

| DEVISING THEATRE | Title of Production | Seat | Group |
|------------------|---------------------|-------|-------|
| Portfolio | | | |
| Name | Character | Class | Tutor |
| | | | |

STIMULI

“It does not do to dwell on dreams and forget to live, remember that.”.
– Harry Potter and The Philosopher’s Stone by J. K. Rowling

‘Learn to Fly’ – Foo Fighters

‘When you’re out there partying, horsing around, someone out there at the same time is working hard. Someone is getting smarter and someone is winning.’ – Arnold Schwarzenegger



Image: ‘The Scream’ by Edvard Munch

The stimulus we have chosen is _____

The reason why we chose this is because _____

PERFORMANCE LIMITS

Highlight the one which applies to you

- 2 actors: 5-10 minutes
- 3 actors: 7-12 minutes
- 4 actors: 9-14 minutes
- 5 actors: 11-16 minutes
- Each actor must interact with other performers **for a minimum of five minutes.**

YOUR GROUP MEMBERS

What I have found out about the stimulus is _____

MY AIMS

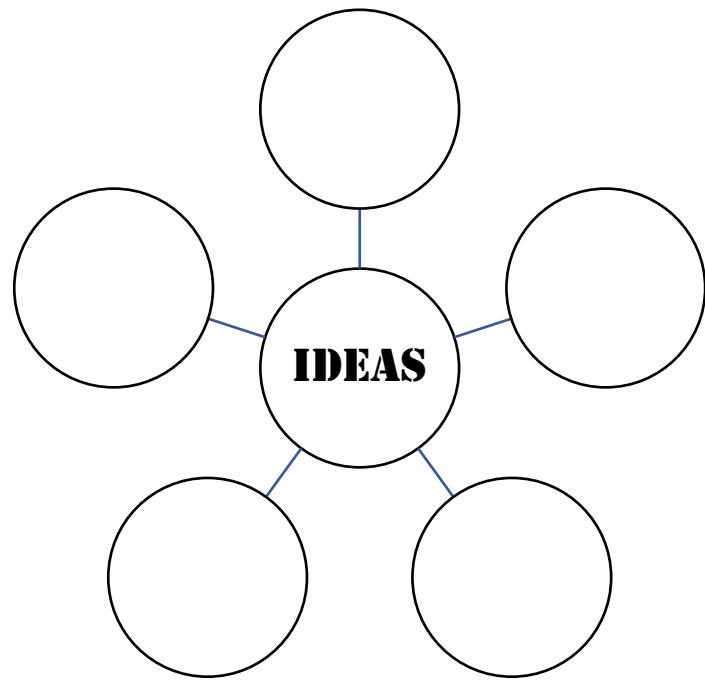
In my performance I aim to _____

This will link to my chosen practitioner by _____

It will also link to the stimuli by _____

REHEARSAL PLAN

| Lesson | Date | Purpose |
|--------|------|--|
| 1 | | Stimulus, Groups and Ideas |
| | | Influences / Planning Scripts and Character |
| 2 | | Script development |
| | | Final Scripting |
| 3 | | Character development |
| 4 | | Set Design planning |
| | | Props and Costume planning |
| | | Lighting and Sound planning |
| 5 | | Blocking |
| | | Vocal development |
| 6 | | Halfway point Performance / First Submission of Portfolio |
| 7 | | Rehearsals |
| 8 | | Rehearsals |
| 9 | | Rehearsals |
| 10 | | Technical and Dress Rehearsal / Final Submission of Portfolio |
| | | Developmental Rehearsal |
| 11 | | Final Performance |
| 12 | | Evaluation |



CONTEXT – THE GIVEN CIRCUMSTANCES

Who? _____

What? _____

Where? _____

When? _____

RESEARCH

Write down what research you will need to do

INFLUENCE

Write down which techniques you intend to use and how you intend to use them

CHARACTER LIST

| Character Name | Actor | Character Description |
|----------------|-------|-----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

SCRIPT

Each of the group members will write one scene each. Plan the scenes below so that you can write your scenes for homework. Remember to share your scenes with each other by email or Onedrive

| | |
|----------------------|----------------------|
| Scene 1 | Scene 2 |
| Location | Location |
| Time of day | Time of day |
| How the scene starts | How the scene starts |
| What happens | What happens |
| How the scene ends | How the scene ends |
| Scene 3 | Scene 4 |
| Location | Location |
| Time of day | Time of day |
| How the scene starts | How the scene starts |
| What happens | What happens |
| How the scene ends | How the scene ends |

OUR SCRIPT

Scene Number ____

Setting _____

REHEARSAL JOURNAL

| Date | Achievements | Improvements |
|------|--------------|--------------|
| | | |
| | | |
| | | |

DESIGN

This lesson you will be exploring props, costumes and set

Do Now

What is the word 'prop' short for? _____

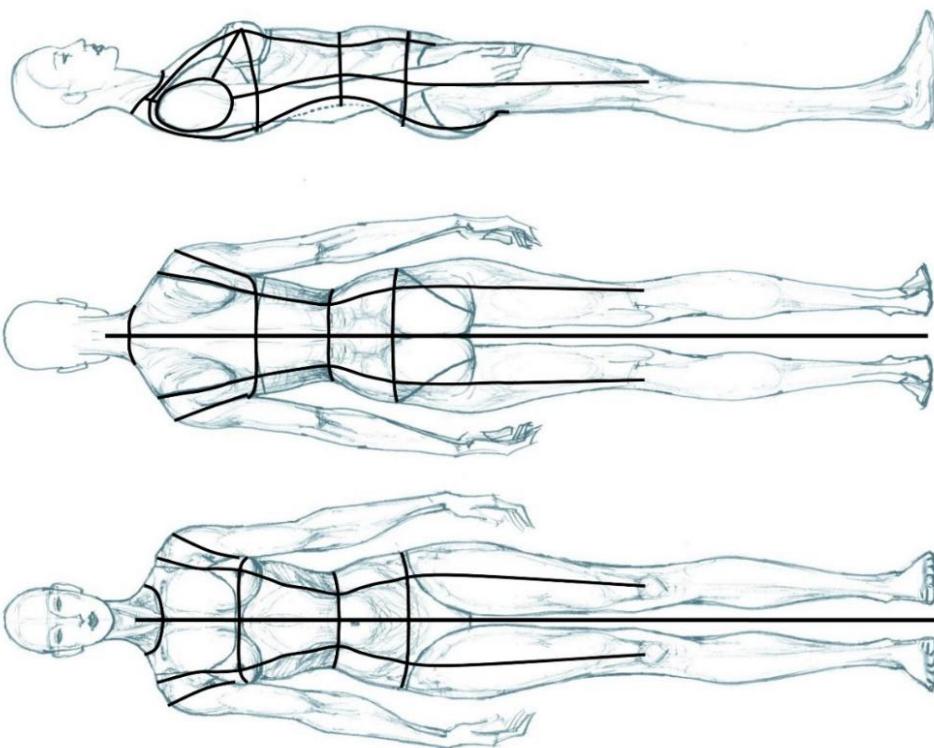
What are they? _____

What's the difference between a stage prop and a hand prop? _____

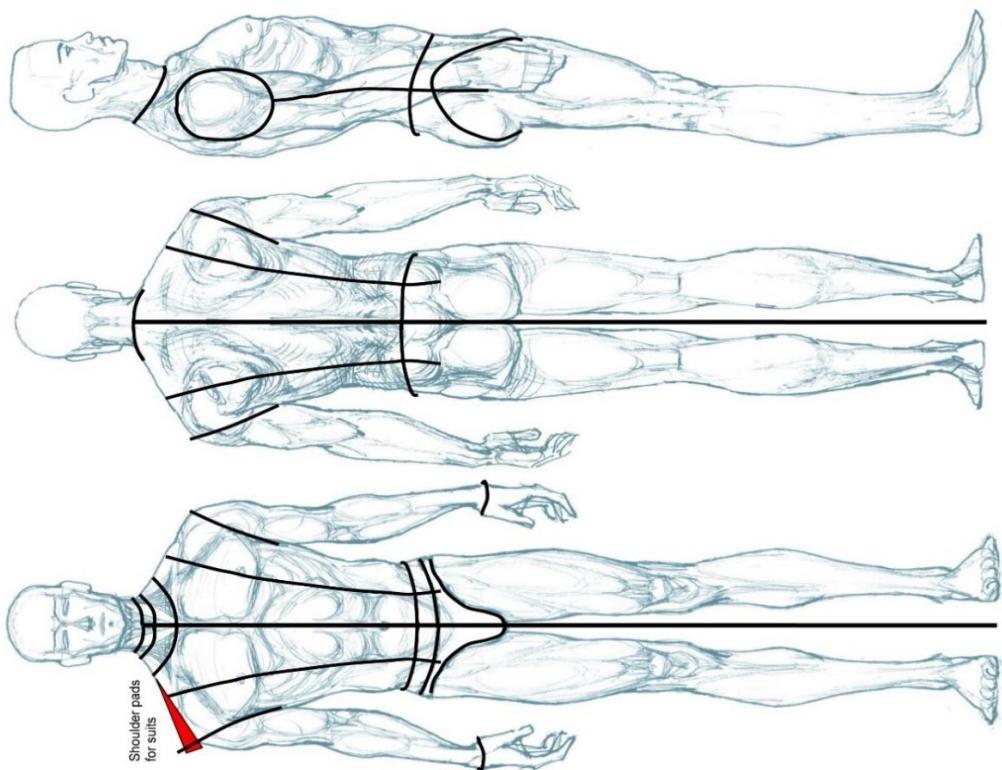
| PROPS | SET DESIGN |
|--|-------------------------|
| List all of the props that you could introduce into the performance | Draw your set and label |
| COSTUME | |
| List all of the costume elements that you could introduce into the performance | |

COSTUME

FEMALE - LEAN ATHLETIC BODY



MALE - LEAN ATHLETIC BODY



TECHNICAL DESIGN

What are the abbreviations of lighting and sound?

| FX | LX |
|---|--|
| List all of the sound that you could introduce into the performance | Re-draw your set with added lighting and label |

Explain the reasons for your design choices

Complete this and pass to the teacher before your final performance

LIGHTING EFFECTS PLOT

| LX | Description | Length | Intensity | Que |
|----|-------------|--------|-----------|-----|
| 1 | | : | % | " " |
| 2 | | : | % | " " |
| 3 | | : | % | " " |
| 4 | | : | % | " " |
| 5 | | : | % | " " |
| 6 | | : | % | " " |
| 7 | | : | % | " " |
| 8 | | : | % | " " |

SOUND FX PLOT

| FX | Description | Length | Volume | Que |
|----|-------------|--------|--------|-----|
| 1 | | : | % | " " |
| 2 | | : | % | " " |
| 3 | | : | % | " " |
| 4 | | : | % | " " |
| 5 | | : | % | " " |
| 6 | | : | % | " " |

DEVISING ASSESSMENT

KAT 4.1.1 – Rehearsal Ideas and Script

| LO | 1 | 2 | 3 |
|--|--|--|--|
| To learn how to devise a performance with a company of actors. | I can identify and use key Drama vocabulary. | I can listen to others' ideas and opinions | I can try out multiple ideas, select those that are appropriate and compromise with others |
| To learn how to work with others and be creative | I can identify and use key Drama vocabulary. | I can provide examples of my own ideas. | I can work with others to develop creative, original and engaging ideas |

KAT 4.1.2 – Devising Performance

| LO | 1 | 2 | 3 |
|--|--|--|---|
| To learn how to use effective and appropriate tone and tempo of voice. | I can alter the tempo of my voice by varying pitch and stresses. | I can alter the tone of my voice by varying pitch and stresses | I can change the tone and tempo of my voice throughout my performance to communicate meaning and context. |
| To learn how to use effective and appropriate movement | I can use effective and appropriate movement | I can use effective and appropriate facial expressions | I can use effective and appropriate gestures |

KEY WORDS

| Devising | Physical Skills | Lighting Design | Sound Design | Set Design |
|---------------------|-----------------|-----------------|----------------|-----------------------|
| Rehearse | Movement | Plotting LX | Music | Proscenium Arch |
| Rehearsal | Proxemics | Intensity | Sound Effects | Traverse Stage |
| Script | Gesture | Focus | Live Sounds | Thrust Stage |
| Scene | Posture | Angle | Recorded FX | In-the-Round |
| Character | Stillness | Colour | Volume | Backdrop |
| Narrator | Positioning | Gobos | Reverb/Echo | Props |
| Still Image | Blocking | Fresnel Lantern | Amplification | Furniture |
| | Expression | Parcan Lantern | Microphones | Entrances/Exits |
| Vocal Skills | Facial | Profile Spot | XLR/Jack/Phono | Sight Lines |
| Pitch | Expressions | Lantern | | |
| Pace/ Tempo | | LED | | Costume Design |
| Pause | | DMX | | Material/Fabric |
| Accent | | Moving Heads | | Hair Styles/Wigs |
| Volume | | | | Make-Up |
| Clarity | | | | Accessories |