



1 *Watching*
a stage technician



2 *Reading*
promotional material



3 *Talking*
to the public



4 *Working*
with a technician



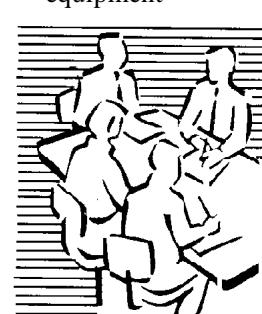
5 *Observing*
a director



6 *Using*
equipment



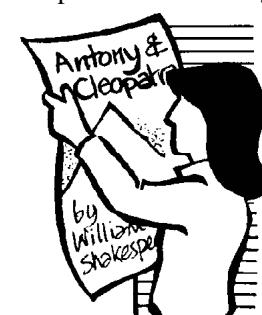
7 *Interviewing*
a manager



8 *Attending*
a production meeting



9 *Assisting*
in the box office



10 *Promoting*
the forthcoming
production

| |
|-----------------|
| NAME _____ |
| GROUP _____ |
| PLACEMENT _____ |

Work Experience

IN THE PERFORMING ARTS



Work Experience Learning Framework
for Post-16 Students

Assignment 1: Level 2

Find out and identify the qualities and qualifications required for different types of jobs in an arts organisation. Prepare and present your findings to your peer group with the objective of opening up to them potential career opportunities in the arts.

Evidence: Notes from interviews with staff; company literature and information; job descriptions; Equity and other union information; advertisements; training routes.

Key skills: Communication (reading and responding to material)
Communication (interviewing and discussion)
IT (using a PC to prepare information)
Working with others

Assignment 2: Level 3

A local school has asked you to present a short piece of Theatre in Education on Road Safety. Set up a production company, identifying roles and responsibilities, propose a budget and produce a flyer advertising your show.

Evidence: Production meeting notes; log book; records of personal and group responsibilities; action plans; budget breakdown; designs for advertising; likely correspondence with the school.

Key skills: Communication (reading and responding to material)
Communication (interviews and discussions)
IT
Numeracy
Improving own learning
Working with others

Assignment 3: Level 3

Make a short video promoting your arts organisation. It should include interviews with different work roles, work in action, rehearsals, meetings etc. Present this to the group and be prepared for discussion of material.

Evidence: Production meeting notes; log book; records of interviews; action plans; storyboard for video; tapes and videos.

Key skills: Communication (read and understand materials)
Communication (using images)
IT (using graphics and desktop publishing packages to display information)
Improving own learning
Working with others
Problem solving