

GCSE Drama - Devising - Learning Journey

You must select stimuli and then be able to demonstrate how you have used it to create and develop a performance piece, this should include how you have rehearsed and refined your work with clear intent. This process must be recorded over the course of the development from inception to performance.

Performers and designers must work collaboratively and keep an individual record of their contribution throughout the process.

This component is worth 40% of your overall grade.

Devising Process

Exploration of stimuli

Rehearsal & development

Performance (15 marks)

Portfolio (45 marks)

What do I need to understand for this topic?

- Characteristics of dramatic work including genre, structure, character, form, style, and language
- how meaning is communicated and interpreted through: performance conventions
- use of space and spatial relationships on stage
- relationships between performer and audience.
- social, historical and cultural contexts
- theatrical conventions
- current themes and trends
- issues and controversies.



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

You will observe professional performances and theatre companies to inspire and mould your own devising process. You will take inspiration and idea from these and implement them into your own performance.

How will I practice working creatively?

You will participate in group rehearsals experimenting with different styles, genres and ways of performing.

How will I be assessed?

This component is internally assessed and externally moderated. It is worth 60 marks and AO1, AO2 and AO4 are assessed.

There are **two** parts to the assessment.

1. A portfolio containing evidence of:
 - creating and developing the group devised performance/design realisation
 - analysing and evaluating this creation and development
 - analysing and evaluating the group devised performance/design realisation.
2. A recording of the group devised final performance.



Lesson 1	Stimuli 1
Lesson 2	Stimuli 2
Lesson 3	Stimuli 3
Lesson 4	Choosing your stimuli
Lesson 5	Target audience
Lesson 6	Opening scene
Lesson 7	Rehearsal and development
Lesson 8	Rehearsal and development
Lesson 9	Rehearsal and development
Lesson 10	Rehearsal and development
Lesson 11	Rehearsal and development
Lesson 12	Rehearsal and development
Lesson 13	SCHP
Lesson 14	Stimuli influence
Lesson 15	Genre & style
Lesson 16	Dress rehearsal
Lesson 17	Component 1: Devising Exam
Lesson 18	Component 1: Devising Exam

GCSE Devising – Knowledge Organiser

Stimulus	An inspirational starting point for your devised work in the form of something like an image or poem.
Stimuli	The plural of stimulus is stimuli (more than one).
Target audience	Who you want to create your devised performance for (eg. Primary school children, Y7's, teenagers, people effected by bullying etc).
Intentions of the piece	The message you want to put across to your chosen audience and what you want them to think/feel about the subject matter.
Convey	To communicate/show.

tableau	Still image/frozen image on stage.
tableaux	The plural of tableau (more than one).
montage	A sequence of tableaux, often linked with transitional movement.
Hot-seating	The actor in the 'hot-seat' is 'in role' as character while others answer questions in role. This helps to develop characterisation and explore the backstory and plot.
Levels	How you have characters on stage, standing, cowering, sitting in relation to each other to show power dynamics/status/relationships or power shifts,
Proxemics	Spatial relationships between characters on stage to communicate their relationships.
Gestures	Hand signals or movements e.g. pointing or waiving. Symbolic gestures can include things like marking the sign of a 'cross' across the chest/body, which can be seen as a religious gesture linking to Christianity and foreshadowing or acknowledging death.
Physicality	Body language, posture, gait, movement quality.
Vocal skills	Pace, pitch, tone, projection, emphasis, intonation inflection, pause, accent

Genre	Genre is a French word meaning 'category' or 'type', e.g. comedy, tragedy, docudrama, farce, or melodrama.
Form	Form refers to the shape of each individual section or scene e.g. movement/mime based ensemble scene, duologue, advert, moments of thought-tracking.
Style	Style relates to the chosen theatrical approach e.g. naturalist, minimalist, Brechtian etc.
Structure	The arrangement of and relationship between the scenes/acts within a play or piece of devised theatre. Was it linear e.g following a natural sequence of time? Or was it non-linear, using flashbacks or flashforwards? Was it cyclical? Why? Why not?
Character	A person portrayed in a play. Good or bad, or both? Old or young? What did your character/characters represent? How were they played?
Language	The type of words and sentences used in the drama e.g emotive words, rhetorical questions, slang etc.

Hazards	Danger or risks to be avoided and planned for.
Health considerations	Warming up and stretching to avoid injury, appropriate shoes, or bare foot to prevent slips and injury, carefully rehearsing lifts and choreography to avoid accidents, warning the audience about lighting effects in case of illness/epilepsy.
Safety consideration	Taping down any cabling to avoid trip hazards. Ensuring safety catches on lighting are secure. Ensuring the audience know their fire exits.

Audience	Those watching your piece (these may be different to your intended target audience that you will have had in mind when devising the piece).
Contributions	The ideas and efforts put forward by you in the devising and rehearsal process.