

GCSE DRAMA

Component 2: Devising Drama

Your Devising Log



Name:

Candidate Number:

Stimulus:

Specialism:

Genre:

What is this Log for?

This Log is a formal part of your submission for this part of your GCSE. It will need to be available to the examiner should they ask for it and it has to stick to certain rules.

Why bother with this log?

Because this log is worth 60 marks out of a possible 80 in this component – it is **vital** to your success.

What are these rules?

Your log must be broken up into 3 sections:

1. Section 1: Inspiration and Intentions
2. Section 2: Development and Collaboration
3. Section 3: Analysis and Evaluation

Each section must be written but can be accompanied with sketches, drawings, cue sheets and photographs of your work.

How long do the sections have to be?

Not long is the answer! You need to get a lot of material down in a short space. Specifically:

1. Section 1: Inspiration and Intentions – **(4 – 5 pages)**
2. Section 2: Development and Collaboration – **(4 – 5 pages)**
3. Section 3: Analysis and Evaluation – **(4 – 5 pages)**

What should I do now?

This booklet is essentially a group of task sheets for each section. You need to complete each task sheet for each section as it prompts you, in the order it gives you. Be clear about your ideas, be relevant and be detailed. Make sure you use a lot of Big Sheet words to explain your ideas and how you developed them

Don't just be happy with writing...use sketches and diagrams, photos and drawings. **Anything that can show how your creative mind has worked on this piece will help get you marks.**

Make sure you are getting your teacher to take this log in regularly and check it. They can mark it as many times as they want, which is great news for you – you can have loads of practice with this.

But...once it is submitted, there is no going back. The best advice I can offer you is to be more organised than the greatest boy scout the world has ever known!

Section 1: Response to a Stimulus

This task sheet will help you respond to the sources your teacher presented you with. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: List the sources your teacher presented you with.

Task 2: Explain how each source made you feel. Be specific with your emotions.

Task 3: Say which one you were drawn to in particular? Was it more than one? If so, which ones?

Task 4: Explain why this particular source inspired you. Was it because it made you feel a particularly strong emotion? Or maybe it was because it made you think of a particular event, either in your life or the wider world.

Task 5: Stick in a photo of your source. Highlight/annotate this photo showing which parts made you feel a specific emotion. Did the source raise any questions for yourself or your group that you really wanted to answer?

Section 1: Response to a Stimulus

This task sheet will help you explain your first ideas for your piece. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: Now that you have looked at the source and spent some time with it, list the **themes** that you feel might be present in your piece. Explain why you feel these themes link with your source.

Task 2: List a range of **settings** that you feel your piece might have in it. Explain how the source made you think about these.

Task 3: Hopefully the source has given you inspiration to discuss some practical ideas with your group. Give a brief outline of **each idea that you have considered for the action of your piece in relation to your chosen specialism**. This doesn't have to be a final idea, just a selection of your first ideas. How did the source help inspire these ideas in you?

Section 1: Response to a Stimulus

This task sheet will help you show what areas of research you have conducted for your piece. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: Conduct research into the **themes** you have decided will be important in your piece. Insert photographs or news articles into this section that you have looked at while researching. Annotate these pieces of research for why you think they will be important to your piece.

Task 2: Conduct research into the **settings** you have decided will be necessary in your piece. Insert photographs into this section that you have looked at while researching. Annotate these pieces of research for why you think these setting are helpful/necessary for your piece.

Task 3: Conduct research into the **creative ideas** you have decided will be used in your piece **in relation to your chosen specialism**. Talk about the work of theatre companies/directors/designers that have used similar ideas in their work. How have these people inspired you and why do you think that these ideas will help your piece?

Section 1: Response to a Stimulus

This task sheet will help you identify your dramatic aims for your piece. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: In one sentence, give your **dramatic aim** for your piece. This should be what you want your audience to understand (the meaning of your piece) and this should be the same as the rest of your group.

Task 2: Explain why your **dramatic aim** is relevant to the initial source you chose at the start of the devising process.

Task 3: State your **intentions for your piece**. These are what you want your audience to feel/how you want your audience to respond to the piece. Why do you want them to respond this way?

Task 4: Outline your **personal aims and intentions** for this piece. What do you want your character/design to communicate to your audience? How do you want your audience to feel about your role in the piece/your design? How does this link back to your initial source?

Section 2: Development and collaboration

This task sheet will help you explain how you developed your ideas and skills throughout the devising process. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: Give **three examples** of instances in rehearsal where you, personally, have changed an idea and made it better.

- What was this idea?
- Why did it need changing?
- What feedback were you given and how did you respond to this?
- How did you change it?
- **How did you collaborate (work as a team) to make sure the new idea was developed well?**
- **USE PHOTOS!!!**

Task 2: Give **three examples** of instances where you have developed your own acting/design skills during rehearsals.

- What was happening in the piece in these examples?
- Why did your skills need developing?
- What feedback were you given and how did you respond to this?
- What rehearsal strategies did you use to develop your skills?
- How had your skills changed as a result of your development?
- **How did you collaborate (work as a team) to make sure your skills were developed well?**
- **USE PHOTOS!!!**

Section 2: Development and collaboration

This task sheet will help you explain how you developed your ideas and skills throughout the devising process. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: Give **three examples** of how you used your developed skills and ideas in the final piece. Pick specific scenes from the piece to support your statements.

- How were your developed ideas realised on stage?
- How did you use your acting/design skills in the final performance?
- How did you collaborate (work as a team) on stage in the final performance?

Task 2: Summarise the devising process your group went through, in a step-by-step way, from the start to the end.

- What were your rehearsal processes?
- What strategies did you use?
- How did you make sure you were achieving your aims and intentions?
- How did your rehearsals change as you got nearer the performance?

Section 3: Analysis and Evaluation

This task sheet will help you effectively analyse and evaluate the effectiveness of your work during the devising process. Read the tasks, complete them and insert your work into your folder behind this sheet

Task 1: Explain the benefits you brought to your group.

- In rehearsal...how did you enhance the **process**?
- In performance...how did you help achieve the piece's aims and intentions?
- For your own overall impact...how did you achieve your personal aims and intentions?

In all cases, give very detailed analysis of how your skills and rehearsal methods contributed to the success of the piece.

Task 2: Explain the learning opportunities you have gained from the devising process.

- In rehearsal...how could you have contributed more to the **process**?
- In performance...what do you feel you need to do to improve further in your own skills?
- For your own overall impact...what could you have done better to ensure your personal aims were achieved more fully?

In all cases, give very detailed analysis of how you intend to develop your skills and rehearsal methods further in the future.