

<p>Year 10 Component 1; Devising Knowledge Organiser</p>	<p><u>Development and Collaboration – these questions will help with your portfolio</u></p>	<p><u>Analysis and Evaluation – these questions will help with your portfolio</u></p>
<p><u>Response to stimulus – these questions will help with your portfolio</u></p> <ul style="list-style-type: none"> • Start by describing the stimulus you were given/ chosen. • What was your first response to the stimulus? • What were the different ideas, themes and settings you considered and how and why you reached your final decision? What did you discuss as a group? • What YOU discovered from your research. Where did you collect your research from? • What YOUR own dramatic aims and intentions are – what do you want to achieve with your character? • What are the overall aims and objectives of the piece – what message would you like to convey? • What style did you choose to present your drama in and why? 	<ul style="list-style-type: none"> • How did you develop and refine your ideas and those of the others in your group? • How did you develop your piece in rehearsals? • How did you structure your rehearsals? Did you have natural leaders? Did you have different responsibilities? • How did you develop and refine your own theatrical skills during the devising process? • What problems did you encounter during rehearsals and how did you overcome them? • What drama conventions (techniques) did you decide to use and why? • What structure did you decide for your drama and why? • How did you give and receive feedback throughout? • How did you respond to feedback throughout the process? • How you used your refined theatrical skills in the final performance. 	<ul style="list-style-type: none"> • How far did you develop your theatrical skills? • What benefits did you bring to the group and in what way did you help to shape the final piece? • What was the overall impact you personally had on the devising, rehearsals and performance of your drama? • Which areas of devising did not go as well as you would have hoped or could have been developed further? • What did you hope to achieve from your performance? Were you successful? How do you think you achieved this? If you weren't successful, why not? What would you change? • Choose an aspect of your contribution to the final piece to write about in more detail – what you did, what was successful about it and what could have been improved? • What feedback did you get from the audience about your work? Did they understand your work? • Would you change anything they suggested?
<p style="text-align: center;"><u>Checking your devising log</u></p> <p>Have you written out the sub questions? Are the sections roughly the same length? Have you stayed within the final word count length? (2000 words) Have you provided evidence of research? Have you stated your dramatic aims and intentions? Have you shown how you developed and refined ideas? Have you explained how you helped the group but also what YOU brought to the group decisions and process? Have you demonstrated that you developed your theatrical skills? Have you explained how you positively shaped the final piece? Have you used correct theatrical terminology to explain your thoughts? Have you given specific examples to back up your points? Have you analysed and evaluated your work?</p>		

GCSE DRAMA- TERM ONE- KNOWLEDGE ORGANISER

KEY VOCABULARY



- Intentions** – This is your aim or plan.
- Stimulus** – A resource used to start a creative process.
- Constructive** – Something that is useful and intended to improve.
- Analyse** – Looking at something in detail.
- Blocking** – When you dismiss the ideas of others preventing the work from progressing.
- Theatrical skill** – The level at which you develop and perform your character.
- Range of skill** – Using a number of different techniques and skills appropriate to your ideas.
- Contribution** – The impact you have during the devising and rehearsal process making sure it is positive.
- Inventiveness** – Including original ideas and structure in your drama.
- Artistic intention** – What you, as an actor want to achieve with your work, what you want the audience to understand.

PROGRESS CHECK

- Have you **highly developed** your use of theatrical skill?
- Are you demonstrating an **extensive** range of skills?
- Have you shown **outstanding** contribution to the overall effectiveness of your piece?
- Is your work **highly inventive** throughout?
- Are you **highly successful** in realising your individual artistic intentions?

The success of your group depends on each individual

Always Remember



- Keep reflecting on how you are working as a group and make sure everyone contributes
- Stay positive! This is a vital part of being a successful group
- Don't block the process by being unwilling to listen or try out the ideas of others. Be a leader not a boss!
- Don't forget to keep notes throughout the process, any diagrams or comments as you will need these for your devising log
- Research as much as you can on your chosen theme. This will help with the devising process
- Never think your work is done! The more you rehearse the better the outcome
- Only include techniques that are going to improve your work and help the audience understand your intentions
- Hot seating is a fantastic way of developing your character. Sit in role and get the members of your group to ask you questions and you have to answer them as your character

DEVISING TECHNIQUES



<i>Still Images</i>	<i>Exposition</i>	<i>Sound scape</i>	<i>Split Screens</i>
<i>Spoken Thoughts</i>	<i>Essence Machines</i>	<i>Choral Speaking</i>	<i>Cross Cutting</i>
<i>Narration</i>	<i>System of movements</i>	<i>Proxemics</i>	<i>Flashbacks</i>
<i>Mime</i>	<i>Physical Theatre</i>	<i>Chair Duets</i>	<i>Slow Motion Movement</i>
			<i>Mask Work</i>

TYPES OF STIMULUS	CONSIDERATIONS	AUDIENCE & PURPOSE	PERFORMANCE SPACE
Themes	Target audience	To educate	End on
Props	Structure of work	To inform	In the round
Time and place	Style and genre	To entertain	Thrust
Issues	Creative intentions	To celebrate	Traverse
Historical events	Timing	To challenge viewpoints, to provoke, to raise awareness	Promenade
Existing repertoire	Performance space		Proscenium Arch
Contribution	Responding	Reliability	Supporting
Be imaginative	Let everyone speak	Be punctual and prepared	Trust and support each other
Check your ideas meet the requirements	Discuss every idea suggested	Be committed & consistent	Be respectful & listen
		Be positive	

