**LPS**

**AQA GCSE Drama**

**Component 2: Devising Drama**



**Rehearsal Notebook - Designer**

Name:

Form:

**Devising Drama - Worth 40% of the Final GCSE Grade.**

For this component students are required to complete the following two assessment tasks:

• Produce an individual Devising log documenting the devising process

**(60 Marks = 30% of final GCSE grade)**

• Contribute to a final devised duologue or group performance.

**(20 Marks = 10% of final GCSE grade)**

**Assessment of the final performance**

You will be assessed on the following:

* The **level** of **theatrical skills** demonstrated in your performance.
* The **range** of **theatrical skills** demonstrated in their performance.
* Your **contribution** to the **effectiveness** of the piece, made through their performance.
* The **inventiveness** of their work, as evidenced through their performance.
* Your success in realizing your individual artistic intentions, as evidenced by their performance when considered against their Statement of Dramatic Intentions.

Key words:

|  |  |
| --- | --- |
| **Level of theatrical skill….** | How well you use your drama skills in performance. The better your performance, the better your mark! |
| **Range of theatrical skills...** | How many different skills you use with in your work. |
| **Contribution to the effectiveness...** | The ideas you come up with, the things you do in your rehearsal to develop and shape your piece. |
| **Inventiveness...** | The originality of your piece - is it new and exciting? Avoid cliches! |

**The Devising Log**

**Section 1 - Response to Stimulus**

***What the specification says:***

In this section students are expected to explain their initial ideas, research and intentions for the devised piece.

The student must explain:

* Their **initial response** to the **stimuli** presented by the teacher and the **stimulus they chose**.
* The **ideas, themes and settings** they have considered for the devised piece in **response to the stimulus** they chose
* Their **research** findings.
* Their own **dramatic aims and intentions**.
* The **dramatic aims** and **intentions** of the **piece as a whole**.

**How to use this booklet:**

* Complete all tasks in section 1 - this will help you to keep track of your ideas and the research you have undertaken.
* Dedicate 10 minutes at the end of every rehearsal to completing a review of what you have done with the time.
* Collect other evidence and keep it with the booklet, in case you choose to use it in your written log.

**Section 1 - Response to Stimulus**

The Stimulus

**Complete the table below:**

|  |  |  |
| --- | --- | --- |
| Stimulus: | Your initial thoughts/opinions | What ideas did the stimulus give you? |
|  |  |  |
|  |  |  |
|  |  |  |

**Make a note of your initial ideas for your piece:**

Discussion of

Initial Ideas

**What themes are you considering?**

Potential

Themes

**What are your ideas for set/staging?**

Setting/Staging ideas

What do you want the style of the piece to be? Naturalistic? Physical theatre? Non-Naturalistic? TIE? Have you been influenced by the practitioners we have studied? Do you want your audience to THINK or FEEL or BOTH?

Style ideas

**What aspect of design are you interested in?**

**What are your initial ideas for your SET/COSTUME/LIGHTING/ SOUND/PUPPETS?**

**Research**

In order to develop your understanding of your chosen theme, you MUST research a little more deeply into it. Note down the research you have undertaken below. You also cut out and stick newspaper articles or pictures that you have found.

As a designer, you also need to thoroughly research the way in which your design specialism can impact on a piece of theatre – this will help you to decide on your own *Dramatic Intentions*.

**Practical Exploration:**

How did you explore the stimulus practically? Note down what drama techniques you used:

Sketch a moment from your practical exploration showing what everyone did:

Did the practical exploration of the stimulus help you to develop creative ideas for your piece?

What decisions have you made about the style of your piece?

**Final Idea:**

Plot outline and characters:

Design ideas:

Style/Practitioner influence (justify your choice):

**Dramatic Aims and Intentions:**

As a group, what do you want the audience to think or feel when watching your piece? What do you want them to learn or understand more deeply? How do you intend to achieve this?

What are your personal intentions for your design? What do you want your design to help the audience understand about your piece? How is your design going to impact on the piece your group is creating?

**Section 2: Development and Collaboration**

***What the specification says:***

In this section students are expected to **explain the process they undertook** to **refine their initial ideas** and **intentions** into a final devised piece. The student must explain:

* How they **developed and refined** their own **ideas** and those of the group.
* How they **developed and refined** the piece in **rehearsal**.
* How they **developed and refined** their own **theatrical skills** during the devising process.
* How they **responded to feedback**.
* How they as **individuals** used their **refined theatrical skills** and ideas in the final piece.

***In rehearsal, you should focus on:***

* Developing your design and sourcing the things you need to realise your design in performance.
* Communicating with your group to make sure your design and the practical performance are both heading in the same direction.
* Helping your group to develop the work from a designers point of view.
* Building/making/programming elements needed for performance (this obviously depends on your specialism!
* Listening to feedback from others and planning how you will improve your design to ensure it suits the piece.

**The First Rehearsal:**

Before you start, help your group to turn your plot into a storyboard.

Look carefully at the different scenes they are planning to create, what demands does this make on you as a designer?

What do they need you to create in each scene? Create a storyboard of your plans for each of the scenes.

Once your storyboard is complete, photograph it, send it to the Google classroom. Then, every time it changes, photograph it again and send it to the Google classroom. This will help you to keep track of your developments.

**At the start of each subsequent rehearsal:**

* Check in with your group – give them an update on what you have created so far – discuss what needs to happen next. Does the design still work? Do they need to rehearse using the SET/COSTUME/LIGHT/ SOUND/PUPPET?
* Design, create, test in rehearsal, refine and improve. Take photos of your process and send them to the classroom. Get your group to look at your work and give you feedback.
* Get your booklet out and note down what you have done using the framework. Additional sheets can be found in the folder next to the whiteboard.

|  |  |
| --- | --- |
| **Date:** | **Aim for the rehearsal:** |
| **What did you work on today?*** Creating/developing the design.
* Building and/or creating.
* Testing my design in performance.
 |
| **Note down what you did in rehearsal in detail. Include diagrams if you wish:** |
| **Reflect - Were there any issues you had to overcome with the design? What feedback were you given? Make sure you take photos of your development.** |
| **Lightbulb Moments:****Was there anything that you did or learned to improve your design today?**  |

|  |
| --- |
| **Feedback from the teacher and other group members**Use this space to record any comments or suggestions other people make about your work: |

**Improvement Plan (based on feedback from others)**

|  |
| --- |
| **What issue was identified?** |
| **Describe how you improved the issue (note down any techniques used or which skills you focused on.)** |
| **Reflect - How was the design improved? Were there any issues you had to overcome?** |

**Section 3 - Analyse and Evaluate**

**What the specification says:**

This section offers students the opportunity to demonstrate their analytical and evaluative skills with respect to their own devised work.

Students are expected to analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and the learning opportunities taken from the experience.

**Students should analyse and evaluate:**

* How far they **developed** their **theatrical skills.**
* The **benefits** they brought to the pair/group and the way in which they **positively shaped the outcome.**
* The **overall impact** they had as **individuals**.
* Students should also **appraise those areas for further development** in their future devising work (ie the aspects that did not go as well as they'd hoped).

**In the context of this section:**

* To ‘**analyse’** is to **identify and investigate**.
* To **‘evaluate’** is to **assess the merit of the different approaches used** and formulate **judgements**.

**Analyse and Evaluate the Rehearsal Process:**

|  |  |
| --- | --- |
| **Look back at your lightbulb moments and note down any that had a big impact in terms of helping you to develop the piece.** |  |
| **Note down your strengths and what you did to help your group to create your piece.** |  |
| **Note down what you have learned from undertaking this process:** |  |
|

|  |  |
| --- | --- |
| **If you were to do it all again, what would you do differently?** |  |
| **Note down anything else about you have learned about the process of devising through design?****Can you sum up what, within your process, led to your success in performance?** |

**Your final performance**

|  |  |
| --- | --- |
| **Consider your final performance and note down:*** **What went well**
* **The audiences response**
* **Whether you achieved your aims and intentions.**
 |  |
| **Note down a moment that was successful.** |  |
| **Consider your own performance:*** **Identify a moment or scene were you think your design played a key role within the piece.**
* **What specific skills did you use effectively?**
* **How did your design contribute to the overall success of the piece?**
 |  |
| **What would you do differently next time?** |