

## **EXAM PERFORMANCE COURSEWORK**

- This is an evaluation of the PROCESS ONLY. NOT PERFORMANCE
- It is about what YOU did. Not others in your group. Use “I”. Not “We”.
- ***Length : 4 sides of A4.***

### **YOU MUST USE LANGUAGE OF THE THEATRE THROUGHOUT:**

#### **HELPFUL VOCAB FOR ALL TO USE:**

##### **Performing/rehearsing**

Rehearsal, Space, levels, movement, voice, tone, pace, pitch, symbolism, gesture, role, character, vocalisation, physicalisation, monologue, dialogue, still image, slow motion, stylised movement, naturalism, Stanislavsky, props, cross cutting, flash back,

##### **Lighting**

gobo, wash, gel , tight edge spotlight, soft edged spotlight, dim, bright, patch board, rig, rig plan, cue sheet

##### **Stage management**

Mark out, get in, get out, Cue script/bible, Calling the show,

## **MARK SCHEME**

### **Top band**

Candidates offer a **thorough evaluation** of their **contribution to** **planning and research**.

Candidates offer a **thorough critical evaluation of their skills development** using **work-related language**.

## **SECTION ONE (aim for 2 pages)**

### **Planning Part a: Discussions and brainstorm**

- Give **TWO** examples of what you contributed to the planning of your ideas in the first production meetings.
- What was your idea?
- How do you feel it would improve the piece?

### **Part b: Research:**

- Give **TWO** examples of the contribution you made to the research
- What did you specifically research?
- How did this impact upon the process and/or performance?

### **Planning. Part c: Rehearsals**

- Give **TWO DETAILED** examples of how **YOU** contributed to the rehearsal process.
- **Detail what needed improving.**

*Eg: I felt that the opening scene was too flat. It did not engage the audience and was not impactful at all. What I felt we needed was a scene which was physical and made the audience feel excited by the subject matter of women through time. I wanted the opening to make the audience want to know more and to set the scene for the rest of the piece.*

- **What you suggested to make it better...IN DETAIL**

*Eg: I suggested that we should hold placards to the audience depicting the poor treatment of women through time. I offered the idea that we should use music during this new opening and move in slow motion as we held the placards up. Our movements should be at varying levels and we should depict pain to represent the pain and suffering of these women. I suggested a red wash should be used to show the female suffering and to create an atmospheric start.*

- **Evaluate the IMPACT of your suggestion: Did it achieve what you wanted it to? Describe what changed and the new effect it had.**

*Eg: By adding the music, I felt the atmosphere at the start changed. We chose haunting tracks, which had the effect of creating an eerie tone. The red wash added to this atmosphere, enhancing it as the dimness made the theatre feel sinister. This sinister feeling was effective as it reflected the fear the women in our piece were feeling through time. They had always been victims and felt fear. Additionally, the slow motion created a sense of what the women had been through. The movements depicted their lives. I said the movements should show them at work and being treated badly by society, so I moved my hands up despairingly. This was effective as it made the treatment seem gruesome.*

**SECTION TWO (aim for 2 pages)**  
**Skills Evaluation**

- Identify 4 skills or from below that you developed during the process.
  - For EACH skill: Evaluate your development of this skill
- **How have you improved the use of this skill?**  
**Give a specific example of using it**

*Eg: through the process I feel I really developed my characterisation. I was playing a young child and I needed to show this effectively to the audience. I have improved the use of this skill because I have worked for more thoroughly on the use of my body, movement, gestures and voice to show my character. For example in scene three, I used a really high pitch voice with a childish tone. My movement was jerky to show I was a child and I walked on a lower level to highlight this. I developed this skill by watching myself in the mirror and asking my group to give me feedback on whether my character was clear. I also watched child development videos and was inspired by these to help me portray a child. Thanks to these, my use of space became larger, using the whole stage and moving quickly showed how naive my character was, walking anywhere he liked.*

- **How did your use of the skill contribute to improving the process or performance?**  
**Give a specific example**

*Eg: this made my character far more convincing. Previously I had not worked so hard on developing my character or my physicalisation. This skills development meant my character was recognisable and helped others in my group to respond to me in character as my performance was truthful. For example....*

- Warming up
- Hot seating
- Thought tracking
- Units and objectives
- Emotion memory
- Rehearsal techniques
- Marking out the rehearsal space
- Scheduling rehearsals
- Researching: character, content, other theatre companies ideas
- Annotating scripts
- Learning lines
- Experimenting with different ideas
- Developing characterisation
- Completing progress reports
- Being pro active, turning up on time,
- clearing away, taking ownership of all my responsibilities
- My commitment to character
- Punctuality to rehearsals
- Character research
- Offering a range of ideas when
- working on a piece and then choosing the best one. NOT just settling for our first idea
- being pro-active
- Constantly evaluating my work and setting ways to improve through my progress reports