

Big Idea: Story Telling ,Styles and concepts, Performance skills, creating a character & script from page to stage

Component 3

Key Knowledge

Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Assessment type – External, with guided learning hours: 48.

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement.

The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.

Students will be provided with an assessment task brief to complete within a 12-week assessment period timetabled by Pearson. The assessment task brief will involve four activities, all to be conducted under supervised conditions and within recommended timeframes. The maximum time allocated to the written components is three hours. It is suggested that students focus eight hours on practical exploration and rehearsal. The recommended timings are as follows: Activity 1: Ideas log (1 hour); Activity 2: Skills log (1 hour); Activity 3: Development of creative ideas and rehearsal, culminating in the workshop performance (8 hours); Activity 4: Evaluation report (1 hour).

Practice assessments will be important in preparing the student. Using the Sample Assessment Material from the Pearson website as a mock exam as well as formulating or sourcing briefs will be beneficial. It is also important that students experience writing under examination conditions, practising translating their notes into coherent full sentences within a set time-frame.

Key Language

Responding to a Brief – Responding to the stimuli set by the examination board.

Stimuli- Anything which is a starting point for creating drama, such as a poem, piece of music, photograph, historical event, news article, or sculpture.

The act of devising original work.

Brainstorm – Hold a group discussion to produce ideas.

Theme-An idea that recurs in or pervades a work of art or literature.

Issue – An important topic or problem for debate or discussion.

Live Audience – A group of viewers or listeners, especially those present at a performance (as a play, concert, or lecture) or a public event (as a rally).

Workshop performance –A workshop production is a form of theatrical/acting performance, in which a play or musical is staged in a modest form which does not include some aspects of a full production. A rehearsal is a practice, especially for a performance of some kind. ... When you practice for a play, read your speech in front of a mirror, or go through a dance performance before the big show, you're taking part in a rehearsal.

Rehearsal Meeting - Unconventional - To a theatre based performance. For example, costumes, sets and musical accompaniment may be excluded, or may be included in a simpler form.

Genre -A style or category of literature, fine art (painting, drawing, pottery), music, photography, film, and other visual styles.

In-the-Round - Theatre in the Round is a form of audience seating layout where the acting area is surrounded on all sides by seating. There are often a number of entrances.

Proscenium Arch - The audience sits in front of the stage, usually in straight rows. The audience views the stage as if looking at the action through a picture frame (the fourth wall).

Traverse - The acting area is down the middle of the space. The audience sits facing the acting area from two sides.

Promenade - There is no formal stage, both the audience and the actors are placed in the same space. During the performance actors will stimulate the audience to move around.

Key Skills and Techniques

- PHYSICAL SKILLS
- VOCAL and MUSIC SKILLS
- PERFORMANCE/ INTERPRETIVE SKILLS
- Theatre of Cruelty
- Poor Theatre
- In-Yer-Face Theatre
- Epic Theatre
- Naturalism
- Pantomime
- Comedy
- Tragedy
- Historical
- Musical theatre

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Responding to a Brief

Key Knowledge

This component asks students to draw on the knowledge and skills they have developed throughout the course and apply them in response to an assessment task brief. The component can be delivered across the academic year or condensed into a shorter duration, although the development of creative skills may suit a longer delivery approach. Component content overlaps across Components 1 and 2. Students will be able to apply the skills developed in Component 1, through exploration and analysis of professional works, to their own development of work. Structure, key features of the theatrical style and creative techniques of professional practitioners will inform their creativity. The development of acting skills covered within Component 2 will aid their understanding of the skills and techniques they will need to select and apply during the initial ideas stages, the rehearsal process and the final performance within this component.

Students will mainly participate in collaborative creative work, developing their ability to work as a part of group as well as individually contributing to the creation of a workshop performance. Evaluation activities through group discussion and feedback on performance work will aid the development of analysis and evaluative skills. Practice at taking notes after acting tasks will develop their note-taking skills and prepare them for the final supervised assessment. Students should experience mini assessments throughout the delivery of this component.

Assessment objectives :

AO1 - Understand how to respond to a brief

AO2 - Select and develop skills and techniques in response to a brief

AO3 - Apply skills and techniques in a workshop performance in response to a brief

AO4 - Evaluate the development process and outcome in response to a brief

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report. A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours and should be arranged in the period timetabled by Pearson.

The assessment availability is May/June only. The first assessment is in May 2019. For assessment, learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Key Language

Communicating ideas – To express or exchange information or to express your ideas, thoughts, feelings, etc.

Teamwork - The combined action of a group, especially when effective and efficient.

Rehearsal - A practice or trial performance of a play or other work for later public performance.

Creative Intentions - What is the creative vision within you that you will fight to protect? Intention is about caring and attending to the things that matter most to you

Processes- **A series of actions or steps taken in order to achieve a particular end.**

Deadline – **The latest time or date by which something should be completed**

Areas for improvement- Is currently on going or being improved. while 'areas for improvement' nothing has been done yet

Individual strengths – Personal strengths are very important in personal growth and development. They are the attributes that define us as individuals. Overall, personal strengths are the personal skills we use in achieving goals. They are also the skills that help us survive

Contribution- The part played by a person or thing in bringing about a result or helping something to advance.

Group – A number of people or things that are located, gathered, or classed together.

Initial ideas – Ideas discussed at the beginning of the process.

Setting up/get in- Entering a space to prepare for a performance.

Get out/strike – Strike is the final night of the last performance, when you and everyone will tear down the set, return all your rented materials, and take care of business in general.

Improvisation – Something that is improvised, in particular a piece of music, drama, etc. created spontaneously or without preparation.

Influence – The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Theatre Practitioners - A theatre practitioner is someone who creates theatrical performances and/or produces a theoretical discourse that informs of his or her practical work. A theatre practitioner may be a director, dramatist, actor, designer or a combination of these traditionally separate roles.

Key Skills and Techniques

- Vocal skills
- Physical skills
- Design skills
- Interpretative skills
- Research skills
- Collaborative skills
- Selection
- Development
- Adaptation
- Application
- Theatre of Cruelty
- Poor Theatre
- In-Yer-Face Theatre
- Epic Theatre
- Naturalism
- Pantomime
- Comedy
- Tragedy
- Historical
- Musical theatre