

## Year 12 - Unit 2 details

This externally assessed unit contains two elements; the group performance directed by the teacher and the monologue/duologue, chosen and rehearsed by students (with support from their teacher).

Overall the group performance and the monologue/duologue are worth 80 – the total mark for Unit 2

- ◆ Students must offer either a monologue or duologue from a different play to those offered in Unit 1 and in the group performance
- ◆ Students may offer either acting or a design form. You may offer different skills in the group performance and the monologue/duologue
- ◆ Students shall also provide a concept of the interpretation of their chosen roles or designs for the monologue/duologue

This unit will be assessed under examination conditions by a visiting examiner on a date TBC in May 2009. This unit is worth **60% of the AS grade** and **30 % of the A2 grade**

### Section A

**Performers** offer one of the following:

- ◆ solo (monologue)
- ◆ pair performance (duologue)

**Theatre designers** offer one of the following in support of a performer/s:

- ◆ costume design
- ◆ lighting design
- ◆ mask design
- ◆ makeup design
- ◆ set and props design
- ◆ sound design

### Section B

**Performers** work within a performance company led by Mrs Bruton-Lang

**Theatre designers** work within a performance company led by the teacher, choosing one or more of the following:

- ◆ costume design
- ◆ lighting design
- ◆ mask design
- ◆ makeup design
- ◆ set and props design
- ◆ sound design

Work in both sections will be externally assessed by a visiting examiner and be presented to an appropriate audience.

## **Section A**

**Performers** present:

- ◆ either a monologue (**maximum length two minutes**) or a duologue (**maximum length five minutes**)
- ◆ **and** a written performance concept of the interpretation offered

**Designers** present:

- ◆ the realisation of a design
- ◆ appropriate documentation
- ◆ a written design concept of the interpretation offered.
- ◆ a presentation of the design process.

Performers will complete a *written performance concept* and designers a *written design concept* of their interpretation of the chosen text:

- ◆ The written concept must be **no longer than 500 words** and must be completed under supervised conditions
- ◆ This must be sent to visiting examiner at least **seven working days before** the date of the examination

## **Section B**

**Performers** present a group performance.

Groups may not be fewer than 3 students or maximum 9. Performances must last no less than 15 minutes or more than 60 minutes.

**Designers** present:

- ◆ the realisation of a design
- ◆ appropriate documentation
- ◆ a presentation of the design process
- ◆ a written design concept which must be received by the visiting examiner seven working days before the examination.

This should be a **maximum of 500 words**. The work must be completed **under supervised conditions**

## Unit content for Performers Section A and/or B

### Performing skills

Students offering performing skills in this unit will learn how to:

- ◆ read and research two play texts
- ◆ prepare for two performances
- ◆ work alone or with one other student as a performer for Section A
- ◆ work collaboratively as a member of a performance company for Section B
- ◆ attend rehearsals
- ◆ respond to and work with a director
- ◆ understand the interpretation of a theatre text in performance
- ◆ demonstrate an understanding of style and genre
- ◆ communicate the text to an audience

### Section A:

#### Performing skills

Students will:

- ◆ read and research the complete text with social, historical, cultural and political awareness
- ◆ choose a section or sections to make a coherent monologue or duologue for performance
- ◆ learn and rehearse the text
- ◆ perform the text to the visiting examiner
- ◆ support the interpretation, preparation and final performance with a written performance concept giving an analysis of the chosen role within the context of the interpretation of the complete text.

This should include a clearly annotated final text chosen for performance with a justification of the decisions made. The written concept and the annotations on the text should not exceed **a total of 500 words**

### Section B:

#### Performing skills

Students will take part in a performance from a complete and substantial play text chosen and cast by Mrs Bruton-Lang.

Students will:

- ◆ work collaboratively with the complete production company and director
- ◆ rehearse
- ◆ perform to an appropriate audience

Staff will:

- ◆ prepare and complete in advance for the visiting examiner a written intention of the interpretation of the production with regards to style and genre.

## **Unit content for Designers Section A and/or B**

### **Theatre design skills**

Students offering theatre design skills will learn how to:

- ◆ read and research play texts
- ◆ prepare chosen skills to support performances
- ◆ work alone or with one other design student for Section A
- ◆ work collaboratively as a member of a performance company for Section B
- ◆ design and operate their chosen skill in performance
- ◆ respond to and work with a director
- ◆ understand how their chosen skill supports the interpretation of the text
- ◆ provide documentation to clarify their preparation work
- ◆ communicate the design skill to an audience in a performance context.

### **Presentation of the design process**

Students offering theatre design skills must give a presentation of the design process. The presentation must be no longer than 10 minutes in length. The presentation should include:

- ◆ an account of the experience of the construction of the design object
- ◆ an explanation of the connection between the design object and
- ◆ the concept of the production
- ◆ a display of the relevant design documentation.

**Visiting examiners will question students during the presentation to ensure clarity of the assessment requirements**

### **Section A:**

#### **Theatre design skills**

Students will:

- ◆ choose a different text from that studied in Unit 1 or chosen for Section B
- ◆ read the complete text and research it with social, historical, cultural and political awareness
- ◆ choose one design skill only from the list provided
- ◆ prepare a design plan for the complete text
- ◆ prepare and demonstrate the chosen skill in one section of the play either to support a monologue or duologue or another section of the play chosen for performance

Make a presentation and demonstration to the visiting examiner and support the interpretation, preparation and final demonstration with:

- ◆ an overall design concept for the complete play text
- ◆ a rationale of the final design decisions.

Other students may be used to deliver the text in the demonstration. All students must make solo presentations but two students offering different skills may use the same text.

### **Section B:**

#### **Theatre design skills**

Students will:

- ◆ contribute to a production of a complete and substantial play text chosen and cast by the tutor
- ◆ work collaboratively with a production company and director
- ◆ prepare the appropriate design skills chosen and complete for performance
- ◆ complete chosen skill in production to an appropriate audience and the visiting examiner
- ◆ give a presentation of no more than 10 minutes to the visiting examiner prior to the performance
- ◆ prepare in advance a written design concept

**The Visiting Examiner will not ask questions during the 10 minute presentation.**

## Design skills

Design skills — minimum requirements				
Lighting	Setting/props	Costume	Masks/makeup	Sound
A portfolio of research and sketches showing the development of ideas	A portfolio of research and sketches showing the development of ideas	A portfolio of research and sketches showing the development of ideas	A portfolio of research and sketches showing the development of ideas	Notes listing the sound requirements and ideas for the play
A justification for the final lighting design	A justification for the final design decisions	A justification for the final design decisions	A justification for the final design decisions	A justification for the choice of effects and/or music and their use
A demonstration of the lighting plot within the context of the performance	The design as realised within the context of the performance	A demonstration of the costumes within the context of the performance	A demonstration of the masks and/or makeup within the context of the performance	A demonstration of the sound score within the context of the performance
The final lighting design with Grid Plan and lantern schedule that shows the use of at least two different kinds of lantern and uses a minimum of 16 lanterns	A scale model of the final design to be realised in the performance space	The final design for all of the characters in the production. There must be a minimum of three different designs	The final design for all of the characters in the production. There must be a minimum of three different designs	A source sheet showing the creation of at least three original sound effects and the source of the remaining cues (eg CD title and number, MIDI file from the internet)
A lighting plot or cue sheet showing at least six different lighting states	A scale Ground Plan and scale drawing of any designed properties	A costume plot or list of costumes/ accessories worn by each actor, indicating any changes	A list showing the choice of materials, application methods (for makeup) and construction methods (for a mask)	A cue sheet showing the order, length and output level of each cue
The student must supervise the rigging, focusing and operating of the design but need only carry out one of the tasks themselves	The student must make their own scale model of their design and supervise the construction, painting, hiring and/or finding of scenic elements to meet the requirements of the design	The student must supervise the construction, buying, dyeing, altering, hiring and/or finding of the designed costumes but need only carry out one of the tasks themselves	The student must supervise the construction and application of materials to realise the designed masks and/or makeup but need only carry out one of the tasks themselves	The student must fix and produce the final sound tape(s) which should include at least three original cues which the student has created and recorded using live and/or sampled material and three further sound cues. The student must supervise the operation of the sound but need not operate the sound themselves

Design Candidates **MUST** complete the minimum requirements in the shaded areas, this will enable you to achieve a C/D grade on average, **to achieve A/B complete all tasks.**

If you are completing more than one skill for Section B, you should complete the minimum in both areas. In Section A you should only complete one the tasks for one area.