implement the next stages of my plan.

Research - I feel my research had sufficient varied sources to form the basis for my project. At all points I asked if I could video my interviews but some of the interviewees were wary of this. I could totally understand their reticence, especially when it came to discussing individuals in my final project group. I finally came up with a solution in that we chose 3 or 4 specific questions which would give generic, but appropriate, answers which I would use in my video. However, I did take notes on the other answers I was given, off camera, which allowed me to determine the course I would follow in developing my lessons. The two businesses, I finally used, and the psychiatric nurse at the hospital also allowed me to video them, after negotiation, on the questions and answers they thought were appropriate and were willing to answer on camera.

In all cases I took notes throughout the interviews and then typed these up formally later. I found this method highly useful throughout my project.

Analyse - The use of my progress log book along with my video diary allowed me to analyse the usefulness and relevance of my resources, as I made sure that the facts I found from each source were utilised in making future decisions on lesson plans and outline scenarios. I included all the relevant information in my log book although the amount of information that I eventually gathered took some time to sort through. Most of it was extremely useful and I had more than enough to satisfy my project requirements.

My organisational skills have been improved by carrying out this process however I did not realise how much information I would have to consider in order to carry out the practical tasks.

Evaluate - I think the research stage went well, although I felt as if I was running out of time especially when trying to find businesses that would help me. This was frustrating as I couldn't wait to get on with the practical aspects of my project. My plan was logical but my timeline was sometimes difficult to adhere to. Overall the research stage went well with some elements I would definitely be able to improve on, in future, now that I have completed and learned from this process.

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.)

As I have already stated I did have to negotiate what questions and answers I was allowed to use, in my video diary, when interviewing outside agencies. I felt slightly nervous when asking some questions, which perhaps showed my lack of knowledge in front of experts, but was not embarrassed to ask for help when I did not understand their answers.

I asked my drama teacher to review my lesson plans and scripts and she gave me a lot of encouragement and helped me to find solutions through asking constructive questions.

I had to collaborate, at later stages, with the other pupils from my AH class who were helping me with the practical aspects of the lessons and I found their willingness to discuss and help me solve problems invaluable.

Without them realising it, the project group also gave me feedback into how things were going, through their interaction and the openness of their questions. I was able to use this to solve problems in my lesson plans and teaching. They too, unconsciously, became collaborators.

At all times I was willing to consider the views and opinions of everyone involved and was willing to express my own.

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?)

As much as possible I tried to stick to my project using milestones that really helped me organise my activities. Updating my progress log and help from my teacher kept me focused on what needed to be done and made me clear about what I needed to focus on next. However I think a more detailed schedule could have helped me visualise targets still to be achieved. I recorded everything I did in my video log and dated it. I found this invaluable as it allowed me to see progression, what went right and wrong and what my next steps were.

Not considering transport and permission to video at the start took up some time that I hadn't planned for. I had to make up permission letters for parents/businesses to sign and make sure these were returned before I could start videoing my lessons/visits. Fortunately, one of the teachers from the centre agreed to drive their mini bus to the businesses although I had the contingency that my teacher had offered to take them in the school minibus.

Overall I feel that I planned for problems that might arise and had contingencies planned to overcome them if need be.

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 think overall my project was a real challenge, but I consider it a great personal achievement that I managed to complete it successfully. I was able to work really well on my own and stayed focused on what I had to do next. I did need support from my drama teacher and classmates but made all the final decisions myself. I would definitely feel more confident in my abilities in taking something like this on in future.

I looked for businesses on websites and took the initiative to speak to new people and explain my project to them.

My interviews with the teachers in the centres and the psychiatric nurse forced me to focus on relevant questions and how these would inform the next steps of my project.

I was really pleased that I was able to edit my own video after getting advice on how to use the software from one of the school technicians. Originally he had offered to edit the video for me but I wanted to challenge myself to do it on my own and now have a new skill which I can use in the future.

I was happy with my script for the final presentation and received some positive feedback from the audience through the questionnaires I gave out at the end.

I am very happy with my own self-learning and autonomy, which I think will stand me in good stead for next year when I go to university.

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?)

The contingency planning of being able to use my brother's centre and having a broad base of businesses to choose from definitely helped me manage the project and complete it on time. This meant that when faced with the problems of finding a project group and businesses I could visit I was able to use my planning to complete the tasks.

I had the confidence to ask for help when I needed it, although I didn't always act on the advice given if I could see an alternative way forward. I shared problems with my supervising teacher and classmates in order to come up with effective solutions.

I had to negotiate what questions and answers I was allowed to use, in my video diary, when interviewing outside agencies.

I gave out questionnaires, to the centre and the businesses, when the project had reached its conclusion and I used the information from these to help write my presentation script.

I dealt with problems when they arose and was very pleased when I was able to overcome a problem or challenge. I think my confidence in my own abilities has increased as a result of this.

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?)

I chose to do an oral presentation accompanied by my edited video diary so my audience had the benefit of hearing about my project directly from me rather than reading a written report. I chose an informal approach and held my presentation in the drama studio as it was a more intimate environment and I wanted a relaxed atmosphere.

The target audience consisted of parents/carers and family of people with ASNs, the staff from the centre where the project group came from, teachers from the Drama department and members of my AH class. Unfortunately nobody was able to come from the psychiatric unit of the hospital although they had said in their response to the invitation that they would like to see the final video. A lady from the local bakery, as we had used her shop as part of the visits, also came along.

I spoke to the audience at the start of my presentation and explained what I wanted to achieve when I first started the project. I then showed them the edited video which showed a logical progression from my initial research to my lesson plans and highlighted the progress that the project group made.

I had worked hard on my opening address and used humour, within the speech, to relax the audience. This went down well and the question/answer session at the end was also relaxed.

I was particularly pleased with my video which showed both the ups and downs of the lessons and visits and the definite progress the project group had made. The parents of the project group complimented me on the logical, mature approach I took within the role-play sessions.

My questionnaires, I handed out at the end of the presentation, gave me positive feedback on my project and the form of my presentation. I also received very complimentary feedback on my presentation style.

I also did a shorter, more reflective, presentation the following day. I showed my video and spoke the drama teachers and some of the support staff in the school to see if any of my research and lesson plans were of use to them. At this point I was able to talk in more depth about what I felt the group got out of the project but more importantly what I felt that I achieved, on a more personal level, by carrying out the project. The PT of learning support asked to see my scripts and we discussed how these could be adapted for use in a small group situation.

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?)

Overall I think my confidence has grown a lot since taking on this project. I have had experience in dealing with people of different ages and intellects, which I am sure will help me later in life.

I realise from doing this project that there are skills that I would like to develop further such as organisation of information, forward planning, and working with others. I think that these skills will definitely help me to cope with the demands I will come across in my course at University.

I have learned how to work with adults and to understand the importance of

confidentiality and how information can be highly sensitive.

I have learnt a lot about myself since doing this project. I have had experience in areas that I never had before such as effective background research and interviewing skills.

I can be impatient and have often rushed through things, in the past, to reach final conclusions. However, this project has taught me to slow down and realise that things can't be rushed if they are to be done properly. I am pleased with how I got over problems and found solutions by dealing with the situations calmly and laterally to find ways around them. This is a skill that I hope to take forward into my future studies and working life.

I have also learned that I need to keep motivated especially when I face challenges and potential barriers although I have found out that I have the staying power to see a task through to completion.

I am keen to get more experience in a drama teaching environment and I hope my summer job, working as a team leader at the local theatre summer school, will help me achieve this.

I am proud of myself for taking on this project, culminating in my presentation that engaged an adult audience and on which I received excellent feedback, and hope that I can take the combination of skills and lessons I have learned and use them in the future.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project *(eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)*

I am particularly proud of the work I have done with a wide range of other people which has given me confidence for my future studies and career. I learned valuable lessons about careful planning and taking my time over more challenging aspects of the project. There were also things about research which I had not thought about before such as confidentiality and sensitivity of questioning.

Skills that I have used in this project that I would like to develop further *(eg using skills in even more challenging situations, more working on your own, more team working)*

I found the evaluation side of the project very useful. Through keeping a reflective log and video diary I was able to note the good and not so good aspects of the work I was doing. This helped me to solve problems as they arose but also provided a very good record of my skills development and a basis for the evaluation and self-evaluation.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name April Anderson

Candidate number _____

Centre Hilltop Grammar School

| 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 | |
| The project proposal fully meets the project requirements and fulfils all criteria. | |

| 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 | |
| April's plan clearly reflected the proposal with sound awareness of the process in order to embark on the project. It was well thought out and met the requirements to fulfil the criteria. | |

| 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 | |
| April demonstrated a high degree of confidence and enthusiasm throughout the delivery of her presentation. Her use of humour and interpersonal skills kept the audience entertained while also disseminating the huge amount of work she had done. Her video diary included research evidence and allowed the audience to see a | |

natural progression in skills developed by the project group. Her clear understanding of drama skills was also evident throughout the video. She received very positive feedback from her audience.

| 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 | |
| April's evaluation of her project shows that she has thought carefully about each stage of the project, and has taken on board suggestions from a number of sources. Moreover, not only has she recognised problems, but she has also dealt with them efficiently. It is good to see that she feels she has developed substantially in a number of areas by taking part in this project. | |

| 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 | |
| April showed an insightful and well-structured self-evaluation of her own strengths and areas for improvement, and has clearly demonstrated how specific generic and cognitive skills have developed. | |

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 B C Unsuccessful |
| Additional Comments/Overview | |
| <p>April showed a high degree of commitment at the proposal stage which she continued with throughout the project. She demonstrated a willingness to seek out sources and contacts independently and effective contingency measures were put in place when things did not go as planned. Her research and conclusions were well documented in her personal log book. She requested little support and made extremely appropriate decisions on her own. The project was well-focused, well-managed and her Progress Log was clear and updated regularly, which allowed me to track her progress. The delivery, aims and purpose of the final presentation were excellent. Her edited video showed a clear progression throughout the project. She has given her lesson plans/scripts to the Drama and Learning Support departments and these could be utilised within the school in future.</p> <p>I believe that this quite clearly achieves 'A' standard in all the selected areas.</p> | |

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____