

<b>DEVISING THEATRE</b>	<b>Title of Production</b>	<b>Seat</b>	<b>Group</b>
<b>Portfolio</b>			
<b>Name</b>	<b>Character</b>	<b>Class</b>	<b>Tutor</b>

## 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

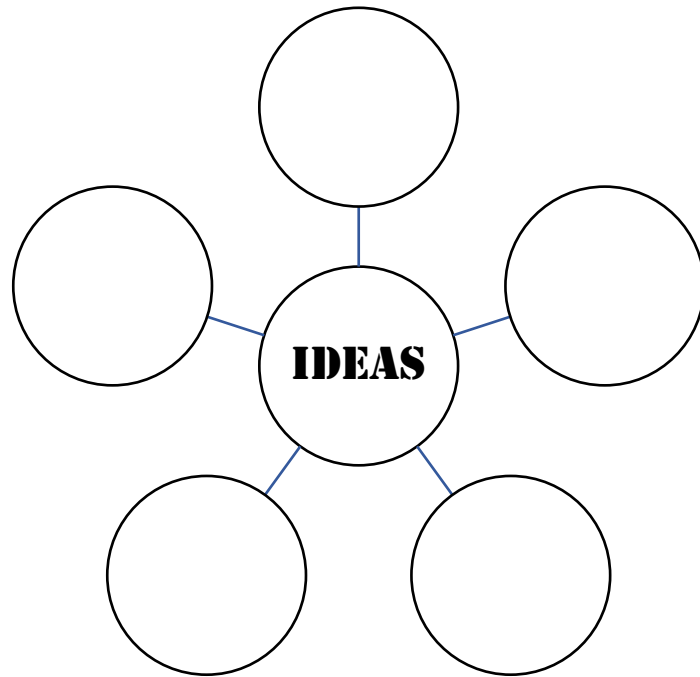
In my performance I aim to \_\_\_\_\_

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		<b>Halfway point Performance / First Submission of Portfolio</b>
7		Rehearsals
8		Rehearsals
9		Rehearsals
10		<b>Technical and Dress Rehearsal / Final Submission of Portfolio</b>
		Developmental Rehearsal
11		<b>Final Performance</b>
12		Evaluation



### **CONTEXT – THE GIVEN CIRCUMSTANCES**

Who?

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What?

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Where?

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When?

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**RESEARCH**

Write down what research you will need to do

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**INFLUENCE**

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

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**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

<p>Scene 1</p> <p>Location</p> <p>Time of day</p> <p>How the scene starts</p>         <p>What happens</p>         <p>How the scene ends</p>	<p>Scene 2</p> <p>Location</p> <p>Time of day</p> <p>How the scene starts</p>         <p>What happens</p>         <p>How the scene ends</p>
<p>Scene 3</p> <p>Location</p> <p>Time of day</p> <p>How the scene starts</p>         <p>What happens</p>         <p>How the scene ends</p>	<p>Scene 4</p> <p>Location</p> <p>Time of day</p> <p>How the scene starts</p>         <p>What happens</p>         <p>How the scene ends</p>

## 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? \_\_\_\_\_

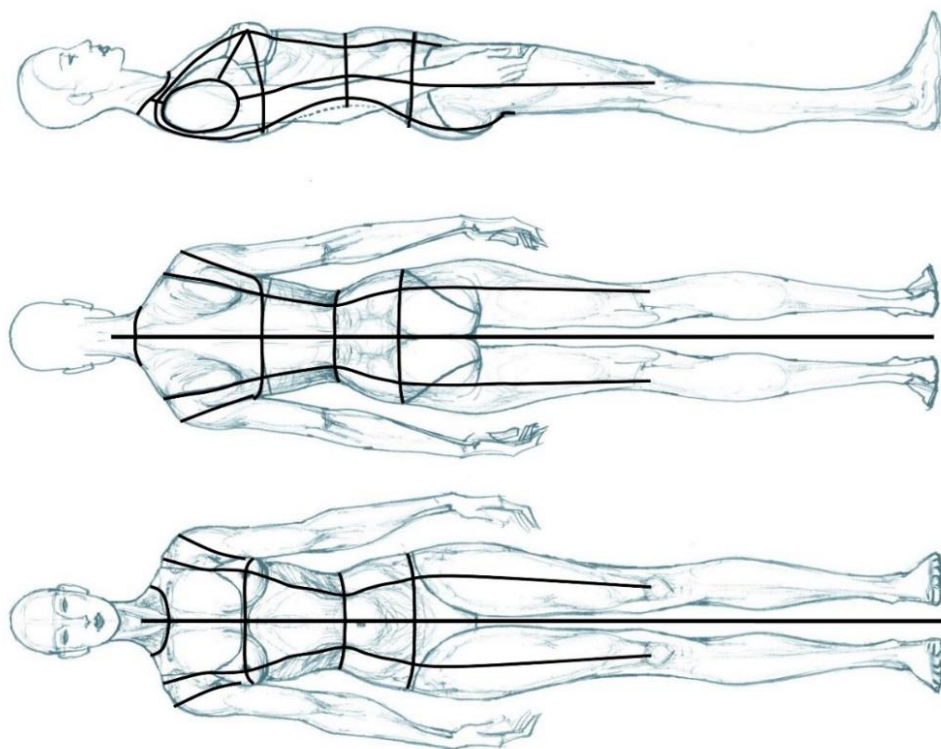
What are they? \_\_\_\_\_

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

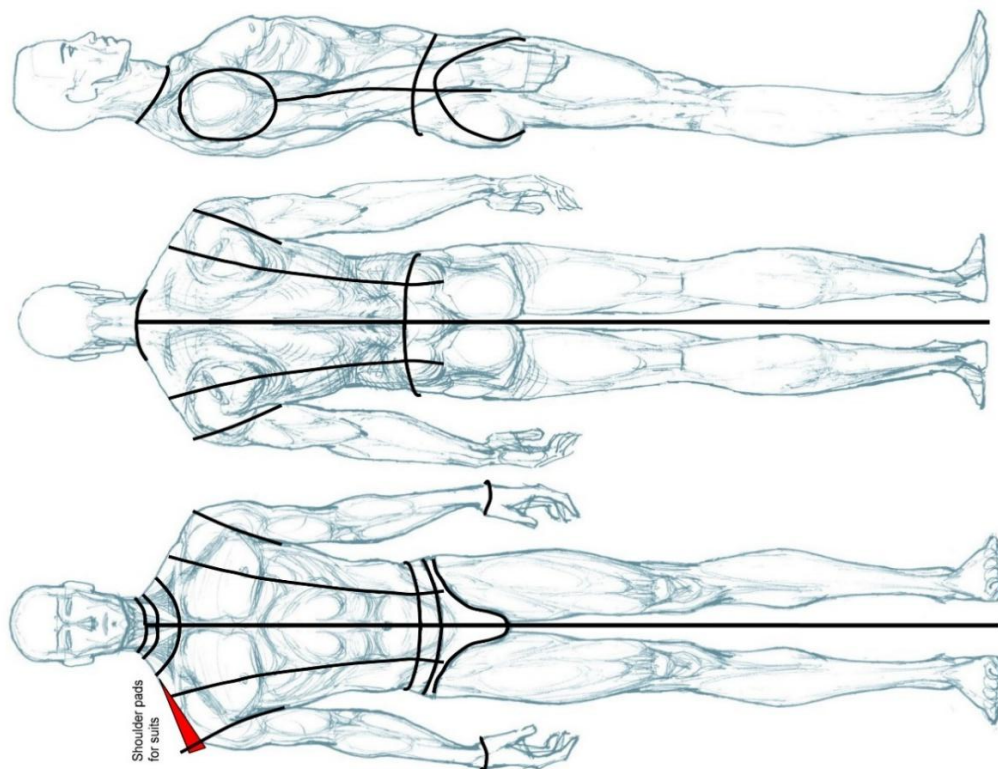
PROPS	SET DESIGN
List all of the props that you could introduce into the performance	Draw your set and label
COSTUME	Draw your set and label
List all of the costume elements that you could introduce into the performance	



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  
Rehearse  
Rehearsal  
Script  
Scene  
Character  
Narrator  
Still Image

### Vocal Skills

Pitch  
Pace/ Tempo  
Pause  
Accent  
Volume  
Clarity

### Physical Skills

Movement  
Proxemics  
Gesture  
Posture  
Stillness  
Positioning  
Blocking  
Expression  
Facial  
Expressions

### Lighting Design

Plotting LX  
Intensity  
Focus  
Angle  
Colour  
Gobos  
Fresnel Lantern  
Parcan Lantern  
Profile Spot  
Lantern  
LED  
DMX  
Moving Heads

### Sound Design

Music  
Sound Effects  
Live Sounds  
Recorded FX  
Volume  
Reverb/Echo  
Amplification  
Microphones  
XLR/Jack/Phono

### Set Design

Proscenium Arch  
Traverse Stage  
Thrust Stage  
In-the-Round  
Backdrop  
Props  
Furniture  
Entrances/Exits  
Sight Lines

### Costume Design

Material/Fabric  
Hair Styles/Wigs  
Make-Up  
Accessories