

BTEC First Diploma / First Certificate in Performing Arts (Performance)

Teacher Statement Form			
Learner:		Teacher: S. Bruton-Lang	
Unit: C10: Devising Plays		Date of Observation:	
Assignment 1: War Poetry Performance		Activity: Performance	
The Brief		Week one - nine	
<ol style="list-style-type: none"> 1. Your theatre company has been commissioned to create a devised performance based on War Poetry from 10-30mins 2. Your production will be shown to students studying WWI Poetry to demonstrate the context in which the poems were written. Your target audience is Yr9 3. You can select promenade or traverse staging. You must use music and lighting to create an appropriate atmosphere for the production 4. You have six weeks of your triple lessons to devise your piece from the stimulus of War Poems, Oh What A Lovely War and War Research/Facts 5. You must create scenes using Naturalistic, Satirical and Documentary drama styles 6. This assignment is the first of 2/3 devised performances 		<ol style="list-style-type: none"> 1. Research and devising using research stimulus 2. Oh What A Lovely War reading, exploration and devising using text stimulus 3. Poetry reading, exploration and devising using poetry stimulus 4. Structure Performance, looking at style and climax 5. Rehearse & refine scenes 6. Technical and dress rehearsals 7. Performance(s) 8. Evaluation 	
Ref	Grading Criteria	Achieved ✓/x	Comments / Evidence
P1	contribute some ideas and suggestions that are relevant to the work		
M1	develop ideas and suggestions which are clearly focused on the drama and attempt to shape the structure of the work		
D1	develop ideas and suggestions that make a positive contribution to the shape and form of the work with effective results		
P2	select and use some drama forms and techniques as part of the development process		
M2	select and use a range of forms and techniques with some invention as part of the development process		
D2	experiment creatively with different forms and techniques as part of the developmental process		
P3	develop a role and make some artistic decisions		
M3	develop a role and make considered artistic decisions		
D3	develop a role which shows use of imagination and/or insight in the choices and decisions made		
P4	perform a role with vocal and physical expression connecting with other performers most of the time		
M4	perform a role with vocal and physical accuracy connecting with other performers throughout		
D4	perform a role with imaginative vocal and physical accuracy being responsive to other performers at all times		
P5	communicate intentions to the audience with some success		
M5	communicate intentions to an audience effectively		
D5	communicate intentions to an audience with clarity		
P6	identify the main strengths and weaknesses of the final devised piece		
M6	describe strengths and weaknesses of the final devised piece		
D6	explain in detail the effectiveness of the final devised piece, with considered conclusions		
Signed (teacher / tutor): Date:		Signed (learner): Date:	

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Activities/Evidence Form			
Learner:		Teacher: S. Bruton-Lang	
Unit: C10: Devising Plays		Date of Observation:	
Assignment 1: War Poetry Performance		Activity: Performance	
Activities	Criteria	Evidence	Date Completed
1. Research letters from soldiers on the front line, research documentary drama style as a stimulus and devise scenes	P1 M1 D1 P2	Teacher observations/journal	
2. Oh What A Lovely War reading, exploration and devising using text and satirical style as a stimulus	M2 D2 P3 M3 D3		
3. Poetry reading, exploration and devising using poetry as a stimulus			
4. Structure Performance; ensuring all actors have opportunities to develop their role(s), performance styles/staging are used effectively.	P1 M1 D1 P2	Rehearsal recording/ Teacher observations/journal	
5. Block and set scenes with your company. When rehearsing consider how to vocalise and physicalise your role	M2 D2 P3 M3 D3	Teacher observations/journal	
6. Rehearse and refine selected/edited scenes. Focus on your engagement with the audience and the cast, using this to communicate your intentions to the audience			
7. Dress/Technical Rehearsal. Review performance and analyse/evaluate your performance and what you can do to improve	P6 M6 D6	Teacher observations/journal	
8. Performance – focus on physical and vocal techniques in performance, establish and maintain rapport with your fellow cast. Communicate the directorial concept and your characters intentions to the target audience	P4 M4 D4 P5 M5 D5	Performance recording Teacher observations/journal	
9. Collect evaluation comments from audience and discuss these in lesson.	P6 M6 D6	Lesson recording/ Teacher observations/journal	
10. Complete self evaluation tasks	P6 M6 D6	Journal/Self evaluation tasks	

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Unit content

Be able to explore and develop material for a devised play GC1, 2, 3,

Starting points: e.g. topic, theme, image, word, character, sound, music, situation, prop, costume, mask

Develop: research; shaping ideas; selection, rejection of material; development as the result of further research; showing/re-working/re-showing, recording/scripting ideas and dialogue

Rehearse: learning lines; moves; spatial awareness; use of mediums, props, costumes, masks, music, sound, lighting; makeup; practising cues; responding to others; give direction; take direction; time keeping; practise regime

Understand a range of drama forms and techniques GC1, 2 & 3

Games, exercises: e.g. ice-breakers, trust exercises, observation exercises, concentration exercises, team working games

Explorative strategies: e.g. still image, thought-tracking, hot-seating, conscience alley, role-on-the-wall, role play

Drama elements: action; plot; style e.g. naturalism, surreal, epic; climax; anti-climax; dramatic tension; characterisation

Be able to communicate ideas, issues and/or feelings through presentation of devised work GC 4 & 5

Role: projecting role(s) and/or character; use of movement; gesture; voice; delivery of lines; movement; cues; relationship with other performers

Communication: with other performers; with audience; characterisation; technical; through acting; clarity of delivery; vocal expression; physical expression

Understand the effectiveness of devised work for performance GC 4 & 5

Professional: providing an audience experience; working relationships with others; rehearse; create a complete play

Artistic: communicating original intentions/ideas; use of the drama medium; structuring a play; communicating to an audience; creating roles; analysis of strengths and weaknesses of the work

(Learners should create TWO pieces of devised drama each piece being at least 10 minutes long.)

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Learner Formative Self-Assessment Form		
Learner:	Teacher/Tutor: S. Bruton-Lang	
Unit: C10: Devising Plays	Date of Self-observation: After Dress/Tech Rehearsal	
Character/Roles:	Assignment Title: War Poetry Performance	
Ref	Grading Criteria	Self-assessment Comments
P1	contribute some ideas and suggestions that are relevant to the work	
M1	develop ideas and suggestions which are clearly focused on the drama and attempt to shape the structure of the work	
D1	develop ideas and suggestions that make a positive contribution to the shape and form of the work with effective results	
P2	select and use some drama forms and techniques as part of the development process	
M2	select and use a range of forms and techniques with some invention as part of the development process	
D2	experiment creatively with different forms and techniques as part of the developmental process	
P3	develop a role and make some artistic decisions	
M3	develop a role and make considered artistic decisions	
D3	develop a role which shows use of imagination and/or insight in the choices and decisions made	
P4	perform a role with vocal and physical expression connecting with other performers most of the time	
M4	perform a role with vocal and physical accuracy connecting with other performers throughout	
D4	perform a role with imaginative vocal and physical accuracy being responsive to other performers at all times	
P5	communicate intentions to the audience with some success	
M5	communicate intentions to an audience effectively	
D5	communicate intentions to an audience with clarity	
P6	identify the main strengths and weaknesses of the final devised piece	
M6	describe strengths and weaknesses of the final devised piece	
D6	explain in detail the effectiveness of the final devised piece, with considered conclusions	
Teacher Comments		
Signed (learner): Date:	Received: (teacher): Date:	

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Assessment Form					
Learner:			Teacher: S. Bruton-Lang		
Unit: C10: Devising Plays			Date Returned:		
Assignment 1: War Poetry Performance					
Activities	Criteria	Comments	P	M	D
1. Research letters from soldiers on the front line, research documentary drama style as a stimulus and devise scenes	P1 M1 D1				
2. Oh What A Lovely War reading, exploration and devising using text and satirical style as a stimulus	P2 M2 D2				
3. Poetry reading, exploration and devising using poetry as a stimulus	P3 M3 D3				
4. Structure Performance; ensuring all actors have opportunities to develop their role(s), performance styles/staging are used effectively.	P1 M1 D1				
5. Block and set scenes with your company. When rehearsing consider how to vocalise and physicalise your role	P2 M2 D2				
6. Rehearse and refine selected/edited scenes. Focus on your engagement with the audience and the cast, using this to communicate your intentions to the audience	P3 M3 D3				
7. Dress/Technical Rehearsal. Review performance and analyse/evaluate your performance and what you can do to improve. Formative Evaluation	P6 M6 D6				
8. Performance – focus on physical and vocal techniques in performance, establish and maintain rapport with your fellow cast. Communicate the directorial concept and your characters intentions to the target audience	P4 M4 D4				
	P5 M5 D5				
11. Collect evaluation comments from audience and discuss these in lesson.	P6 M6 D6				
12. Complete self evaluation tasks. Summative Evaluation					
Teacher's Signature			Date		
Learner's Targets					
1.					
2.					
3.					
Learner's Signature			Date		