

## Component 3: Theatre Makers in Practise - Learning Journey 1

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. You will study 'An Inspector Calls' and answer a selection of exam questions in relation to the play. Additionally you will answer questions based on a live performance you have seen.

**This component is worth 40% of your overall final grade.**

### What do I need to understand for this topic?

- understand the practices used in twenty-first century theatre-making
- understand production elements and theatrical conventions
- understand the role of theatre makers in contemporary practice including performers, directors and designers
- understand how the meaning of a text might be interpreted and communicated to an audience
- understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed
- use appropriate vocabulary and subject-specific terminology.

### How will I know how to work in a successful way?

This will be modelled by your teacher in lesson. You will practise attempting past papers and look at a selection of successful example answers. This will help you build and develop the skills necessary to be successful in the written examination

### How will I practice working creatively?

You will be given time to reflect and think about how you would stage a production of 'An Inspector Calls' for performance.

### How will I be assessed?

Written exam: 1 hour 45 minutes  
60 marks  
40% of GCSE

#### **Section A: 45 marks**

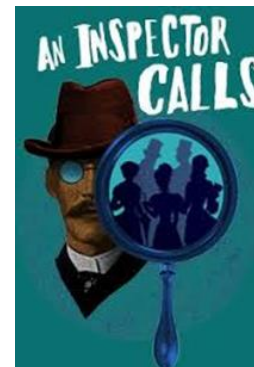
Questions on acting, directing and designing; relating to the play 'An Inspector Calls'.

#### **Section B : 15 marks**

Two questions based on a live performance you have seen.

500 words (maximum) of notes on the live performance are allowed in the exam.

This should be divided into sections on acting, set design, lighting, sound, staging and costumes.



Lesson 1	Exploring how to perform family tensions within the first family meal.
Lesson 2	Understanding the playwright's beliefs.
Lesson 3	To consider your first interpretations of the Birling family.
Lesson 4	Looking at stage directions from a design perspective.
Lesson 5	Using non-verbal methods to convey character details.
Lesson 6	Exploring Birling's capitalist attitudes through a thought-track exercise.
Lesson 7	Exploring how to show Birling's interactions and his different attitudes towards Eric and Gerald.
Lesson 8	Exploring first impressions of the Inspector.
Lesson 9	Exploring how the arrival of the Inspector changes the power dynamics of the scene.
Lesson 10	Exploring the political undertones of the play and how convey these through spatial positioning.
Lesson 11	Rehearsing Shelia's entrance to convey the character's attitudes.
Lesson 12	Exploring Birling's differing reactions to the Inspector's questioning.

**February Half-term**

## Component 3: Theatre Makers in Practise - Learning Journey 2

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. You will study 'An Inspector Calls' and answer a selection of exam questions in relation to the play. Additionally you will answer questions based on a live performance you have seen.

**This component is worth 40% of your overall final grade.**

### What do I need to understand for this topic?

- understand the practices used in twenty-first century theatre-making
- understand production elements and theatrical conventions
- understand the role of theatre makers in contemporary practice including performers, directors and designers
- understand how the meaning of a text might be interpreted and communicated to an audience
- understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed
- use appropriate vocabulary and subject-specific terminology.

### How will I know how to work in a successful way?

This will be modelled by your teacher in lesson. You will practise attempting past papers and look at a selection of successful example answers. This will help you build and develop the skills necessary to be successful in the written examination

### How will I practice working creatively?

You will be given time to reflect and think about how you would stage a production of 'An Inspector Calls' for performance.

### How will I be assessed?

Written exam: 1 hour 45 minutes  
60 marks  
40% of GCSE

#### **Section A: 45 marks**

Questions on acting, directing and designing; relating to the play 'An Inspector Calls'.

#### **Section B : 15 marks**

Two questions based on a live performance you have seen.

500 words (maximum) of notes on the live performance are allowed in the exam.

This should be divided into sections on acting, set design, lighting, sound, staging and costumes.



Lesson 16	To establish the given circumstances of a character by using textual analysis.
Lesson 17	Using hot seating to further character understanding.
Lesson 18	Exploring how to show the tensions between Shelia and Gerald through spatial positioning and proxemics.
Lesson 20	Exploring the different views of social responsibility in performance.
Lesson 21	Exploring Mrs Birling's superior attitude through tone of voice.
Lesson 22	To answer performance skill questions with confidence.
Lesson 23	Exploring Mrs Birling's imaginary wall. Consolidating directorial and design ideas for the role of Mrs Birling.
Lesson 24	Exploring the changes in Gerald's character from Act One to Act Two.
Lesson 25	Approaching a 12-mark question
Lesson 26	Answering a 12 mark question
Lesson 27	Approaching a 9-mark question
Lesson 28	Answering a 9-mark question
Lesson 29	Approaching a 14-mark question
Lesson 30	Answering a 14-mark question

**Easter Holidays**