

Year 12 Drama and Theatre Studies:

Course Overview

Unit 1a

Live Production evaluation – this is an analysis of a live piece of theatre. Worth 30% of your overall AS Grade, this mainly involved understating the style and genre of a production and how to write about it using appropriate theatrical terminology. Options are available to answer a question from a design or performance point of view.

Unit 1b

'A Doll's House' by Henrik Ibsen – this is a description of how you would take the play from 'page to stage'. Worth 30% of your overall AS grade, chosen set text set in which you must consider the social, historical and political context of the play. Its characters, themes and the intentions of the playwright are explored. Options are available to write about the text from a director/actor's point of view.

Unit 2

Presentation of an extract from a play- chosen scenes from a published play are performed demonstrating the influence and understanding of a theatre practitioner. Accompanied by supporting notes, your practical performance is work 40% of your overall AS grade.

Marks are allocated for:

- Preparation,
- Performance
- Supporting notes coursework (1500 words)

Course Expectations...

In order for you to get the best possible experience and outcomes from your 6th form lessons, your teachers will expect you to do the following:

1. You will be working as if you are members of a Theatre company. This means the other people in your class rely on you to be present in the space, ready to work and to be respectful and supportive of one another at all times.
2. Phones should be turned off and out of sight in lessons.
3. You will be required to rehearse in your own time. After school and weekend rehearsals are mandatory prior to practical exams.

4. Turn up on time for lessons as a sign of respect for the others you are working with. You may be turned away from a lesson if you are late. Email to apologise for any lateness or absence you know about in advance.
5. Always bring your booklets and texts to theory lessons.
6. Wear appropriate clothing (that you can move freely in and not feel self-conscious or restricted) and be prepared to sit on the floor.
7. You should visit the theatre independently of the shows you go to see with school. It is recommended you take an active interest in the Theatre and Live Arts scene in London through visiting theatre festivals, scratch nights etc.

Theatre Studies – developing the writing style

Sentence starters, phrases and subject specific terms will help you structure your essays responses. Always quote from the plays you are writing about – it shows your knowledge and understanding.

Sentence starters: To help structure your paragraphs and link ideas.

1. INTRODUCTION

- This essay will outline my directorial overview for 'A Doll's House'
- This essay will present my interpretation of the role of.....
- The aim of this essay is ...

2. GIVE AN OVERVIEW OF THE ESSAY CONTENT

- The first effect I wish to create for the audience is.....
- Secondly I will highlight.....
- The final layer of my interpretation consists of...

3. MAKE A POINT

- On the line “.....” It is clear/ noticeable that...
- It is necessary/ important/ useful/ interesting/to note/point out/ highlight/ emphasise that

4. EMPHASIS MARKERS – These words help mark how important your point

- The key emotion of this moment is.....
 - The audience should feel that.....
 - It is worth noting that the Director wanted this immersive production to grab the audience and unsettle them from the time they entered the auditorium.
 - Ibsen's original production of 'A Doll's House' received a response of....
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5. REFERENCE RESEARCH into period/genre

- Notably in this period.....
 - Research suggests that the designer was influenced by.....
 - Commonly in this era, candlelight would be used, so the lighting in the production echoed this by using straw coloured gels at a low intensity.
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6. GIVING EXAMPLES / QUOTING FROM THE TEXT

- I would direct the line, “.....” to be said with.....
 - To illustrate a feeling of.....I would use my vocal skills to.....
 - As can be seen in the moment when Nora exclaims, “.....”
 - This is seen when Dr Rank says, “.....”
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7. CONCLUSION

- Overall it can be said that the director intended the piece to shock and disgust the audience
- To conclude.....
- In conclusion.....
- The above essay explores the extract’s focus on.....
- The above essay presents the production’s success in creating a non-naturalistic, multimedia-inspired presentation of the original script.

Words: express your ideas using subject specific terminology:

Set design: don’t forget sightlines – the audience must be able to see the actors! Use a key for your design with symbols to represent the following:

<i>Entrances/ exits,</i>	<i>upstage left/right,</i>	<i>Window</i>
<i>Flats/wings</i>	<i>cyclorama(gauze/backcloth)</i>	<i>Props</i>
<i>Rostra/blocks</i>	<i>Stairs</i>	<i>Aisles</i>
<i>Centre stage, downstage left/right,</i>	<i>Characters</i>	<i>Raked seating revolve (rotating stage)</i>

Lighting: highlight key moments, change the mood instantly – colour and intensity of light will bring out your interpretation for an audience.

<i>Lighting FX (Blackout, Slow fade to, Fast fade to, Snap to Blackout,</i>	<i>Crossfade To change from one lighting cue to another with no blackout in between,</i>	<i>Fade up/down To brighten or dim the lighting,</i>
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Flood Lantern giving a wide spread of light,
Gel Film placed in front of a lantern to change the colour of the beam,

Intensity 30% is low, 80% is high.

Spotlight Beam of light created by a lantern for a person or place on the acting area,

Follow spot Powerful profile used to follow actors around the acting area,

Fresnel spot Lantern giving a soft edged beam of light,

Profile spot Lantern giving a hard edged beam of light,

Wash The whole acting area is evenly lit,

Barndoors Adjustable metal clamps attached to the front of a Fresnel spotlight for shaping the beam of light,

Gobo Thin metal plate cut out in a pattern

and placed in a lantern to project pattern or shape into the acting area,

Pyrotechnics Stage fireworks,

Special effects Used to create a mood or atmosphere),

Sound SFX (recorded, music, sound effects, sound tracking),

Costume (costume, hats, jewellery, wigs, period costume)

30% intensity 80% intensity with a snap to black

Angles (for shadow)

Silhouette .Blackout

House lights

Sound: the experience of the audience is greatly enhanced by the use of music to immerse them in a moment

Crescendo or diminuendo in volume (getting slowly louder or softer)

Soundtrack,

sound effects,

speakers

Microphone

Echo

Live/recorded

Snap or fade out

PERSONAL LEARNING CHECKLIST

Unit 1 Live production evaluation and A Doll's House	Confident	Developing	With difficulty
I have 2 typed sets of live production notes (2 sides per play)			
I understand how to apply the magic 8 technique to describe performance moments			
I can use a range of technical theatre terminology to describe set/lighting etc			
I have read and annotated the Live Production booklet			
I have annotated my copy of 'a Doll's House'			
I have researched the social and political context of Norway in the 1800s			

PERSONAL LEARNING CHECKLIST

Unit 2 Performing an extract from a play	Confident	Developing	With difficulty
Read 3 plays with different theatrical styles.			
I can identify key features of 3 practitioners.			
I have matched an appropriate practitioner to my chosen play.			
I have chosen continuous extracts from the play.			
I am attending afterschool rehearsals.			
I understand how to complete the supporting notes.			
I have completed a first draft of all three sections of notes.			
I have completed a final draft of all three sections of notes.			

