

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

***Experiences and Outcomes:***

**EXA 4-01a** I have experienced the energy and excitement of presenting/performing for different audiences.

**EXA 4-14b** I can use theatre arts technology to enhance tension, mood and atmosphere in drama work.

**EXA 4-15a** I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work.

***Learning Intentions:***

- To analyse how theatre arts can enhance a performance
- Gain specific skills for at least one theatre art
- Application of skills to a live performance
- Evaluation of your own and others work

***Success Criteria:***

Lighting Specific:

- I can respond to a text and identify moments of tension and mood & atmosphere
- I can use lighting to highlight and enhance these moments
- I can complete a lighting plot sheet and cue sheet
- I can work the lighting board in the studio
- I can follow my cue sheet and provide appropriate lighting for a live performance
- I can evaluate my process and my final performance
- I can peer evaluate

***Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.***

Learners take part in a series of introductory lessons into theatre arts roles and technology. They are split into small working groups and given the opportunity to pursue a technical role of their choice for a short script extract. For each skill they are expected to respond to the script stimulus with their initial ideas then develop those ideas for a final performance. They are also expected to complete the necessary paperwork for their role i.e. cue sheets.

Learners are then given the opportunity to reflect and evaluate their own work and that of their peers by receiving verbal feedback after their performance and complete a written evaluation sheet.

***Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.***

Say – Teacher observed learners discussing their initial responses to the stimulus as a group and then developing their individual ideas further. Learners give their peers verbal feedback throughout the rehearsal process and after the final performance. They also receive verbal feedback on their own performance from fellow peers and their teacher.

Write – In this case for Lighting learners produce an annotated script with their initial ideas, a lighting plot sheet, a cue sheet, a pre-show checklist and their self & peer evaluation. All written evidence is marked by the teacher with verbal and written feedback applied.

Make – Learners contribute to the creation of a small scale drama performance. Observed and monitored by teacher. Pupils note their successes and problems in final evaluation which is marked.

Do – Learners present their extract in front of an audience.

***Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.***

The learner has received consistent oral feedback during each class on their process as they worked towards their final performance. The learner received specific oral feedback from the teacher about changing one of her cues during the final technical rehearsal which she acted upon and improved. After the performance the learner received verbal feedback from both the teacher and peers.

All written evidence submitted has been marked by the teacher and written feedback is noted throughout. It was noted on the cue sheet that the learner should add in the timings for lighting changes and should identify the specific lanterns being used on the lighting plot sheet. The learner has verbally proven that she has that knowledge but it was not included on her written submission.

The learner has been set the following specific targets:

- Apply more terminology to my answers
- Give more detailed description in my answers

***Pupil Voice:***

***What have you learned? How did you learn? What skills have you developed?***

Taken from evaluation:

“Teamwork skills – working with the actors to set the scene using light.”

“Using the lighting board and knowing where each light goes.”

Orally:

“Doing lighting is more complicated than I thought. I have enjoyed trying out different types of light and understand the effects they can create.”

***Did the learner successfully attain the outcomes? YES***

Although the learner needs to improve their use of specific terminology in their written responses they have used different lighting techniques to create tension and enhance the atmosphere of an extract. They have also engaged in self and peer evaluation. There is a recording of the candidate taking part in the performance but it was not available in time to be included in the sample.

 Name hidden

46 Tally's Blood

~~Pick up on Rosinella. she is blessing herself.~~

~~MASSIMO: They say it happened quick. He wouldn't have felt anything. A wee build up a gas down the pit and Adam Dertin got the worst of it. A good man too.~~

~~ROSINELLA: His poor wife.~~

~~MASSIMO: Poor wee Hughie.~~

- Lights up  
- Lucia and Hughie are sitting down

*Pick up on Lucia and Hughie again: as before, Lucia finding it difficult to cope with Hughie's silence.*

LUCIA: *(Almost pleading)* You going to cry?

*Hughie shakes his head slowly.*

LUCIA: Are you not? Are you not going to cry?

*Hughie shakes his head.*

LUCIA: How come you're not going to cry?

HUGHIE: I'm not supposed to cry.

LUCIA: Who says?

HUGHIE: Everybody. I've to be the big brave man. I've to be strong for my mammy. I'm not going to cry. I cannie cry.

LUCIA: I'm great at crying, so I am. I can cry whenever I like.

*Hughie silent.*

LUCIA: If I want something I'm not supposed to get – I just – cry.

*Hughie silent.*

LUCIA: My Auntie Rosinella says your daddy's in heaven.

*Hughie silent.*

LUCIA: Did they make you see your daddy dead?

*Hughie silent.*

LUCIA: I remember the night my mummy went to heaven. It was great. I was just wee and they kept passing me round one to the other and kissing me and crying. And I was crying all the time. Then they took me in to see my mummy dead. They said, look at your mammy, she's only sleeping, she's beautiful. Then they lifted me up and said kiss your mammy. And I did. But she was cold. So cold. Poor mama.

HUGHIE: She'll be alright now.

LUCIA: How?

HUGHIE: She will. She'll be alright. She's got my daddy to look after her.

LUCIA: Look at your shoes, Hughie Devlin. Where have you been?

HUGHIE: Nowhere.

LUCIA: You've been down at the river. You're not allowed down there.

HUGHIE: I have not.

LUCIA: You have sot.

HUGHIE: I have not.

LUCIA: Yes, you have sot. Look at your shoes.

HUGHIE: I have not been to the river.

LUCIA: Look at your shoes. There's bad men down at the river.  
You're not allowed down there.

HUGHIE: I have not been to the river.

LUCIA: Look at your shoes!

HUGHIE: *(Screams)* I'm looking at my shoes and I've not been to the river. *(He starts to cry)* I've not. I've not been to the river. I have not.

*Lucia scrutinises him in amazement.*

LUCIA: Is that you crying?

HUGHIE: Aye... I mean no... I mean... I mean... Oh, you going to cry as well?

*Lucia, on request, starts to cry: they put their arms round each other's shoulders, acknowledge fact they are both crying and walk off together.*

✶

- Blackout  
- changed  
to Hughie's  
line

- Hughie is  
angry

### Scene Thirteen

Ginger store: two weeks later

*Lucia and Hughie fixing ginger boxes to play at schools.  
Lucia in charge: Hughie reluctant.*

- Lights up before  
they walk on  
(Ross coughs)

HUGHIE: You got going the teacher the last time.

LUCIA: Whose Uncle Massimo's ginger boxes are they?

HUGHIE: *(Resigned)* Yours.

*Lucia picks up something to use as a pointer.*

LUCIA: Right, sit up straight. **Fold your arms.**

*Hughie obliges.*

LUCIA: **Two and two?**

HUGHIE: **Four.**

LUCIA: **Three and two?**

HUGHIE: **Five.**

LUCIA: **Six and three?**

HUGHIE: **Nine. I mean eight. No, nine I mean.**

LUCIA: **Seven and five?**

HUGHIE: **Eh... Eh... That's a hard one.**

LUCIA: It's not hard for all the other wee boys and girls. Is it boys and girls? Seven and five?

*Hugbie starting counting on his fingers.*

LUCIA: Come on, come on, seven and five? He's not doing very well, is he boys and girls?

HUGHIE: Seven and five?

LUCIA: You heard.

*Pokes him with pointer.*

HUGHIE: Seven ADD ON five you mean?

LUCIA: You heard.

*Pokes him with pointer.*

*Hugbie trying to count on fingers, mouthing figures, gets to 'seven' then to 'ten':*

*Lucia makes him lose count: jabs him with her 'pointer'.*

LUCIA: Too long! I can't spend all day with one child. I've got all these other little children to see to as well you know. Little SCOTTISH boys and girls. I think they deserve some of the teacher's time too. You should have done these sums last night, Franco. Why didn't you?

HUGHIE: Eh, well, I forgot.

LUCIA: Oh you 'forgot' did you. Do you hear that, boys and girls, little Franco 'forgot'. Sure you weren't too busy serving the shop?



HUGHIE: No, miss.

LUCIA: Or maybe you don't have pencils in your house. Or maybe you don't have a house. Have you got a house?

HUGHIE: Yes, miss.

LUCIA: No use telling fibs, now, is it, Franco? We all know you live in a shop. Now don't laugh boys and girls. It's not Franco's fault he lives in a shop.

HUGHIE: Twelve.

LUCIA: Oh, so there's twelve of you living there. My oh my! Not all in the same bed I hope. Now stop laughing, boys and girls, it's not funny.

HUGHIE: Seven and five is twelve.

LUCIA: Oh, you're too late now. I don't know what you're doing in this class in the first place. A little ruffian like you. A sleekit little, greasy little, smelly little...

*It's gone too far.*

*Hughie jumps up, knocks away his ginger box.*

HUGHIE: I don't like this game.

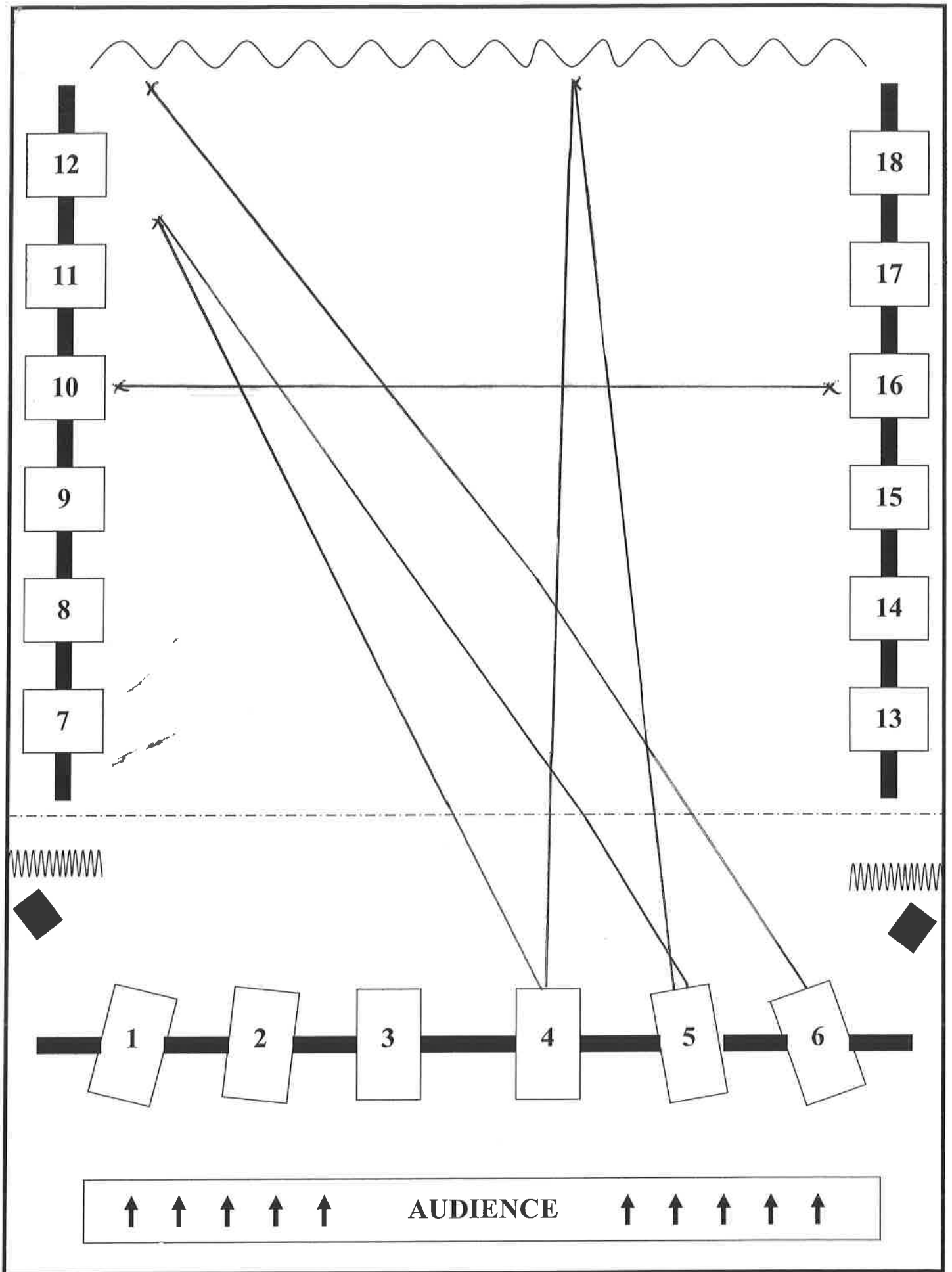
LUCIA: Well, I don't like it either.

*They are staring at each other: it is broken by Rosinella's screams.*

ROSINELLA: (V/O) Lucia! Lucia!

- Hughie is angry  
- Lights show emotion (red)

- Blackout  
- Changed to Lucia's line



Name Hidden

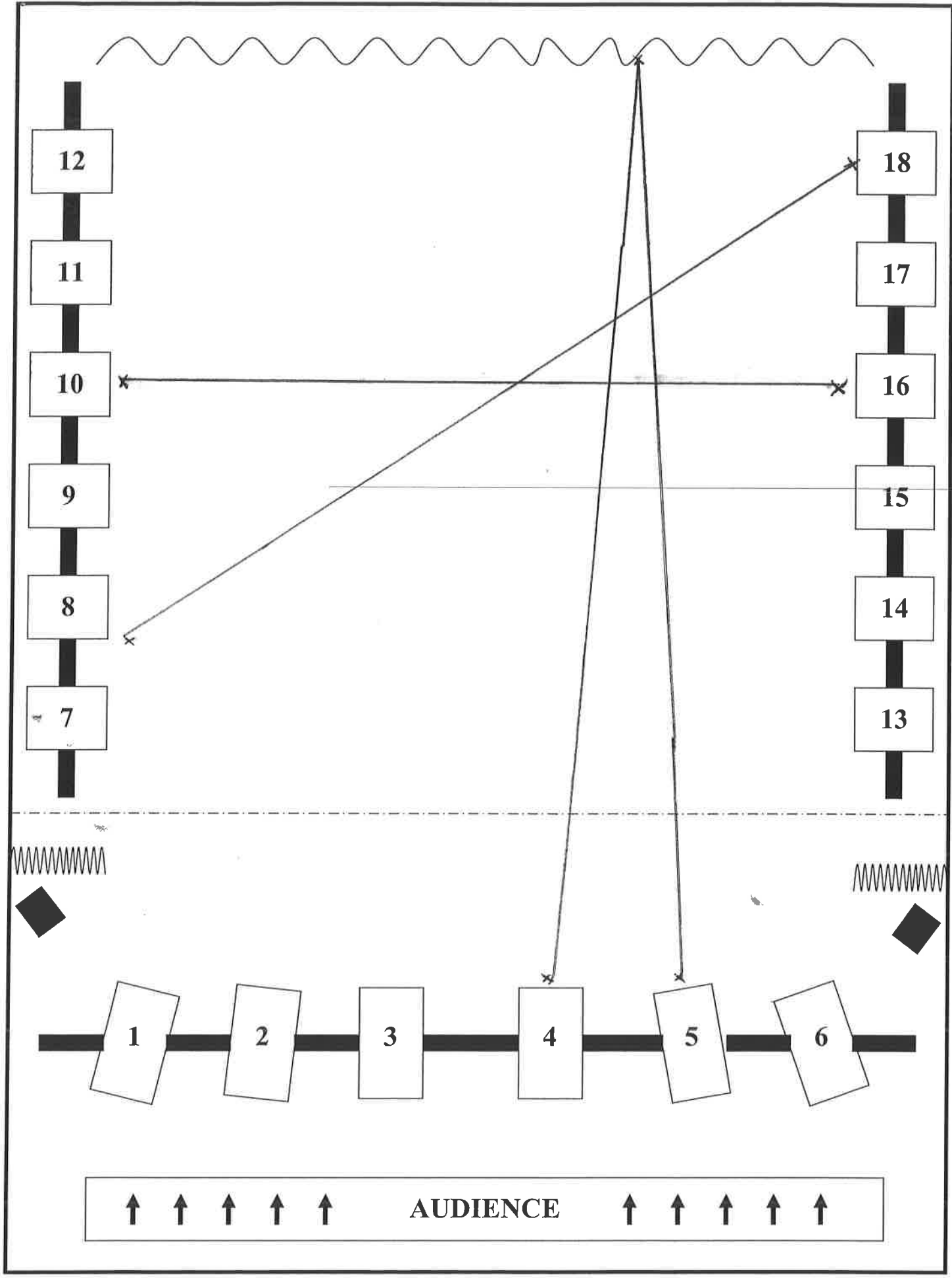
Pre-Show Lights

Cue 1

- yellow gel

- no gel

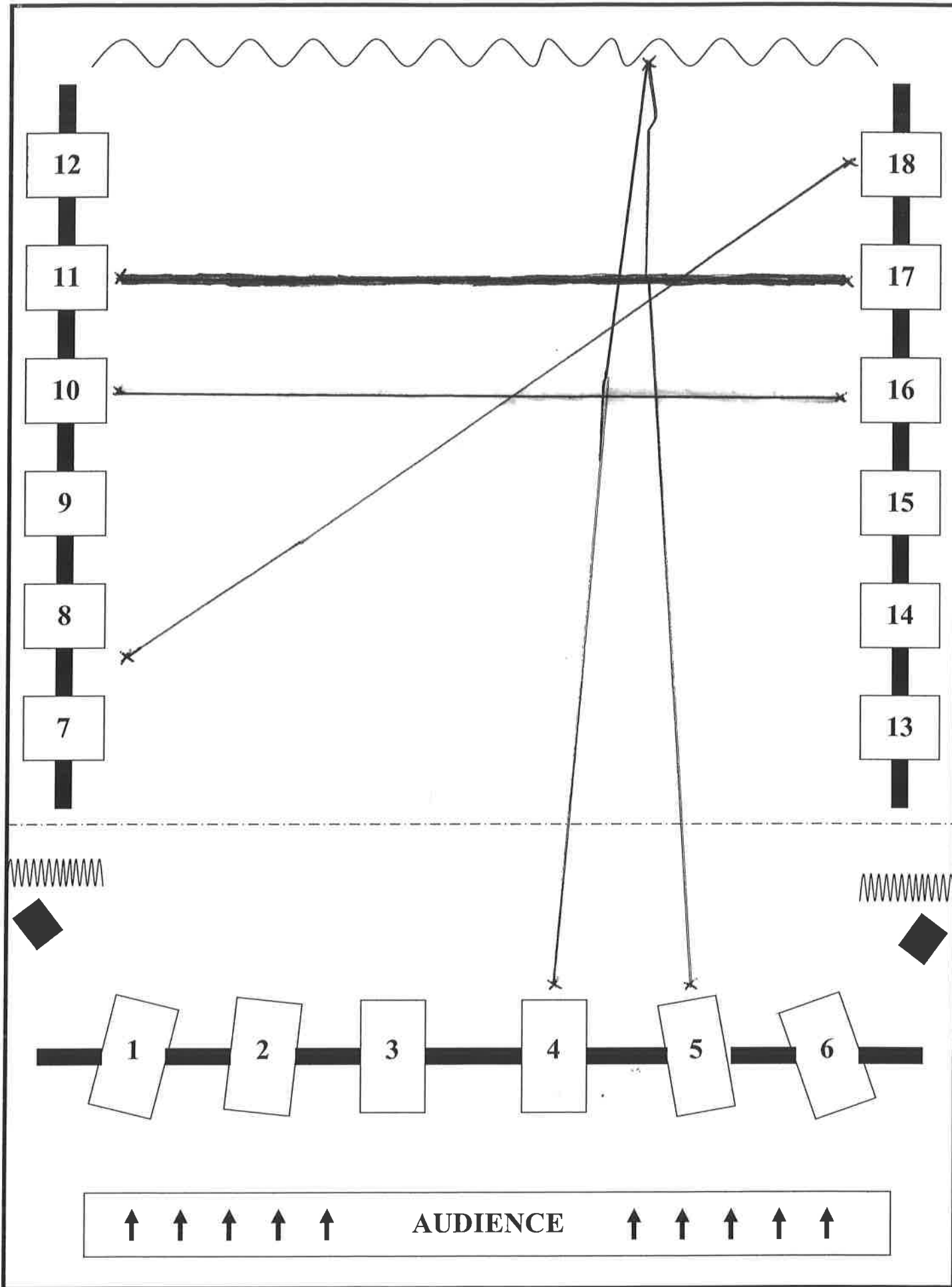
\* Indentify what type lanterns are being used please!



4 Name Hidden

Lucia and Hughie on stage  
Cue 3

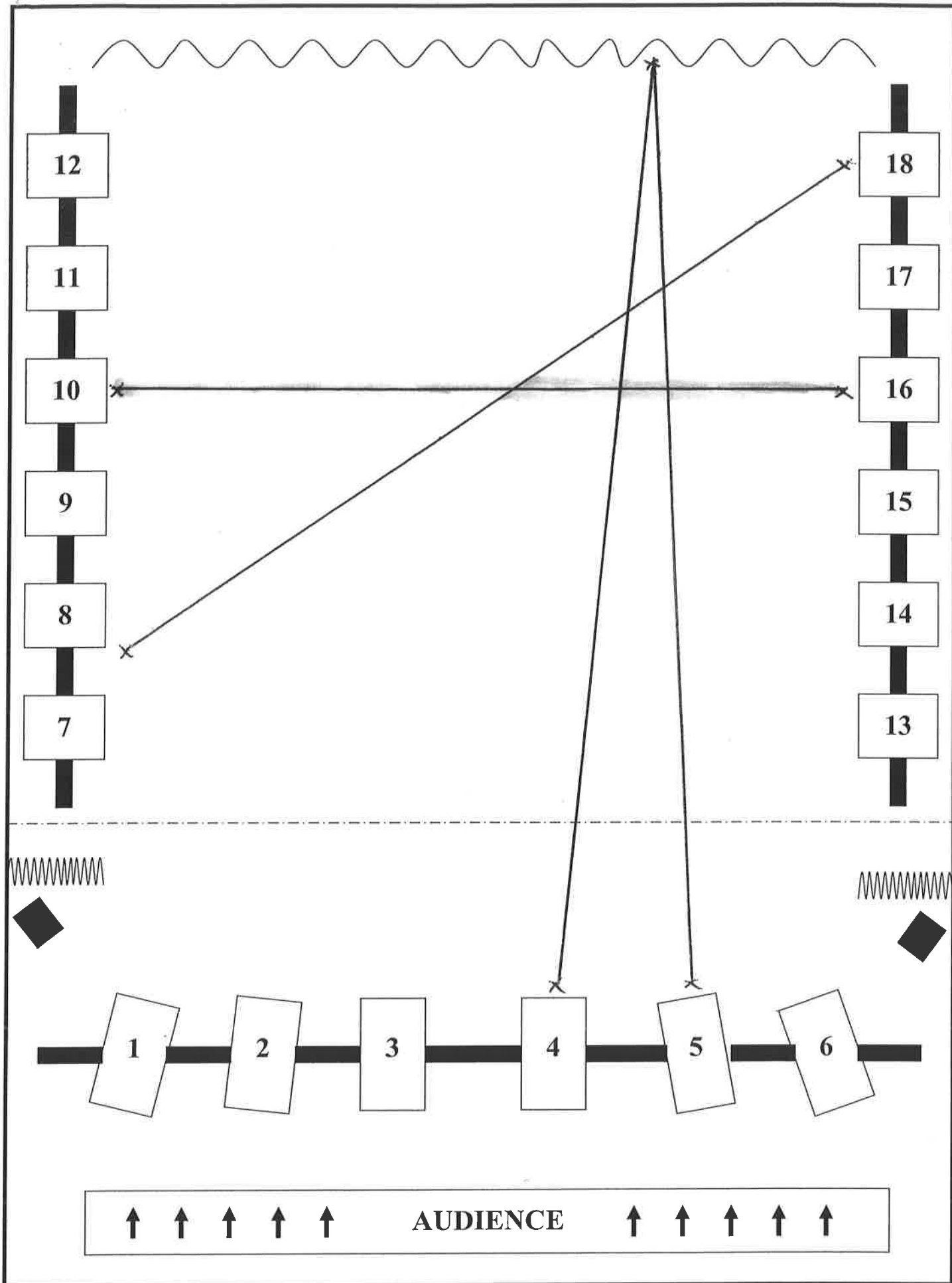
- yellow gel  
- no gel



Name Hidden

Lucia says "look at your shoes"  
 Cue 4

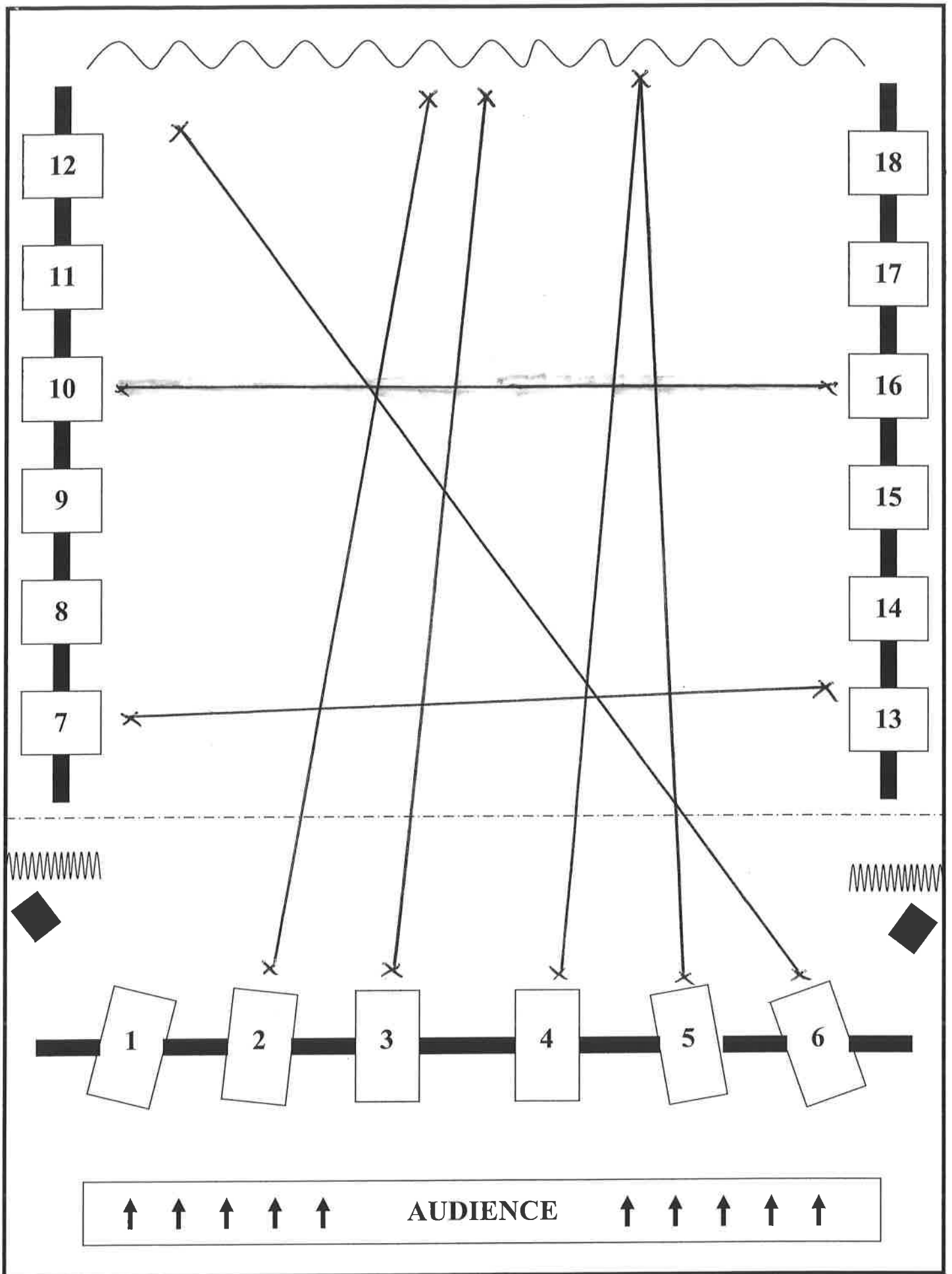
- yellow gel
- red gel
- no gel



44 Name Hidden

Hughie starts to cry  
Cue 5

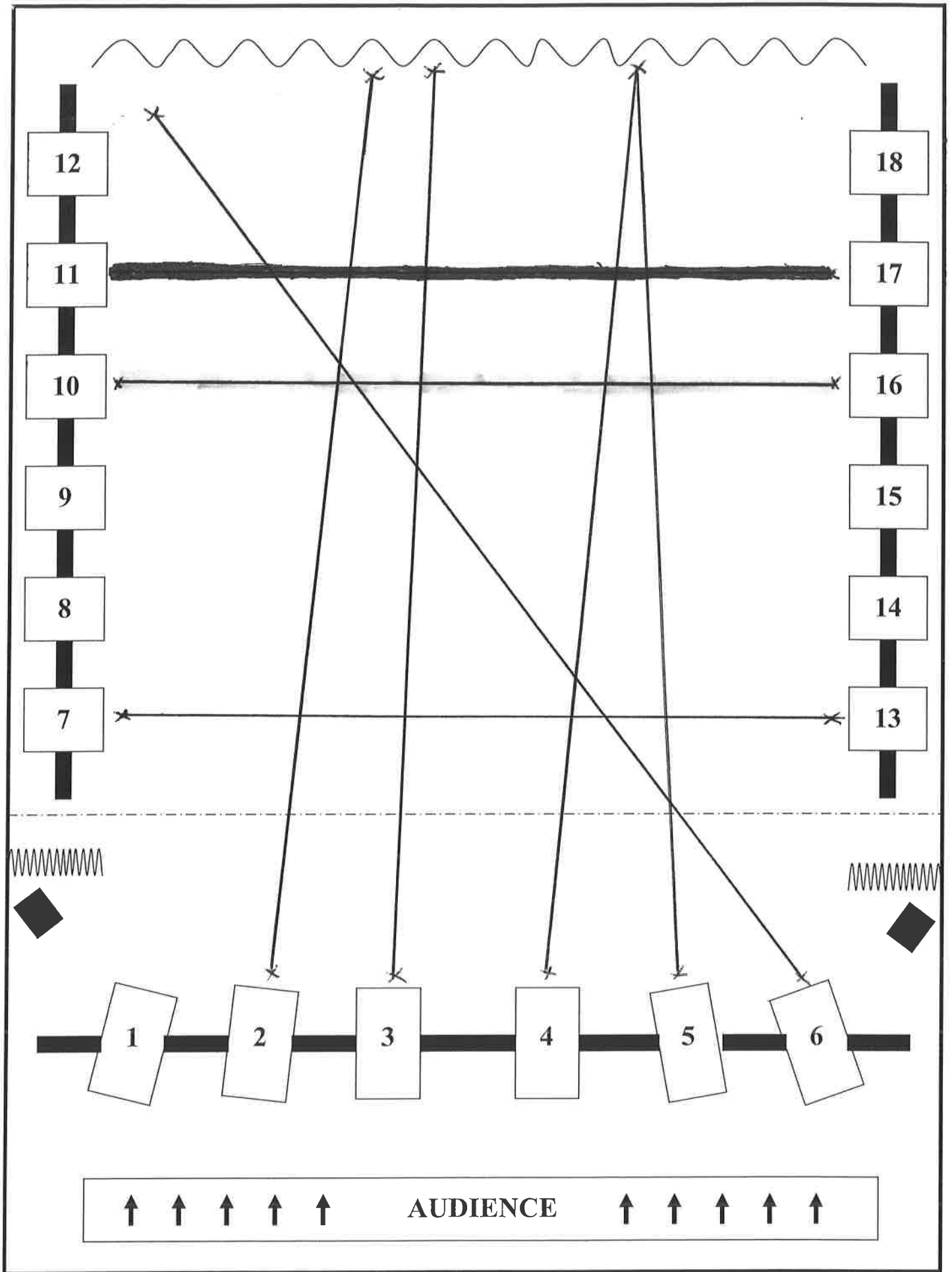
☁ - yellow gel  
■ - no gel



Name Hidden

Lucia and Hughie on stage  
Cue 7

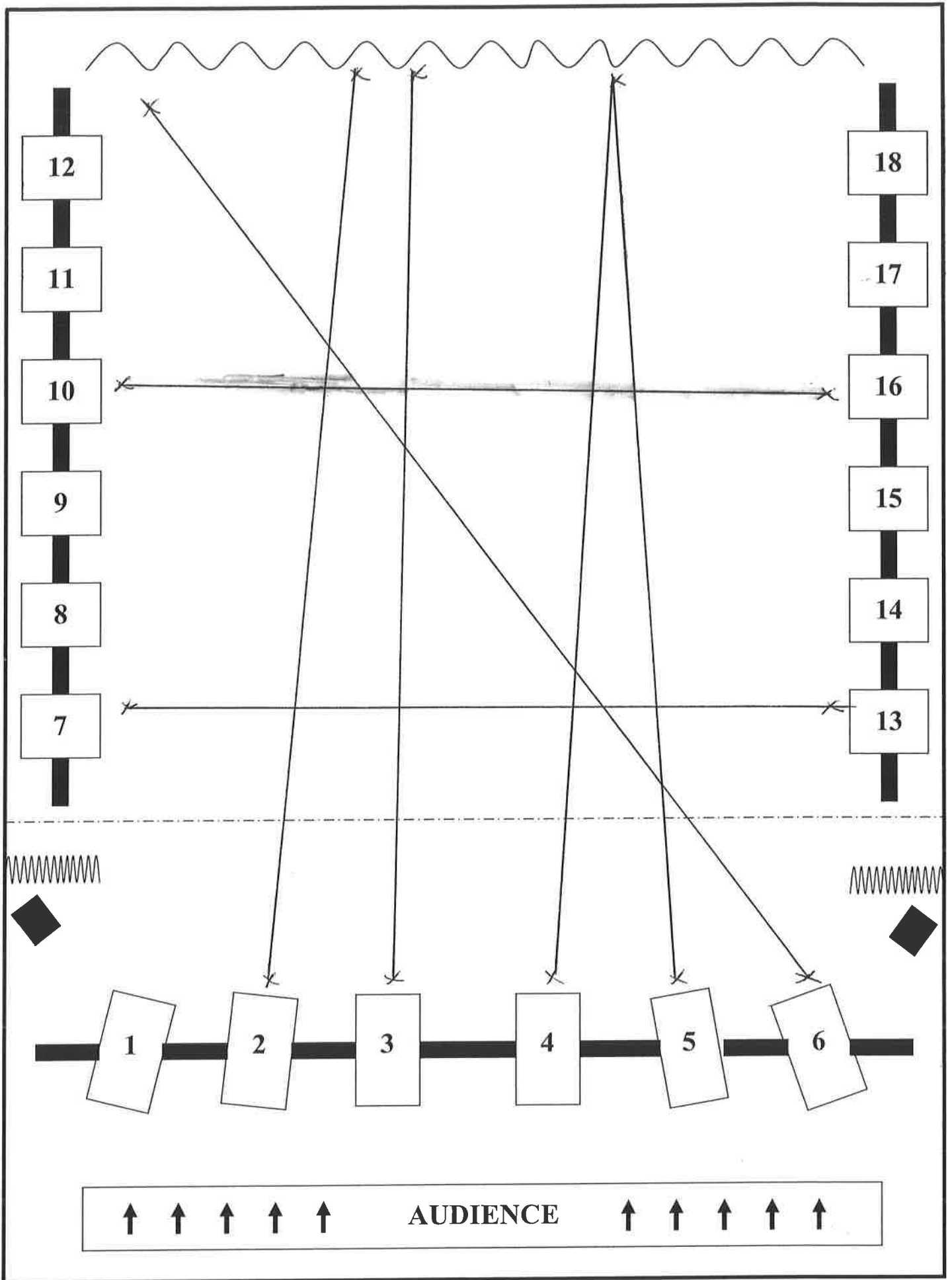
- yellow gel  
 - no gel



Name Hidden

Lucia says "smelly little..."  
 Cue 8

- yellow gel  
 ■ - red gel  
 ■ - no gel



~~also~~ ~~script~~

Hughie finishes, "I don't like this game!"

Cue 9

- yellow gel

■ - no gel



# LIGHTING CUE SHEET

Drama course \_\_\_\_\_

Unit \_\_\_\_\_

Name: ~~\_\_\_\_\_~~ \_\_\_\_\_

Class: 36A

PAGE 1

Title of presentation: Tally's Blood

Scene/Extract No. : 1

Ⓢ Add in your timing

L f/x no	Cue	Details of lighting state/effect (inc. intensity)	Fade up/down/snap	Duration of change
1	Pre - Show lights	$\frac{4}{6}$ $\frac{5}{6}$ $\frac{8}{6}$ <del>6</del>   setting the ambience ✓	fade up ~	
2	Audience is seated ~ Actors are ready	Blackout ✓	fade down ~	
3	Lucia and Hughie are on stage (position)	$\frac{4}{7}$ $\frac{5}{7}$ $\frac{8}{3}$ $\frac{2}{8}$ $\frac{1}{8}$   Bright and happy as they are outside having fun ✓	fade up ~	
4	Lucia says, "Look at your shoes!"	add $\frac{11}{10}$   Hughie gets mad at Lucia. Red represents anger ✓	Snap ~	
5	Hughie starts to cry	take away $\frac{11}{10}$   Hughie is no longer mad, so the lights go back as they were ✓	snap ~	

# LIGHTING CUE SHEET

Drama course \_\_\_\_\_

Unit \_\_\_\_\_

Well done, guys.  
This is very tidy and precise.  
Remember to add in your findings in the future.

Name: \_\_\_\_\_

Class: 362

PAGE 2

Title of presentation: Tally's Blood

Scene/Extract No. : 1/2

L f/x no	Cue	Details of lighting state/effect (inc. intensity)	Fade up/down/snap	Duration of change
6	Lucia and Hughie start to walk off stage	Blackout	fade down ~	
7	Lucia and Hughie are on stage	$\frac{2}{8}$ <del><math>\frac{3}{7}</math></del> $\frac{4}{4}$ $\frac{5}{4}$ $\frac{7}{10}$ $\frac{8}{3}$   Not as bright as before, as they are inside a snap	fade up ~	
8	Lucia says, "Smelly little"	add $\frac{11}{10}$   Hughie gets mad at Lucia. Red represents anger.	Snap ~	
9	Hughie finishes saying, "I don't like this game"	take away $\frac{11}{10}$   Hughie is no longer mad, so the lights go back as they were.	Snap ~	
10	Voiceover says, "Lucia! Lucia!"	blackout	fade down ~	

# Tally's Blood Pre-Show Checklist

- Turn fuse box on ✓
- Turn power switch on ✓
- Turn house lights and dressing room lights off ✓ *Ⓟ Watch your order of events. The whole room would be in darkness.*
- Pull all curtains over ✓
- Make sure lamp is on to see properly ✓
- Turn grand master up ✓
- Turn A and B master to 10 ✓
- Make sure all lights are working and have needed gel ✓ *Ⓟ the gel needed*
- Turn all lights down before starting the pre-show lights ✓

Name:

Date: 14/11/17

Lighting

### S3 Technical Evaluation

Complete the following questions in as much detail as possible and using dramatic terminology where appropriate.

Explain your reasons for taking on your technical role in this production.

I took the role of a lighting <sup>designer</sup> because I previously did it and enjoyed it. ✓ What did you enjoy about it?

What new skills did you learn when carrying out the duties involved with your technical skill?

- Teamwork skills - working with the actors to set the scene using light. ✓
- Using the lighting board and knowing where each lights goes. ✓

Describe in detail at least one problem you encountered during your rehearsal process.

I had a blackout cue where the actors walk off stage, but the cue was changed and there was some silence. - Explain what you mean by this.  
A little more detail needed.

Describe in detail how you solved the problem/s encountered above.

I spoke to the actors and I sorted out my cues. From then on, I knew what to do which made my job easier. ✓

Describe two of your strengths during the rehearsal process?

- I had all the paperwork I needed to do and was organised. ✓
- I knew what I was doing and didn't need much teacher assistance. ✓

Describe in detail two areas you think you could have improved in your final performance. Include the relevant terminology.

Terminology!

- Could have added more colourful lights to help set the scene and add more emotion. - What emotions?
- Could have added a gobo in scene 1 to help contribute to the outdoor setting. ✓

What type of gobo?

### Peer Evaluation Costume - Kerri Macisaac

Choose another member of the technical team from the class to evaluate for this next section.

Describe in detail two strengths in their technical process where you felt they were successful. Include relevant terminology.

- Costumes were relevant to the time period when the play was set. ✓
- Costumes fit perfectly on the actors. ✓

Describe in detail two areas where you think they could have improved the use of their technical skill. Include relevant terminology.

- Add more detail to the costumes (accessories?) ✓
- Put more effort and time into the costumes. ✓

Well done,  This is a strong evaluation.  
Next steps: Target 1 - Apply more terminology to my answers  
Target 2 - Give more detailed descriptions in my answers.