***Learner Activity***

**Sorting venues and arts organisations**

As part of your research on performing arts organisations you will be asked to compile a series of tables that place performing arts organisations in categories according to:

Their geographical profile and community served.

Type of venue and/or company.

Method of funding.

You can make notes on each entry into the tables especially where you feel that the venue or company can fit into two or more categories or where it is difficult to exactly categorise.

**Activity 1**

Starting with those you know already in our own locality you should make a list of as many different performance companies and types of venue as you can think of. Remember to include music venues as well as school theatres, amateur theatres and any companies you have seen as part of touring programmes.

Don’t worry about who is funding these companies or whether they get any funding at all, just consider where they find their audiences and whether they have a strong link to the area or whether they just use it as a base.

These companies will then be categorised by you as *local, regional* or *national* and placed in the columns in the table.

|  |  |  |
| --- | --- | --- |
| Local | Regional | National |
|  |  |  |

**Activity 2**

For this activity you will be asked to sort venues and performing companies into types:

Receiving theatres.

Arts Centres.

Producing theatres.

Multi use space/arena.

Touring company.

Music only venues.

We will look at various sources for this information but we will also talk about what we can understand from the type of performances venues put on in our own locality. Often we will be able to work out from posters and marketing flyers whether a theatre or venue has produced their own work or are receiving a touring production. Some venues such as Arts Centres and multi-use spaces will clearly advertise a wider range of arts and music events.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Receiving** | **Arts Centre** | **Producing** | **Multi-use/Arena** | **Touring company** | **Music venue** |
|  |  |  |  |  |  |

**Activity 3**

During this lesson we will talk about funding and the ways in which funders determine who gets what!

There are very specific rules and conditions for companies and artists to receive any kind of funding and this usually has to do with the building of new audiences, who the funding will ultimately benefit and the legacy of the project. These rules can change from year to year as priorities in society change generally.

There are four types of funding to consider:

Commercial (Box Office, commercial activities).

Public sector.

Private sector.

Third sector.

We will consider what defines these different kinds of funding as well as looking at differences in types of funding (**revenue** and **project**).

As a start you should begin to look at the table below.

All companies that receive any kind of external funding (other than commercial) will have to place the funder’s logo on publicity. You could start by looking for these logos on flyers and websites.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of funding** | **Box office (Commercial)** | **Public sector** | **Private sector** | **Third sector** |
| **Examples of funders** |  |  |  |  |

|  |
| --- |
| **Examples of receiving organisation:** |

**Activity 4**

Complete research for the Practitioners and Companies below. You must make key points that will make it easy for you to revise from- refrain from large chunks of copy+paste.

Stanislavski:

1.

2.

3.

4.

Brecht:

1.

2.

3.

4.

Berkoff

1.

2.

3.

4.

Artaud:

1.

2.

3.

4.

Boal:

1.

2.

3.

4.

Dv8:

1.

2.

3.

4.

Frantic assembly:

1.

2.

3.

**Activity 5**

**Write a short profile (100 words) that sums up your skills and techniques and the personality traits or transferable skills that you feel would be an advantage in a range of professional roles/jobs.**

**Before completing the task above it may help to look up what transferable skills are, one source for these can be found at** [**https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx**](https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx)

**The main point of this activity is to have some fun and get used to the idea of being snappy yet succinct and to develop editing skills, this will become important in your development later on of showreels and music demos. It also encourages the use of the phone as an aid in documenting work, which is currently an underused resource.**

**You could also reference *The Apprentice* opening statements.**

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