



# **Expressive Arts: Interdisciplinary Project (Advanced Higher) Assessment Support Pack**



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# Section 1

## About this Assessment Support Pack

## About this Assessment Support Pack

This Assessment Support Pack provides guidance on approaches to delivery and assessment of the Unit, Expressive Arts: Interdisciplinary Project (Advanced Higher).

It should be read in conjunction with the Unit specification, Expressive Arts: Interdisciplinary Project (Advanced Higher).

The Assessment Support Pack gives examples of assessments that are valid, reliable and practicable which correspond to the standard of performance expected of candidates contained in the Unit specification. It also provides examples of templates that could be used by candidates to assist them with the planning of, and reflection on their Interdisciplinary Project.

The Assessment Support Pack can be used in a variety of ways including, for example:

- ◆ to generate evidence which demonstrates that candidates have achieved all cognitive and generic skills across the three stages of the Unit
- ◆ to provide exemplification of the standard of performance expected of candidates achieving the Unit, ie as a benchmark
- ◆ to help centres customise assessment tools for the Unit
- ◆ to give teachers/lecturers/assessors new ideas
- ◆ to use as a staff development tool

It is important to emphasise that the content of this Assessment Support Pack is accessible to everyone.

Centres are encouraged to devise their own assessment tools and verify their suitability through their own internal quality assurance procedures. An effective internal quality system should be in place within the presenting centre.

### Recommended reading

Before using this Assessment Support Pack, it is recommended that centres read the following documentation:

- ◆ Unit specification, Expressive Arts: Interdisciplinary Project (H187 47)
- ◆ Arrangements Document for the Scottish Baccalaureate in Expressive Arts (GE9 X47)

In addition, centres may find the following documentation useful:

- ◆ *Guide to Assessment*
- ◆ *Introduction to Assessment Arrangements*

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## **Section 2**

### **About the Interdisciplinary Project**

## About the Interdisciplinary Project

The prime focus of the Interdisciplinary Project is the development of cognitive and generic skills which will assist the candidate to — advance as an independent learner; increase confidence; develop own learning and improve career prospects.

These skills will help candidates to tackle complex areas and also to contribute to a wider and deeper understanding of the role these skills can play. This is why they are valued so highly by education and industry.

The Interdisciplinary Project allows candidates to apply and extend their learning in a contemporary context, either as a standalone qualification or as part of the Scottish Baccalaureate in Expressive Arts. Candidates should select a project and design their own experience in which to further develop their skills and abilities as a successful independent learner. In carrying out the project they should further develop specific cognitive and generic skills that they will need to be successful in life, future learning and work.

Candidates will be assessed on their ability to plan, manage, complete and evaluate their project and their own learning/skills development. While the assessed skills are not based on subject content, it is important that the assessor is competent in evaluating the application of subject skills and also the process adopted.

Candidates may wish to undertake the Interdisciplinary Project as part of a group. However each individual candidate must clearly define his/her roles and responsibilities and must demonstrate an appropriate level of participation in all three stages of the project. In order to pass the Unit each individual candidate must complete all five pieces of mandatory evidence and achieve the evidence criteria for a C Grade pass.

## **Section 3**

### **Cognitive and generic skills**

## Cognitive and generic skills

Some of the ways in which candidates may demonstrate the cognitive and generic skills that are developed and assessed through the Interdisciplinary Project are outlined below.

### Application of subject knowledge and understanding

- ◆ Think about practical uses for the language(s) they have learned.
- ◆ Build these ideas into meaningful and realistic contexts, chosen from one or more of the Broad Contexts (*citizenship, economic development, employability, enterprise and sustainable development*).
- ◆ Plan how they can use their knowledge of expressive arts effectively as part of a successful project.
- ◆ Use expressive arts to help them carry out various aspects of the project.

### Research skills — plan, research, analyse and evaluate

#### Plan

- ◆ Define the research subject by identifying its scope and key concepts.
- ◆ Define the research process by identifying tasks and creating a schedule.
- ◆ Show initiative in choosing methods of research, eg contacting companies, surveys, focus groups, experimentation.
- ◆ Identify and use relevant tools, resources and contacts for the research process.

#### Research

- ◆ Carry out research from a variety of sources.
- ◆ Keep records and notes on strategies, sources, tools and resources used.
- ◆ Adopt a referencing methodology (where appropriate).

#### Analyse

- ◆ Analyse the usefulness and reliability of materials gathered and resources consulted.
- ◆ Return to the research stage as necessary.

#### Evaluate

- ◆ Evaluate the research process.

## **Interpersonal skills — negotiate and collaborate**

- ◆ Consider other people's views/feedback.
- ◆ Discuss issues of concern, seeking resolution where needed.
- ◆ Adjust approach in response to a situation/environment.
- ◆ Have positive self-belief.
- ◆ Be confident enough to offer and ask for support.

## **Planning — time, resource and information management**

- ◆ Estimate timescales and set milestones (targets).
- ◆ Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities.
- ◆ Consider any probable barriers to achievement and take steps to minimise them.

## **Independent learning — autonomy and challenge in own learning**

- ◆ Use skills responsibly to make things happen.
- ◆ Take the initiative to establish links with other learning environments/opportunities.
- ◆ Look for challenges and don't necessarily take the easy option.

## **Problem solving — critical thinking; logical and creative approaches**

- ◆ Generate and explore ideas to support the project.
- ◆ Use creative approaches such as lateral thinking.
- ◆ Use logical, step by step thinking approaches.
- ◆ Consider how a situation may have arisen and possible contributory factors.
- ◆ Think critically about possible actions/changes that would improve the situation.
- ◆ Analyse points of view in source materials in order to support findings from the research, eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence.

## **Presentation skills**

- ◆ Choose appropriate formats and apply effectively, eg written, oral, video, multimedia.
- ◆ Consider the target audience, the layout, structure, degree of formality of the presentation.
- ◆ Gather, select and include relevant information or ideas, emphasising the main points.
- ◆ Present information/ideas/reflections with supporting detail in a logical order, reaching a reasoned conclusion.

## **Self-evaluation — recognition of own skills development and future areas for development**

- ◆ Ask for feedback and deal positively with praise, setbacks and criticism.
- ◆ Reflect on the experiences and feedback from others to assess the development of the knowledge, skills and understanding.
- ◆ Learn from the experiences and use to inform future progress.

## **Section 4**

### **Broad contexts**

## Broad contexts

The project must explore and bring out the relevance of expressive arts in one or more of the broad contexts of citizenship, enterprise, employability, economic development, sustainable development. The following definitions are provided as guidance.

### Citizenship

The exercise of rights and responsibilities within communities at local, national and global levels; and making informed decisions, and taking thoughtful and responsible action, locally and globally.

Education for citizenship in Scotland, Learning and Teaching Scotland 2002

### Enterprise

- ◆ Develop enterprising attitudes and skills through learning and teaching across the whole curriculum.
- ◆ Experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment.
- ◆ Participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of 'hands-on' participation.
- ◆ Enjoy appropriately focused career education.

Determined to succeed, Scottish Government, 2002

### Employability

A set of achievements — skills, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations.

Learning to work: enhancing employability and enterprise in Scottish further and higher education, Scottish Funding Council 2007

### Economic development

The development of economic wealth of countries or regions for the wellbeing of their inhabitants. From a policy perspective, economic development can be defined as efforts that seek to improve the economic wellbeing and quality of life for a community by creating and/or retaining jobs and supporting or growing incomes and the tax base.

Wikipedia, December 2008

## **Sustainable development**

Development which secures a balance of social, economic and environmental wellbeing in the impact of activities and decision — and which seeks to meet the needs of the present without compromising the ability of future generations to meet their own needs

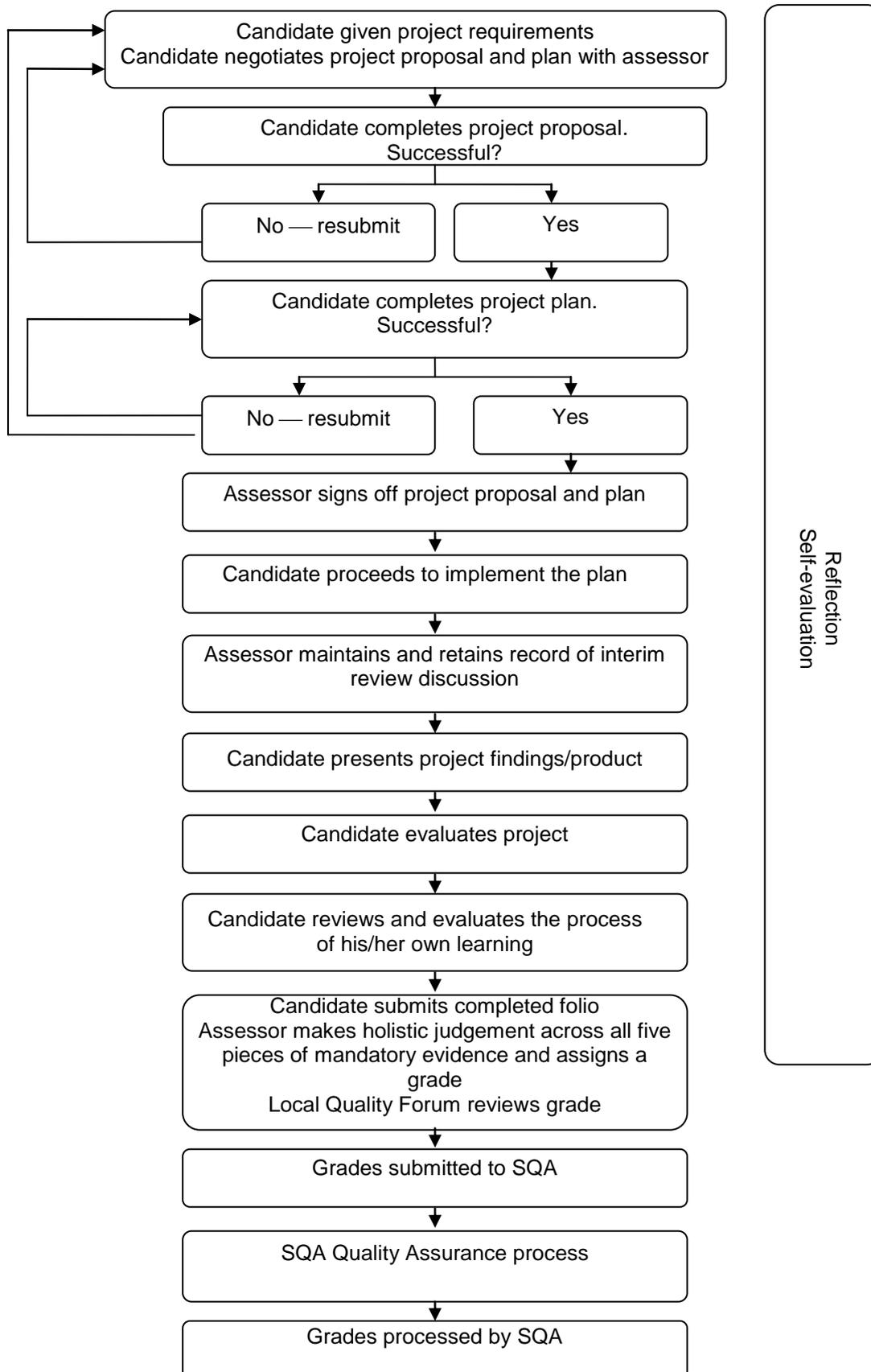
Best Value guidance, Scottish Government, 2004

## **Section 5**

### **Overview of process**

## Overview of process

The flowchart provides an overview of the process undertaken while carrying out the project.



## **Section 6**

### **Project requirements**

## Project requirements

The information below sets out the requirements of the Interdisciplinary Project. This information should be given to candidates for reference before they consider the interdisciplinary project.

### Project requirements — Information for candidates and assessors

The project you choose must be an investigation or a practical assignment. It should be of personal/career interest to you and will provide you with opportunities to do the following.

- ◆ Link with and work within different and less familiar learning environments to support the project.
- ◆ Use your knowledge and understanding of expressive arts and other areas of learning across the curriculum in one or more of the following broad contexts:
  - employability
  - enterprise
  - citizenship
  - sustainable development
  - economic development
- ◆ Make connections between subject knowledge and the wider world.
- ◆ Develop the following cognitive and generic 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

Your project proposal and plan can be presented electronically, orally or as a written submission.

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- ◆ project proposal
- ◆ project plan
- ◆ presentation of project findings/product
- ◆ evaluation of project
- ◆ self-evaluation of generic/cognitive skills development

**Assessors should ensure that they fully complete the Assessor report along with the final grade and include this with the candidate evidence.**

Evidence in the folio may be presented in any suitable recorded format including e-evidence.

### **Group projects**

You may wish to undertake the Interdisciplinary Project as part of a group. **Each** member of your group must clearly define his/her roles and responsibilities and must demonstrate an appropriate level of participation in all five stages of the project.

You must complete all five pieces of mandatory evidence **individually**, with reference to your **own** work on the project and **your** individual skills development. However, when working as part of a group it is expected that you would make reference to collaborative work you have undertaken, emphasising your role in the project.

## **Section 7**

### **Guidance on learning and teaching approaches**

# Guidance on learning and teaching approaches

## Context for delivery

The Interdisciplinary Project is designed to provide opportunities for personal development through combining and applying a range of skills and knowledge and through exposure to less familiar learning environments. The Interdisciplinary Project should be seen as an experiential rather than a taught programme with the teacher/lecturer acting as a facilitator throughout and the candidate taking ownership of their project.

Candidates may wish to undertake the Interdisciplinary Project as part of a group. However each individual candidate must clearly define their own roles and responsibilities and must demonstrate an appropriate level of participation in all three stages of the project. In order to pass the Unit each individual candidate must complete all five pieces of mandatory evidence and achieve the evidence criteria for a C Grade pass.

## 1 Introduction to the skills base (cognitive and generic skills)

It will be important to have a well-planned induction to this Unit to ensure that candidates are fully aware of its nature and purpose. Time should be spent at the outset, introducing the candidates to the importance of the cognitive and generic skills valued by employers and Higher Education. This could be done using speakers from Higher Education and/or industry, but equally could be done by teacher/lecturer delivery and discussion.

Induction to the Unit should also establish clearly the contexts in which the project could be set and the terms of the project requirements. Timescales, responsibilities and constraints should be discussed and understood at the outset. Candidates should be encouraged to explore the range of opportunities available to them and to develop creative ideas before finally working on an appropriate project proposal and plan. They should also be encouraged to set themselves personal challenges and to site their project clearly within an area of personal or career interest. The importance of self-motivation, autonomous learning and self-management should be stressed.

It may be useful at this stage to spend some teacher/lecturer-led time or self-directed time considering project management skills and identifying other skills areas where the candidate may wish to seek additional advice or mentoring, eg from specialist or online resources. It is important at this stage to discuss with candidates the range of presentation methods that might be suitable for their project, eg demonstration, presentation software, website, written and/or oral report, piece of drama, recording, wiki, blog or a combination of methods.

It will also be helpful for the candidate to carry out and note an informal self-evaluation of the specified cognitive and generic skills. This would provide a base line for comparison towards the end of the project when a formal self-evaluation of development in these skills has to be made.

## **2 Project planning phase**

Stage 1 of the project will involve considerable teacher/lecturer support and discussion with candidates. This is necessary to guide candidates in their choice of an area which interests them within one or more of the broad contexts (employability, enterprise, sustainable development, citizenship, economic development), and will help them to be clear about the project's aims and objectives. This discussion will also highlight to candidates what the purpose of the project is, what it will bring to them individually in terms of their skills development and how they might plan to do it, including where they might access different learning environments.

At the very early stage of the project candidates should be supported by teacher/lecturer in open dialogue which may help them deal with difficult areas, eg setbacks, timings, establishing viable scope of the project. This phase of formative work will encourage the skills development needed throughout the project.

It is important to note that assessment is holistic and therefore summative assessment and the overall grade should not be considered until Stage 3 where candidates have had the opportunity to demonstrate their experiential learning and the generic and cognitive skills.

### **(a) Assessment plan**

Identification of submission dates for the project proposal, plan, presentation and the final folio of work should be discussed with candidates in the initial stage of the project. These dates should be built into the assessment process.

The assessment process should be explained and discussed with candidates so they are clear about what is expected of them.

### **(b) Project proposal**

The project proposal must be considered suitable by the teacher/lecturer to meet the requirements of the Unit. The project must be achievable within the time available. The teacher/lecturer must acknowledge agreement of the proposal before the candidate proceeds to the planning stage. The candidate can be given an opportunity to revisit the project proposal and resubmit where appropriate.

### **(c) Project plan**

Teachers/lecturers may be required to provide candidates with varying levels of support depending on each candidate's cognitive and generic skills. The support should be in the form of prompts, suggestions and questioning. The candidate can be given an opportunity to revisit the project plan and resubmit where appropriate.

Teachers/lecturers should be satisfied at project approval stage that proposed work settings will provide candidates with access to appropriate resources and support and that appropriate centre partnership arrangements, where necessary, are in place.

### **(d) Resubmission/re-assessment**

Candidates should not proceed to Stage 2 until the teacher/lecturer considers the project to be viable.

Time is allowed at the initial stage within the Unit for dialogue, feedback and resubmission of the project proposal and the project plan. Where candidates have not presented a viable plan, they should be encouraged to remediate and resubmit.

SQA's advice is that there should normally be one resubmission opportunity, or in exceptional circumstances two. In some cases candidates may be required to resubmit original work which has been revised to take account of earlier weaknesses. In other cases, candidates may be required to provide a new project proposal and/or plan. In all cases, evidence from the original submission should be used for formative purposes prior to resubmission.

## **3 Implementation of project**

Once the project proposal and plan have been approved by the teacher/lecturer, the candidate will carry out the work independently. Candidates will be expected to take initiative, and to carry out and monitor their agreed plans. They will be expected to manage time, resources, links and relationships effectively throughout and to take a problem solving approach, re-prioritising when necessary.

Candidates will also be expected to set up information management systems in order to handle and organise complex information. This could involve, for example, a manual system, an e-portfolio, electronic office, webhosting and/or a referencing system.

It is important throughout the project that the candidate builds in time for reflection, actively seeking feedback from peers, specialists, teacher/lecturer and others, taking stock of progress and noting significant learning points in terms of self-development.

It is equally important that the teacher/lecturer allocates time to discuss progress and give feedback to the candidate on a one-to-one basis throughout the project. However, part of the challenge in this Unit is that the candidate will take a high degree of responsibility and ownership of the project and its management. The teacher/lecturer should not take a directive role or make frequent interventions.

During implementation, candidates are expected to further develop problem solving skills such as how to manage conflicting demands and deal with setbacks. They may not always choose the most appropriate actions first time but with reflection, would demonstrate their learning through selection of better/alternative courses of action. These should be apparent and explicit actions rather than 'I realised, so next time I will...' statement of intent.

Working collaboratively and constructively with others, eg peers, teachers, employers, supervisors or college tutors, will be an integral part of the process and candidates should be encouraged to consider the importance of developing effective interpersonal skills. It will also be important, where partners are involved in delivering and supporting the project, that regular opportunities are identified to share feedback on candidate progress.

Candidates who, with the approval of their centre, carry out project work in a workplace, community base, other educational institution or virtual community, should have clear guidance provided to them on partnership arrangements and roles and responsibilities. This guidance should include health, welfare, safety, communication and confidentiality issues.

In the final stages of the project, there may be the opportunity for candidates to deliver their project presentation to a variety of audiences, eg peer groups, colleagues across partner organisations, involving them where appropriate. Sharing the learning with others and being open to their feedback could help to inform the final evaluation of their project and the self-evaluation of their cognitive and generic skills development.

## **4 Evaluation of the project and self-evaluation**

When evaluating the project, candidates must include an evaluation of the project process (planning and implementation) in addition to an evaluation of the project findings/product. This should be done in terms of strengths, weaknesses and learning points.

SQA's advice is that for each piece of evidence there should normally be one resubmission opportunity, or in exceptional circumstances two. In some cases candidates may be required to resubmit original work which has been revised to take account of earlier weaknesses. In all cases, evidence from the original submission should be used for formative purposes prior to resubmission.

## 5 Opportunities for developing Core Skills

The project stages of planning, applying and evaluation provide ample opportunity for development of each component of Problem Solving. Within the project itself it is likely that there will be many concurrent strands which require careful thought and management, with creative approaches to possible solutions. Considerable evaluation through reflection and feedback from others on all aspects of the project is part of the assessment.

There are opportunities for using and developing communication skills when negotiating with teachers, tutors and peers, reading complex documents, presenting complex information to others and presenting and discussing project outputs. These opportunities are typical of communication tasks in the workplace and in Further or Higher Education.

Candidates should ensure that relevant information is presented clearly and coherently, including any specialist forms, with attention to spelling, punctuation and grammar which helps the meaning to be clear to the degree and accuracy expected in professional workplaces. When presenting information, candidates should use appropriate, accurate and recognised referencing systems, eg bibliographies, webographies, citation.

Working co-operatively with others is central to this Unit, as negotiation of learning environments, use of resources, context of theme and feedback from others all rely on co-operative and interpersonal skills. It is likely that other people's roles, feelings and behaviours will require to be taken into account as the project activity progresses.

Managing information systems provides a good opportunity to develop ICT skills through use of an e-portfolio to store and present information. It is likely that candidates will access electronic information from a range of sources related to both the theme chosen and/or specialist subject at the planning and implementing stage of the project. In addition, in presenting information, multimedia software packages and specialist software packages provide further opportunities for creative approaches in using ICT.

**NB** — When accessing information candidates are expected to follow centre guidelines and etiquettes already established for using web sources. This would include any legal compliance in for example downloading, copyright or privacy.

## **Section 8**

### **Guidance on approaches to assessment**

## Guidance on approaches to assessment

In this section of the Assessment Support Pack reference is made to the assessor of the Units. In many cases the teacher/lecturer facilitating the Unit will be the assessor. However, in some cases, a teacher/lecturer who was not the primary facilitator, but who has relevant competence in the project or the project process, may be an assessor. It is possible that, due to the interdisciplinary nature of the project, several assessors may be involved in assessing one project.

As an assessor you will make a holistic judgement across all five pieces of mandatory evidence required for the Unit. The standards of competence and grade criteria given in the Unit specification will allow assessors to evaluate the strengths and weaknesses of each piece of evidence before arriving at a judgement of the project overall. This should not be a 'tick list' approach to assessment but an overall evaluation using the grading criteria.

Formative assessment is particularly useful at the beginning of experiential learning. Assessment of skills and their application through the project should be considered when candidates have had the opportunity to develop skills which they can apply again. This approach of self-regulation may be new to candidates (and assessors) and is based on a shared understanding of standards.

Candidates should refer to the grading criteria contained within the assessment checklist before submitting the project proposal. The assessor should look at the same checklist to identify where the criteria have been demonstrated for the proposal and use the comments box in the proposed template to record and discuss with the candidate the criteria that have been met. Where criteria have not been met, this also should be recorded as candidate feedback. The candidate should then be given the opportunity to resubmit the project proposal taking on board the feedback. When the candidate re-submits the project proposal the assessor reviews their original comments to check feedback has been addressed. It is at this point that the assessor should consider the potential to proceed to the project plan.

The same process should be repeated for the project plan. Should the project plan indicate that the project is not viable, the candidate should be given the opportunity to reflect, amend and resubmit.

A copy of the project proposal and plan should be signed and retained by the assessor as a record of negotiation of evidence that the candidate has successfully prepared and presented a suitable project proposal and produced a justified workable plan, ready for implementation.

Skills of planning and adjusting actions in response to changing circumstances should be ongoing and evidenced throughout the project. Skills development, for example through managing risk and exploring new options, should be evidenced throughout and assessed towards the end of the project. Ample opportunity should be given to candidates to learn from their new experiences and to show any relevant change.

It is recommended that candidates have an opportunity to rehearse/draft the presentation of project findings/product.

The submitted findings/product should be evaluated by the candidate before any assessor feedback is given in order to avoid influencing the candidate's own evaluation.

Once all five pieces of mandatory evidence have been assessed, a holistic judgement across all five pieces of evidence should be made.

To award an overall grade, the assessor should refer to the following:

- A indicative of a highly competent performance across the five pieces, with all pieces meeting all additional Grade A criteria
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work which meet 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

## **Section 9**

### **Exemplification — Grade A and Grade C**

## Exemplification

This section provides extracts of evidence from two candidates — one who has satisfied the criteria for a Grade A and one who has met the Grade C criteria.

The extracts of evidence include the following:

- ◆ project proposal that meets the project requirements
- ◆ project plan with milestones
- ◆ evaluation of the project
- ◆ self-evaluation of generic and cognitive skills development
- ◆ assessor report

## Example of Grade A

# Expressive Arts: Interdisciplinary Project

## Proposal

|  |   |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>  | April Anderson  |  |  |  |  |  |  |  |  |
| <b>SCN</b>   |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>   |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>   |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>   | Using Drama and Role-Play to aid people with Additional Support Needs |  |  |  |  |  |  |  |  |
| <p><b>Project outline</b> (<i>what it is you want to do and how will you go about it</i>)</p> <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"> <li>◆ 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.</li> <li>◆ To take a chosen group of about four people and work on these exercises until they feel secure in their roles.</li> <li>◆ Take the group to the locations they have been working on and allow them to interact in the appropriate manner.</li> </ul> |   |  |  |  |  |  |  |  |  |
| <p><b>Reasons for choosing this project</b> (<i>eg personal interest, future plans, links to other subjects you are studying/have studied</i>)</p> <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>  |   |  |  |  |  |  |  |  |  |
| <p><b>The broad contexts this project will cover are:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Citizenship<br/>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.</li> <li><input type="checkbox"/> Enterprise</li> <li><input type="checkbox"/> Employability</li> <li><input type="checkbox"/> Economic development</li> <li><input checked="" type="checkbox"/> Sustainable development<br/>This project also comes 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.</li> </ul>  |   |  |  |  |  |  |  |  |  |

### **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 thinking, 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 logbook and a video diary throughout the project which will allow me to evaluate myself and the progress I am making.

**Assessor's 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.

|                              |     |                              |  |
|------------------------------|-----|------------------------------|--|
| <b>Proposal approved</b>     | YES | <b>Further work required</b> |  |
| <b>Candidate's signature</b> |     | <b>Date</b>                  |  |
| <b>Assessor's signature</b>  |     | <b>Date</b>                  |  |

## Expressive Arts: Interdisciplinary Project

### Plan

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   | April Anderson   |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>  | Using Drama and Role-Play to aid people with Additional Support Needs  |  |  |  |  |  |  |  |  |
| <p><b>Is this a group project?</b>    yes    <input type="checkbox"/>    no    <input checked="" type="checkbox"/></p> <p><b>If a group project my individual role or responsibilities will be:</b></p> |  |  |  |  |  |  |  |  |  |
| <p><b>Timescales</b> (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>)</p>   |  |  |  |  |  |  |  |  |  |
| <b>Month</b>  | <b>Tasks</b>   |  |  |  |  |  |  |  |  |
| <b>August</b>   | <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> |  |  |  |  |  |  |  |  |
| <b>September</b>  | <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>  |  |  |  |  |  |  |  |  |
| <b>October</b>  | <p>Start the improvisation exercises. Work consistently on one business for at least four lessons. Plan and carry out the visit.</p>   |  |  |  |  |  |  |  |  |

|                        |   |
|------------------------|---|
| <b>October Holiday</b> | <b>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.</b> |
| <b>November</b>        | Start the next improvisation exercises. Work consistently on this new business for at least four lessons. Plan and carry out the visit.                       |
| <b>December</b>        | 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.   |
| <b>January</b>         | Start planning the presentations. Collate the findings from the questionnaires. Edit the video presentation.  |
| <b>February</b>        | Give the presentation.<br>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, eg 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 specialists 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.

| <b>Contingencies</b>   |     |   |             |
|--|-----|---|-------------|
| <b>Any anticipated problems</b>  |     | <b>My plans for overcoming the anticipated problems</b>   |             |
| Finding a group of participants that I can use for my project.   |     | 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.  |             |
| Difficulty in getting local companies to help me with visits.  |     | 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. |             |
| Delays in responses.   |     | Review timescales.<br>Have broad base of outside agencies that I can contact.   |             |
| <b>Method for recording my skills development and future areas for improvement</b>   |     |   |             |
| I intend to keep a progress logbook 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.  |     |   |             |
| <b>Assessor's feedback to candidate</b>  |     |   |             |
| 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. |     |   |             |
| <b>Plan approved</b>   | YES | <b>Further work required</b>  |             |
| <b>Candidate's signature</b>   |     |   | <b>Date</b> |
| <b>Assessor's signature</b>  |     |   | <b>Date</b> |

## Expressive Arts: Interdisciplinary Project

### Presentation of Project Findings/Product

|   |   |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   | April Anderson  |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>  | Using Drama and Role-Play to aid people with Additional Support Needs |  |  |  |  |  |  |  |  |
| <p><b>How I presented my project findings</b> <i>(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></p> <p>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 Additional Support Needs. 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.</p> <p>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.</p> <p>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.</p> |   |  |  |  |  |  |  |  |  |

**Assessor's 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!

|                              |  |             |  |
|------------------------------|--|-------------|--|
| <b>Candidate's signature</b> |  | <b>Date</b> |  |
| <b>Assessor's signature</b>  |  | <b>Date</b> |  |

## Expressive Arts: Interdisciplinary Project

### Evaluation of project

|   |   |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   | April Anderson  |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>  | Using Drama and Role-Play to aid people with Additional Support Needs |  |  |  |  |  |  |  |  |
| <p><b>How successful has my project been overall?</b> <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.</p> <p>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.</p> <p>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.</p> <p>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> |   |  |  |  |  |  |  |  |  |

**How effective were my communication methods throughout the project?**

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.

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.

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.

|                              |             |  |
|------------------------------|-------------|--|
| <b>Candidate's signature</b> | <b>Date</b> |  |
| <b>Assessor's signature</b>  | <b>Date</b> |  |

## Expressive Arts: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

|                         |   |  |  |  |  |  |  |  |  |
|-------------------------|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b> | April Anderson  |  |  |  |  |  |  |  |  |
| <b>SCN</b>              |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>      |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>    | Using Drama and Role-Play to aid people 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**

*(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 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.

## Research skills — analysis and evaluation

*(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.)*

**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 three or four 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 logbook 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 logbook 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 to 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's name April Anderson

Candidate's number \_\_\_\_\_

Centre Hilltop Grammar School

| Project proposal  | Tick as appropriate |
|---|---------------------|
| <b>Grade C criteria</b>   |                     |
| 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.  | ✓                   |
| <b>Grade A criteria, includes all of above plus</b>   |                     |
| 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.                         | ✓                   |
| <b>Comments</b>   |                     |
| The project proposal fully meets the project requirements and fulfils all criteria.   |                     |

| <b>Project plan</b>   | <b>Tick as appropriate</b> |
|---|----------------------------|
| <b>Grade C criteria</b>   |                            |
| 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.  | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>   |                            |
| 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.   | ✓                          |
| <b>Comments</b>   |                            |
| 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 |
|--|---------------------|
| <b>Grade C criteria</b>  |                     |
| 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.  | ✓                   |
| <b>Grade A criteria, includes all of above plus</b>  |                     |
| 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.  | ✓                   |
| <b>Comments</b>  |                     |
| <p>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.</p> |                     |

| <b>Evaluation of project</b>  | <b>Tick as appropriate</b> |
|---|----------------------------|
| <b>Grade C criteria</b>   |                            |
| 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).  | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>   |                            |
| 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.   | ✓                          |
| <b>Comments</b>   |                            |
| <p>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.</p> |                            |

| <b>Self-evaluation of generic/cognitive skills development</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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. | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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.   | ✓                          |
| <b>Comments</b>  |                            |
| <p>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.</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

|   |          |          |          |                     |
|---|----------|----------|----------|---------------------|
| <b>Overall grade awarded</b>  | <b>A</b> | <b>B</b> | <b>C</b> | <b>Unsuccessful</b> |
| <b>Additional comments/overview</b>   |          |          |          |                     |
| <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 logbook. 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's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Example of Grade C

## Expressive Arts: Interdisciplinary Project

### Proposal

|  |   |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>  | Karen Buchanan  |  |  |  |  |  |  |  |  |
| <b>SCN</b>   |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>   |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>   |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>   | Using Drama to Teach Pupils with Additional Support Needs |  |  |  |  |  |  |  |  |
| <p><b>Project outline</b> (<i>what it is you want to do and how will you go about it</i>)</p> <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"> <li>◆ To make up role-play exercises that will allow people with learning difficulties to rehearse what might be expected of them when they go into local shops or amenities.</li> <li>◆ To work with pupils in the Special Needs Unit connected to the school and work on these exercises until they feel secure in their roles.</li> <li>◆ To evaluate my lessons and their usefulness and present my findings.</li> </ul> |   |  |  |  |  |  |  |  |  |
| <p><b>Reasons for choosing this project</b> (<i>eg personal interest, future plans, links to other subjects you are studying/have studied</i>)</p> <p>I am studying AH Drama and would like to use my knowledge of script writing and improvisation to help people with Additional Support Needs to build up their confidence in new situations.</p> <p>I would like to become a Primary teacher and want to explore my ability to teach a small group of pupils.</p> <p>I would like to build up a bank of lessons that may be of use to me in the future.</p>  |   |  |  |  |  |  |  |  |  |
| <p><b>The broad contexts this project will cover are</b></p> <p> <input checked="" type="checkbox"/> Citizenship             <input type="checkbox"/> Enterprise             <input checked="" type="checkbox"/> Employability<br/> <input type="checkbox"/> Economic development             <input type="checkbox"/> Sustainable development           </p>  |   |  |  |  |  |  |  |  |  |

### **Learning environments I will access are**

I will access the Special Needs Unit connected to the school and talk to the staff about how my project might fit in with their curriculum and social education of the pupils.

I will have to do some research on people who have learning needs — possibly on the internet. I will visit the Learning Support department in my school and ask if they have any books or literature I can study on people with learning needs.

I will approach local shops and amenities in the town and ask if they have any props or posters, etc to help me create more realistic sets for my improvisation classes.

### **How I will use my knowledge of expressive arts**

I will use my knowledge of improvisation, directing and acting techniques to make up outline scenarios for my class lessons.

I will use characterisation skills and sustaining character to become the characters I will need within the improvisations.

I will use my knowledge of script writing to make up outline scripts for use in my lessons.

### **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 I have to learn how to teach some of these skills to other people. I will also use spontaneous improvisation skills when teaching.

#### ◆ **Research skills — analysis and evaluation**

I have never taken on a project of this size before although I have done research for Higher drama. I want to develop my analysis skills and evaluate the information I get from my research and then work out how I am going to use it. I would also like to find out if drama is already being used to teach pupils with Additional Support Needs.

#### ◆ **Interpersonal skills — negotiation and collaboration**

I think I am good at developing relationships and talking with others. I will need to use these skills when speaking to adults in a professional setting. I will need to collaborate with teachers at the Special Needs Unit. I will also have to speak to people in local shops and see if they will help me get props for my improvisations.

#### ◆ **Planning — time, resource and information management**

I have worked to timescales before when working towards drama performances but I have never had to make up my own timescales and will have to consider the best way to use the time given.

- ◆ **Independent learning — autonomy and challenge in own learning**  
I am looking forward to challenging myself in taking on this project. I can work independently but have been more used to working in groups.
- ◆ **Problem solving — critical thinking, logical and creative approaches**  
Studying drama has taught me to be creative and quite confident in solving problems and I hope to carry this forward into my project.
- ◆ **Presentation skills**  
I am not totally sure at this point how I am going to present my project although I will take some videos of my lessons so I can evaluate myself. I would like to use these videos in my presentation. I would 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 logbook and video my lessons throughout the project which will allow me to evaluate myself and the progress I am making.

**Assessor's feedback to candidate**

Karen, your Project Proposal sounds interesting and shows some good potential. It meets the project requirements at this stage. You need to think more about how you will use your research to inform your lesson plans. This will be a time consuming project and you will have to organise your time well.

|                              |     |                              |             |
|------------------------------|-----|------------------------------|-------------|
| <b>Proposal approved</b>     | YES | <b>Further work required</b> |             |
| <b>Candidate's signature</b> |     |                              | <b>Date</b> |
| <b>Assessor's signature</b>  |     |                              | <b>Date</b> |

## Expressive Arts: Interdisciplinary Project

### Plan

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   | Karen Buchanan   |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>  | Using Drama to Teach Pupils with Additional Support Needs  |  |  |  |  |  |  |  |  |
| <p><b>Is this a group project?</b>    yes    <input type="checkbox"/>    no    <input checked="" type="checkbox"/></p> <p><b>If a group project my individual role or responsibilities will be:</b></p> |  |  |  |  |  |  |  |  |  |
| <p><b>Timescales</b> <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p>   |  |  |  |  |  |  |  |  |  |
| <b>Month</b>  | <b>Tasks</b>   |  |  |  |  |  |  |  |  |
| <b>August</b>   | <p>Contact the Special Needs Unit to see if I can visit and explain my proposal to them. Ask them if they will let me try out my lessons with some of their pupils.</p> <p>Speak to teachers in the Learning Support department and ask if they have any books or literature I can study on people with learning needs. I will also ask if there are any websites that might help me.</p> <p>Approach local shops and amenities in the area to see if they will let me use any props for my lessons.</p> <p>Speak to my drama teacher about how I should go about planning my lessons.</p> |  |  |  |  |  |  |  |  |
| <b>September</b>  | <p>Start my research from books and the internet and write out my findings in my logbook.</p> <p>Go to visit the class in the Special Needs Unit, at least twice a week in order to start little drama exercises with them.</p> <p>Write out my lesson plans.</p>  |  |  |  |  |  |  |  |  |
| <b>October</b>  | Start the improvisation lessons.   |  |  |  |  |  |  |  |  |
| <b>October Holiday</b>  | <b>The October holiday will affect this part of the timescale and the lessons will have to continue into November.</b>   |  |  |  |  |  |  |  |  |

|                 |  |
|-----------------|--|
| <b>November</b> | Continue with the improvisation lessons.   |
| <b>December</b> | Make up and give out questionnaires to teachers at the Unit to see if they think the lessons helped develop the social skills of the pupils. |
| <b>January</b>  | Start planning the presentation. Collate the findings from the questionnaires. Edit my video.  |
| <b>February</b> | Give the presentation.<br>Evaluate   |

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

**Objective 1**

Contact the Special Needs Unit to see if I can visit and explain my proposal to them. Ask them if they will let me try out my lessons with some of their pupils.

Make an appointment to meet them and the pupils.

Arrange times for the lessons I hope to carry out.

**Objective 2**

Access research material via the internet and any books or literature suggested to me by the Learning Support staff.

Approach local shops and amenities and ask if there are any props that I can use.

**Objective 3**

Speak to my drama teacher about how I should go about planning my lessons.

Write the draft outline scenarios and lesson plans.

**Resources** (*eg people, materials, places*)

My main resources will be:

- ◆ the staff from the Special Needs Unit as they will have specialist knowledge of the class I hope to teach
- ◆ internet sites and any literature suggested by teachers in the Learning Support department
- ◆ any local shops and amenities that lend or give me props
- ◆ my Drama teacher who will give me advice on making up lesson plans
- ◆ I will also need a video camera in order to film the lessons

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

I will talk to the teachers in the Special Needs Unit to find out about the pupils in the class and any problems I might encounter. I will make notes of their answers and use these when planning my lessons.

I will analyse and evaluate the information I get from my research and then work out how I am going to use it.

I will visit the local shops and amenities I have contacted and ask about borrowing props to help dress my sets and explain what I am trying to accomplish.

I will video the lessons and evaluate how successful my teaching is and if the pupils are gaining confidence. I would like to use parts of these videos in my presentation.

### **Presentation**

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

Staff who work in the Special Needs Unit and the Learning Support teachers in my school.

Teachers, AH pupils and Higher pupils from the drama department.

◆ **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 will talk to the audience at the start of, and during, my presentation to explain what my plans were and what I wanted to do.

I will use the edited video to show parts of the lessons.

I will then answer 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 dependent on the co-operation of the Special Needs Unit. I cannot carry out my project without their help.

I will need help from the school drama department as I may need sets and props that they can provide.

I will need to borrow a video camera from the school.

| <b>Contingencies</b>   |  |                              |             |
|--|--|------------------------------|-------------|
| <p><b>Any anticipated problems</b></p> <p>Getting a small class that I can teach my lessons to.</p> <p>Difficulty in getting local shops and amenities to give me props.</p>   | <p><b>My plans for overcoming the anticipated problems</b></p> <p>I can ask the Learning Support department if they will help me find a small group of pupils who might be suitable.</p> <p>I will ask the Drama department to help me or make my own.</p> |                              |             |
| <p><b>Method for recording my skills development and future areas for improvement</b></p> <p>I will keep a logbook to record ongoing and completed activities.</p> <p>I will video my classes to evaluate my lessons.</p> <p>These will help me analyse my skills progression and evaluate what I need to do to improve.</p>   |  |                              |             |
| <p><b>Assessor's feedback to candidate</b></p> <p>Your plan clearly sets out what you want to do. Your timescales seem fairly realistic and will allow you to work through your plan. However you may find it useful to be more specific and give yourself deadlines of actual dates rather than vague monthly guidelines. This will help you stay on schedule. You are used to working in groups when planning drama activities and you will have to make sure that you fully understand the role of 'teacher' and not collaborator. You have planned for contingencies but may have to think further about props as your plan for overcoming this problem is a bit vague. You must also find out if you need permission to video the group you will be working with.</p> |  |                              |             |
| <b>Plan approved</b>   | YES  | <b>Further work required</b> |             |
| <b>Candidate's signature</b>   |  |                              | <b>Date</b> |
| <b>Assessor's signature</b>  |  |                              | <b>Date</b> |

## Expressive Arts: Interdisciplinary Project

### Presentation of Project Findings/Product

|  |   |  |  |  |  |  |  |             |  |  |
|--|---|--|--|--|--|--|--|-------------|--|--|
| <b>Candidate's name</b>  | Karen Buchan  |  |  |  |  |  |  |             |  |  |
| <b>SCN</b>   |   |  |  |  |  |  |  |             |  |  |
| <b>Centre name</b>   |   |  |  |  |  |  |  |             |  |  |
| <b>Assessor's name</b>   |   |  |  |  |  |  |  |             |  |  |
| <b>Project title</b>   | Using Drama to Teach Pupils with Additional Support Needs |  |  |  |  |  |  |             |  |  |
| <p><b>How I presented my project findings</b> <i>(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></p> <p>I held my presentation in the drama studio as it is a good sized room and not as big as the assembly hall. It also has a projector so I could show my video. The audience were two teachers from the Special Needs Unit, the PT Learning Support and some pupils from the Higher drama class. My drama teacher and the other pupils in my AH Drama class also attended.</p> <p>I invited this audience as I thought they would be the most interested in what I had done throughout my project.</p> <p>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 put on the edited video to show parts of my lessons. I then let the audience ask me questions about my project.</p> |   |  |  |  |  |  |  |             |  |  |
| <p><b>Assessor's feedback to candidate</b></p> <p>Karen you presented your project in a competent manner. Your opening speech and the question and answer session showed that you were enthusiastic about your lessons. Your video did not fully justify some of the points you were trying to make but it was well edited and did highlight the enjoyment of the pupils concerned.</p>  |   |  |  |  |  |  |  |             |  |  |
| <b>Candidate's signature</b>   |   |  |  |  |  |  |  | <b>Date</b> |  |  |
| <b>Assessor's signature</b>  |   |  |  |  |  |  |  | <b>Date</b> |  |  |

## Expressive Arts: Interdisciplinary Project

### Evaluation of project

|  |   |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>  | Karen Buchan  |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>   |   |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>   |   |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>   |   |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>   | Using Drama to Teach Pupils with Additional Support Needs |  |  |  |  |  |  |  |  |  |
| <p><b>How successful has my project been overall?</b> <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 project was quite successful. I was not too worried about my drama skills but had worried about teaching these to pupils with Additional Support Needs. I think that I maybe took on too much and did have to accept a lot of help from my drama teacher and the teachers in the Special Needs Unit.</p> <p>The video shows that the pupils all joined in and I was able to keep the lessons moving through my own problem solving and improvisation skills.</p> <p>My research into how the pupils might react did help me when planning the lessons and I think I got the level right.</p> <p>I was a bit late in contacting local shops and amenities to get props, etc but I solved the problem by getting some posters and props from Community Use within the school.</p> <p>I enjoyed the experience of working with the pupils and think that this has let me know that I would still like to be a primary teacher in the future.</p> |   |  |  |  |  |  |  |  |  |  |
| <p><b>How effective were my communication methods throughout the project?</b></p> <p>I felt I communicated well with all the teachers and staff who helped me in my research and lesson planning. After the first lesson had not gone so well I sat down with the class teacher and discussed what had gone wrong and what I should do about it. I feel that this was a good example of how I communicated during my project. I was able to discuss the strengths and weaknesses in my lesson plans with my drama teacher and was able to take advice and act on it.</p> <p>I was very pleased with the way I communicated with the class I taught and the teacher said they looked forward to my visits.</p> <p>I was able to approach the Community Use manager and explain what I wanted in the way of props and posters and they let me borrow some stuff from them.</p> <p>I think I did well in communicating my project to my audience during my presentation and was able to answer all the questions at the end.</p>  |   |  |  |  |  |  |  |  |  |  |

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

I have kept my lesson plans in a folder and I think that when I start studying to be a primary teacher that these will help me plan future lessons.

I also gave copies of these to the PT Learning Support in case he might want to use them with some pupils.

I have also said I will visit the Special Needs Unit for one period a week, up until summer, to continue working with the class.

|                              |             |  |
|------------------------------|-------------|--|
| <b>Candidate's signature</b> | <b>Date</b> |  |
| <b>Assessor's signature</b>  | <b>Date</b> |  |

## Expressive Arts: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

|                         |   |  |  |  |  |  |  |  |  |
|-------------------------|---|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b> | Karen Buchan  |  |  |  |  |  |  |  |  |
| <b>SCN</b>              |   |  |  |  |  |  |  |  |  |
| <b>Centre name</b>      |   |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |   |  |  |  |  |  |  |  |  |
| <b>Project title</b>    | Using Drama to Teach 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**

*(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 wanted to use the drama skills I have learned to try and teach pupils with Learning difficulties. To do that I had to use my voice, movement, improvisation and scenario building skills. We use problem solving a lot in drama and I had to use this skill to solve problems as they came up. I think that I was effective in using all my drama skills in my lessons. I was able to make minimalistic sets and use the props that I borrowed.

I think making up my lesson plans will help me in the future as I want to be a Primary school teacher.

#### **Research skills — analysis and evaluation**

*(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.)*

**Planning** — I was a bit rushed when it came to planning although I think I managed to carry out my three objectives. I didn't think carefully enough about contacting local shops and amenities and should have made up a list first instead of just phoning places near the school. This meant that I didn't get the props I had hoped for.

Luckily my teacher had pointed out that I would have to think about permission to video the lessons. I had to make up permission letters for parents to sign and this took up more of my time than I had planned for while I was waiting for these to be returned.

**Research** — I think my research went well although the books I borrowed from Learning Support department did not give me as much information as I had wanted. Internet sites that were suggested to me did give me some ideas on drama games and exercises I could use in the classroom.

I took notes when I was talking to the Special Needs Unit teachers and I was able to use this information when I was planning my lessons.

**Analyse** — My notes that I included in my logbook gave me enough information to decide the level my lessons should aim for. I was able to use the drama games that I found on the internet and discussed these with my drama teacher to see if she thought they were suitable.

I think that I have had to become more organised through gathering all my information and working out how I could use it.

**Evaluate** — I think the research stage went quite well but I felt as if I was running out of time especially when I realised that I would have to write letters to parents and wait for replies before I could start my lessons.

My plan was logical but my timeline was not as detailed as it could have been and I did not manage to get help from local shops.

I think that I have learned from this process and I will be able to carry out research in a much more organised way in the future.

### **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.)*

I felt I worked well with all the teachers who helped me in my research and lesson planning. After the first lesson had not gone the way I thought it would I sat down with the class teacher and discussed what had gone wrong and what I should do about it. I took her advice and was able to change my lesson plans for future lessons.

I discussed my lesson plans with my drama teacher and was able to take her advice and act on it.

When I could not get props from local shops I discussed the problem with the school's Community Use manager and negotiated with him to borrow some things I would need.

At all times I considered the views and opinions of everyone involved and was able 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?)*

I tried to stick to my project using my timelines but found that I was often slightly behind. Help from my teacher kept me on track and I was able to organise my activities in a more logical way. Updating my logbook kept me more focused on what needed to be done and made me clear about what I needed to focus on next. If I was to take on a project like this again I would have a more detailed timeline.

I think that I planned for problems that might arise and had contingencies ready to overcome them.

### **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 I really challenged myself when doing my project and I am very happy that I managed to complete it. I did need support from my drama teacher but made all the final decisions myself.

I thought I would be able to work really well on my own but have realised that I often work better with others to bounce ideas off.

I took into account other people's feedback and asked for support if I felt that I was having difficulties.

I did research on the internet and used the information to help my lesson planning. I took the initiative to speak to new people and explain my project to them.

I managed to edit my video myself after getting a little help from the Computing department and was pleased with the result.

My scenarios were all my own work and I have kept copies of them for the future.

I got some really good feedback from the audience through the questionnaires I gave out at the end of my presentation.

I would definitely feel more confident in my abilities in taking something like this on in future.

### **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?)*

I was very pleased when I was able to overcome a problem and I think my confidence has increased because of this. When faced with problems I was able to find ways of completing the work. This was not always easy but I had the confidence to ask for help when I needed it.

I gave out questionnaires, to the teachers in the Special Needs Unit, and used their answers 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 because 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?)*

My presentation was quite informal. I held it in the drama studio as it is a good sized room and not as big as the assembly hall. It also has a projector so I could show my video.

I spoke to the audience at the start of my presentation and explained what my project was about. This worked well as it led into the video.

I was pleased with my video which showed some parts of the lessons and how well the pupils did towards the end of the project.

The audience were two teachers from the Special Needs Unit, the PT Learning Support and some pupils from the Higher drama class. My drama teacher and the other pupils in my AH Drama class also attended.

I invited this audience as I thought they would be the most interested in what I had done throughout my project. This worked well as the question and answer session at the end was relaxed and people asked relevant questions.

I received some good feedback at the end of my presentation from the audience.

**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?)*

This project has helped build up my confidence. I was able to speak to different people and explain my ideas. I realise from doing this project that I would like to do more teaching and it has made me more certain that I would like to be a Primary teacher.

I know that I need to build up my organisational skills and will set myself more definite deadlines in the future.

I now know that I can work on my own although I did need to ask for advice on occasions but I was willing to act on this.

I think I answered all the questions well during my presentation and was pleased with the feedback I got after it.

*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 pleased with the work I have done. I have worked with adults and not just people my own age. I realise I need to plan things more carefully and set myself definite deadlines. I now realise that I would definitely like to have a career in teaching.

**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 now know that I can work on my own and I would like to challenge myself to do more of this in the future. Keeping a logbook helped me look back on what I found out and achieved. I could use this idea in the future to help me evaluate my progress in different situations.



| <b>Project plan</b>  | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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.   | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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.  |                            |
| <b>Comments</b>  |                            |
| <p>Karen's plan clearly set out what she wanted to do. The timescales were fairly realistic and allowed her to work through her plan although they could have been more specific. Contingencies and dependencies were considered but not in sufficient detail in her plan and Karen remained a bit vague even when discussing them at weekly meetings.</p> |                            |

| Presentation of project findings/product  | Tick as appropriate |
|---|---------------------|
| <b>Grade C criteria</b>   |                     |
| 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.   | ✓                   |
| <b>Grade A criteria, includes all of above plus</b>   |                     |
| 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.   | ✓                   |
| <b>Comments</b>   |                     |
| <p>Karen showed confidence when presenting her project and did it in a competent manner. Her opening speech and the question and answer session showed her enthusiasm for the project and the level of understanding she had gained about the subject. Her video did not fully justify some of the points she was trying to make but it was well edited and did highlight the enjoyment of the pupils concerned. It was a creative way of showing her progress.</p> <p>She received very positive feedback from her audience.</p> |                     |

| <b>Evaluation of project</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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).   | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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.  |                            |
| <b>Comments</b>  |                            |
| <p>Karen's evaluation of her project shows that she did achieve what she set out to do. However, there was much more scope for research and how she could have used this. With some support, she did produce some competent lesson plans and was able to work well with the Special Needs class. This project had a lot of potential to help Karen in her future plans to become a Primary teacher and she obviously recognised this. She was always willing to accept advice and act on this.</p> |                            |

| <b>Self-evaluation of generic/cognitive skills development</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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.   | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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.   |                            |
| <b>Comments</b>  |                            |
| <p>Karen has been very honest and to some extent insightful in her self-evaluation and has recognised areas for further development. She does tend to work better in group situations but seeing the project through, independently, has built up her confidence. This has been a crucial part of the learning process for Karen and she has been able to reflect on this.</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

|  |          |          |          |                     |
|--|----------|----------|----------|---------------------|
| <b>Overall grade awarded</b>   | <b>A</b> | <b>B</b> | <b>C</b> | <b>Unsuccessful</b> |
| <b>Additional comments/overview</b>  |          |          |          |                     |
| <p>At the proposal stage Karen identified an interesting topic for investigation which presented potential challenges. Although there were some setbacks she completed the project and produced some effective lesson plans. She has made copies of these and has given these to myself and the Learning Support department. She did need to ask for help at times but took advice and was able to continue independently. Her final presentation was delivered with confidence and she met her initial aims and objectives. She kept her Progress Log updated and was able to use this to show me the progress she was making. She was able to solve problems and did use her drama skills to good effect.</p> <p>Although Karen has met some A grade criteria fully there are others which are borderline and I feel I cannot award.</p> |          |          |          |                     |

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Section 10**

### **Templates for candidates and assessors**

## Templates for candidates and assessors

This section provides examples of templates that could be used by candidates to assist them with the planning of, and reflection on their Interdisciplinary Project.

The format of the templates is by no means mandatory (with the exception of the grade criteria in the Assessor report). Candidates should be encouraged to adapt them in a way that suits their preferred style and approach. However, if templates are adapted it is important that they retain all the necessary candidate evidence to meet the Unit requirements.

- ◆ Project requirements.
- ◆ Project proposal.
- ◆ Project plan.
- ◆ Progress log.
- ◆ Interim review.
- ◆ Evaluation of the project.
- ◆ Self-evaluation of generic and cognitive skills development.
  
- ◆ Assessor report — Assessors should complete an Assessor report for each candidate by ticking the boxes for the criteria which have been met and by completing the comments boxes. It will be useful for candidates to see the criteria for each piece of evidence and they may be given a blank copy of the report for reference before they complete templates, to ensure that all requirements for the Unit are being addressed. The Assessor report is a mandatory piece of evidence which should accompany the completed Candidate templates.

## Project requirements — Information for candidates and assessors

The project you choose must be an investigation or a practical assignment. It should be of personal/career interest to you and it will provide you with opportunities to do the following.

- ◆ Link with and work within different and less familiar learning environments to support the project.
- ◆ Use your knowledge and understanding of expressive arts and other areas of learning across the curriculum in one or more of the following broad contexts:
  - employability
  - enterprise
  - citizenship
  - sustainable development
  - economic development
- ◆ Make connections between subject knowledge and the wider world.
- ◆ Develop the following cognitive and generic 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

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- ◆ project proposal
- ◆ project plan
- ◆ presentation of project findings/product
- ◆ evaluation of project
- ◆ self-evaluation of generic/cognitive skills development

**Assessors should ensure that they fully complete the Assessor report along with the final grade and include this with the candidate evidence.**

Evidence in the folio may be presented in any suitable recorded format including e-evidence.

## Group projects

You may wish to undertake the Interdisciplinary Project as part of a group. **Each** member of your group must clearly define his/her role and responsibilities and must demonstrate an appropriate level of participation in all five stages of the project.

You must complete all five pieces of mandatory evidence **individually**, with reference to your **own** work on the project and **your** individual skills development. However, when working as part of a group it is expected that you would make reference to collaborative work you have undertaken, emphasising your role in the project.

## Expressive Arts: Interdisciplinary Project

### Proposal

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>  |  |  |  |  |  |  |  |  |  |
| <b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )  |  |  |  |  |  |  |  |  |  |
| <b>Reasons for choosing this project</b> ( <i>eg personal interest, future plans, links to other subjects you are studying/have studied</i> )   |  |  |  |  |  |  |  |  |  |
| <b>The broad contexts this project will cover are</b>   |  |  |  |  |  |  |  |  |  |
| <input type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input type="checkbox"/> Employability<br><input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development   |  |  |  |  |  |  |  |  |  |
| <b>Learning environments I will access are</b>  |  |  |  |  |  |  |  |  |  |
| <b>How I will use my knowledge of expressive arts</b>   |  |  |  |  |  |  |  |  |  |
| <b>The skills I will develop and/or improve in the course of this project are:</b><br><i>(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)</i> <ul style="list-style-type: none"> <li>◆ <i>application of subject knowledge and understanding</i></li> <li>◆ <i>research skills — analysis and evaluation</i></li> <li>◆ <i>interpersonal skills — negotiation and collaboration</i></li> <li>◆ <i>planning — time, resource and information management</i></li> <li>◆ <i>independent learning — autonomy and challenge in own learning</i></li> <li>◆ <i>problem solving — critical thinking: logical and creative approaches</i></li> <li>◆ <i>presentation skills</i></li> <li>◆ <i>self-evaluation — recognition of own skills development and future areas for development</i></li> </ul> |  |  |  |  |  |  |  |  |  |

**Assessor's feedback to candidate**

|                              |  |                              |             |
|------------------------------|--|------------------------------|-------------|
| <b>Proposal approved</b>     |  | <b>Further work required</b> |             |
| <b>Candidate's signature</b> |  |                              | <b>Date</b> |
| <b>Assessor's signature</b>  |  |                              | <b>Date</b> |

# Expressive Arts: Interdisciplinary Project

## Plan

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>  |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>   |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>   |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>   |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>   |  |  |  |  |  |  |  |  |  |
| <b>Is this a group project?</b> yes <input type="checkbox"/> no <input type="checkbox"/>   |  |  |  |  |  |  |  |  |  |
| <b>If a group project my individual role or responsibilities will be:</b>  |  |  |  |  |  |  |  |  |  |
| <b>Timescales</b> ( <i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i> ) |  |  |  |  |  |  |  |  |  |
| <b>Planning</b> ( <i>how you are going to meet the agreed objectives of your project</i> )   |  |  |  |  |  |  |  |  |  |
| <b>Resources</b> ( <i>eg people, materials, places</i> )   |  |  |  |  |  |  |  |  |  |
| <b>Research methods</b> ( <i>eg contacting companies, surveys, focus groups, experimentation</i> )                                     |  |  |  |  |  |  |  |  |  |

**Presentation**

- ◆ **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**
  
- ◆ **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

**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*)

**Contingencies**

**Any anticipated problems**

**My plans for overcoming the anticipated problems.**

**Method for recording my skills development and future areas for improvement**

**Assessor's feedback to candidate**

**Plan approved**

**Further work required**

**Candidate's signature**

**Date**

**Assessor's signature**

**Date**

## Expressive Arts: Interdisciplinary Project

### Progress log

|   |                 |  |  |  |  |  |  |  |  |  |
|---|-----------------|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b>   |                 |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>  |                 |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>  |                 |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |                 |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>  |                 |  |  |  |  |  |  |  |  |  |
| <p><i>You may use this form to record and reflect on progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li>◆ <i>what you have done (eg from one week to the next)?</i></li> <li>◆ <i>what skills have you used and how you feel they have developed?</i></li> <li>◆ <i>if you are working in a group, what discussions you have had?</i></li> <li>◆ <i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li>◆ <i>what resources you have found/hope to find?</i></li> <li>◆ <i>any problems you are encountering and how you are resolving them?</i></li> <li>◆ <i>what you are going to do next?</i></li> </ul> |                 |  |  |  |  |  |  |  |  |  |
| <b>Date</b>   | <b>Comments</b> |  |  |  |  |  |  |  |  |  |
|   |                 |  |  |  |  |  |  |  |  |  |
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## Expressive Arts: Interdisciplinary Project

**Record of interim review to be completed by candidate and teacher/lecturer**  
 (This should not be submitted to SQA but is a very valuable opportunity for you to discuss progress with your teacher/lecturer.)

|  |  |  |  |  |  |  |             |  |  |  |
|--|--|--|--|--|--|--|-------------|--|--|--|
| <b>Candidate's name</b>  |  |  |  |  |  |  |             |  |  |  |
| <b>SCN</b>   |  |  |  |  |  |  |             |  |  |  |
| <b>Centre name</b>   |  |  |  |  |  |  |             |  |  |  |
| <b>Assessor's name</b>   |  |  |  |  |  |  |             |  |  |  |
| <b>Project title</b>   |  |  |  |  |  |  |             |  |  |  |
| <b>My progress</b> ( <i>describe what you have done so far and how it meets your plan, eg changes, successes, difficulties encountered, how you resolved issues, targets met</i> ) |  |  |  |  |  |  |             |  |  |  |
| <b>My skills</b> ( <i>What skills have you used and how far have they developed?</i> )   |  |  |  |  |  |  |             |  |  |  |
| <b>My next steps</b>   |  |  |  |  |  |  |             |  |  |  |
| <b>Assessor's feedback to candidate</b>  |  |  |  |  |  |  |             |  |  |  |
| <b>Candidate's comments</b>  |  |  |  |  |  |  |             |  |  |  |
| <b>Candidate's signature</b>   |  |  |  |  |  |  | <b>Date</b> |  |  |  |
| <b>Assessor's signature</b>  |  |  |  |  |  |  | <b>Date</b> |  |  |  |



## Expressive Arts: Interdisciplinary Project

### Evaluation of project

|  |  |  |  |  |  |             |  |  |  |
|--|--|--|--|--|--|-------------|--|--|--|
| <b>Candidate's name</b>  |  |  |  |  |  |             |  |  |  |
| <b>SCN</b>   |  |  |  |  |  |             |  |  |  |
| <b>Centre name</b>   |  |  |  |  |  |             |  |  |  |
| <b>Assessor's name</b>   |  |  |  |  |  |             |  |  |  |
| <b>Project title</b>   |  |  |  |  |  |             |  |  |  |
| <p><b>How successful has my project been overall?</b> <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/ outcomes giving examples to support your comments)</i></p> |  |  |  |  |  |             |  |  |  |
| <p><b>How effective were my communication methods throughout the project?</b></p>  |  |  |  |  |  |             |  |  |  |
| <p><b>Is there any aspect of my project that could be taken further? What might my next steps be?</b></p>  |  |  |  |  |  |             |  |  |  |
| <b>Candidate's signature</b>   |  |  |  |  |  | <b>Date</b> |  |  |  |
| <b>Assessor's signature</b>  |  |  |  |  |  | <b>Date</b> |  |  |  |

## Expressive Arts: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

|                         |  |  |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|--|--|
| <b>Candidate's name</b> |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>              |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>      |  |  |  |  |  |  |  |  |  |
| <b>Assessor's name</b>  |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>    |  |  |  |  |  |  |  |  |  |

*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.*

|   |
|---|
| <b>Application of subject knowledge and understanding</b><br><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>                              |
| <b>Research skills — analysis and evaluation</b><br><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>                             |
| <b>Interpersonal skills — negotiate and collaborate</b><br><i>(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.)</i> |

**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?)*

**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.)*

**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?)*

**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?)*

**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?)*

*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)*

**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)*

## Expressive Arts: Interdisciplinary Project

Assessor report

Candidate's name \_\_\_\_\_

Candidate's number \_\_\_\_\_

Centre \_\_\_\_\_

| Project proposal  | Tick as appropriate |
|---|---------------------|
| <b>Grade C criteria</b>   |                     |
| 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.  |                     |
| <b>Grade A criteria, includes all of above plus</b>   |                     |
| 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.                         |                     |
| <b>Comments</b>   |                     |
|   |                     |

| Project plan   | Tick as appropriate |
|--|---------------------|
| <b>Grade C criteria</b>  |                     |
| 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.               |                     |
| <b>Grade A criteria, includes all of above plus</b>  |                     |
| 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.  |                     |
| <b>Comments</b>  |                     |
|  |                     |

| Presentation of project findings/product   | Tick as appropriate |
|--|---------------------|
| <b>Grade C criteria</b>  |                     |
| 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.  |                     |
| <b>Grade A criteria, includes all of above plus</b>  |                     |
| 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.  |                     |
| <b>Comments</b>  |                     |
|  |                     |

| <b>Evaluation of project</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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).   |                            |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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).   |                            |
| <b>Comments</b>  |                            |
|  |                            |

| <b>Self-evaluation of generic/cognitive skills development</b>   | <b>Tick as appropriate</b> |
|--|----------------------------|
| <b>Grade C criteria</b>  |                            |
| 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. |                            |
| <b>Grade A criteria, includes all of above plus</b>  |                            |
| 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.   |                            |
| <b>Comments</b>  |                            |
|  |                            |

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 |
|-------------------------------------|---|---|---|--------------|
| <b>Additional comments/overview</b> |   |   |   |              |

**Assessor's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## **Section 11**

### **Assessment tools**

## **Assessment tools**

This section gives some examples of recording documents which could be used by candidates and/or assessors to gather evidence and record assessment decisions.

### **Summary checklist**

For recording candidate progress throughout the Interdisciplinary Project.

### **Class checklist**

For recording the grading decisions for each candidate on a single form.

## Expressive Arts: Interdisciplinary Project

### Summary checklist

Candidate's name \_\_\_\_\_

Candidate's number \_\_\_\_\_

Centre \_\_\_\_\_

| Evidence   | Date achieved |
|--|---------------|
| Project proposal.  |               |
| Project plan.  |               |
| Interim review discussion.                               |               |
| Presentation of project findings/product.                |               |
| Evaluation of project.                                   |               |
| Self-evaluation of generic/cognitive skills development. |               |

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

# Expressive Arts: Interdisciplinary Project

## Class assessment checklist

Class \_\_\_\_\_

Teacher/lecturer \_\_\_\_\_

|    | Candidate's surname | Candidate's forename | Candidate's SCN | Mandatory evidence completed |   |   |   |   | Overall grade awarded |   |   |   |  |
|----|---------------------|----------------------|-----------------|------------------------------|---|---|---|---|-----------------------|---|---|---|--|
|    |                     |                      |                 | 1                            | 2 | 3 | 4 | 5 | A                     | B | C | U |  |
| 1  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 2  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 3  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 4  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 5  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 6  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 7  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 8  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 9  |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 10 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 11 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 12 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 13 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 14 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 15 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 16 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 17 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 18 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 19 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |
| 20 |                     |                      |                 |                              |   |   |   |   |                       |   |   |   |  |