

# Component 2- Devising logbook Knowledge Organiser

**Component 2 constitutes 40% of the GCSE.**

## **Section 1 – Response to stimulus (20 marks)**

- Start by describing the stimulus you were given/ chosen.
- What was your first response to the stimulus?
- What were the different ideas, themes and settings you considered and how and why you reached your final decision. What did you discuss as a group?
- What YOU discovered from your research. Where did you collect your research from?
- What YOUR own dramatic aims and intentions are – what do you want to achieve with your character?
- What are the overall aims and objectives of the piece – what message would you like to convey?
- What style did you choose to present your drama in and why?

## **Section 2 – Development and Collaboration (20 marks)**

- How did you develop and refine your ideas and those of the others in your group?
- How did you develop your piece in rehearsals?
- How did you structure your rehearsals? Did you have natural leaders? Did you have different responsibilities?
- How did you develop and refine your own theatrical skills during the devising process?
- What problems did you encounter during rehearsals and how did you overcome them?
- What drama conventions (techniques) did you decide to use and why?
- What structure did you decide for your drama and why?
- How did you give and receive feedback throughout?
- How did you respond to feedback throughout the process?
- How you used your refined theatrical skills in the final performance.

## **Section 3 – Analysis and Evaluation (20 marks)**

- How far did you develop your theatrical skills?
- What benefits did you bring to the group and in what way did you help to shape the final piece?
- What was the overall impact you personally had on the devising, rehearsals and performance of your drama?
- Which areas of devising did not go as well as you would have hoped or could have been developed further?
- What did you hope to achieve from your performance? Were you successful? How do you think you achieved this? If you weren't successful why not? What would you change?
- Choose an aspect of your contribution to the final piece to write about in more detail – what you did, what was successful about it and what could have been improved?
- What feedback did you get from the audience about your work? Did they understand your work? Would you change anything they suggested?

## **Checking your devising log**

- Have you written three sections with the appropriate headings?
- Are the sections roughly the same length?
- Have you stayed within the final word count length? (2500 words)
- Have you provided evidence of research?
- Have you stated your dramatic aims and intentions?
- Have you shown how you developed and refined ideas?
- Have you explained how you helped the group?
- Have you shown how you responded to feedback?
- Have you demonstrated that you developed your theatrical skills?
- Have you explained how you positively shaped the final piece?
- Have you used correct theatrical terminology to explain your thoughts?
- Have you given specific examples to back up your points?
- Have you analysed and evaluated your work?

## **Challenge**

To succeed at a high level, you need to provide precise details and an impressive amount of creativity. Check your work to make sure your creative journey is clear and that you have backed it up with specific details.

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## Key Vocabulary

**Intentions**- this is your aim or plan

**Stimulus**- a resource used to start a creative process.

**Constructive**- something that is useful and intended to improve.

**Analyse**- looking at something in detail.

**Blocking**- when you dismiss ideas of others preventing the work from progressing.

**Theatrical skill**- the level at which you develop and perform your character.

**Range of skill**- using a number of different techniques and skills appropriate to your ideas.

**Contribution**- the impact you have during the devising and rehearsal process making sure it is positive.

**Inventiveness**- including original ideas and structure in your drama.

**Artist intention**- what you, as an actor want to achieve with your work, what you want the audience to understand.

## VOCAL TECHNIQUES

**Pace:** The speed at which someone speaks e.g. the speed of a response in an argument..

**Pause:** A dramatic pause at a crucial moment could merit a comment.

**Tone:** This suggests your mood and your intention towards the listener e.g. happy or sad.

**Volume:** You might be commenting on audibility but you're more likely to be discussing the effect of a loud, powerful voice or a quiet, nervous or sad voice.

**Emphasis:** The pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning and feeling behind a sentence..

**Pitch:** Speaking in a high, low or natural voice.

## PHYSICAL TECHNIQUES

**Facial Expressions:** How the actor changes their face (eyes, eyebrows, mouth, nose) to show how they feel.

**Eye Contact (and withdrawal):** The uses of looking at the character or not to show their relationship and feelings.

**Posture:** The position of the back and shoulder to communicate feeling /status.

**Gestures:** The use of hands to communicate how a character is feeling.

**Gait (walk):** The use of movement and how the actor walks to portray their character and mood.

**Proxemics:** The use of stage space to indicate the relationship between characters.

**Levels:** The levels of height on stage to represent a characters emotions or status.

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**Writing log help sheet- WRITING LOGS MUST NOT BE COPIED. THEY ARE THERE TO BE USED AS HELP AND ASSIST WITH YOUR WRITING. YOU MUST NOT COPY.**

**Make sure you are reading your coursework through and that it makes sense/ is in enough SPECIFIC detail. Max word count 2,500.**

<p><b>Section 1</b> <b>Inspiration and intentions/response to a stimulus (600 words MAX)</b></p> <p>The stimulus we chose was...          We chose this because it made us think about...          The themes and ideas we came up with were...          The ideas were applicable to the piece because...          Our chosen practitioner was...          We chose this practitioner because...          The reason this practitioner worked well with our idea was because...          The research we did was...          I found photos, newspaper articles and facts which helped because...          Our aims and intentions as a group was...          We wanted the audience to respond...          Three examples of how I wanted to develop my own specialism in rehearsals was...          My role was...          My characters function/objective was...          The physical and vocal qualities I wanted to concentrate on was...</p> <p>The impression I want to give the audience was...          My contribution to the group was...          For example I...</p> <p><b>WORD COUNT-</b></p>	<p><b>Section 2</b> <b>Development and collaboration ( 1000 words)</b></p> <p>I used various strategies to help me improve for example I...          A moment which I felt was particularly effective was...          We firstly developed this scene as a group by...          Inspired by our chosen practitioner we...          We developed this further by...          The problems we encountered were...          However we overcame this by...          Another scene that changed a lot in rehearsals was...          We developed it further by...          My personal development in this scene was...          The problems I encountered included...          I overcame these problems by...          The feedback I received from my peers and teacher included...          I improved my specialism by...          I used by voice to....          I wanted to give the audience the impression...          My gestures and facial expression were used to...          To develop my character further I created role on wall, time lines and...</p> <p><b>WORD COUNT-</b></p>
<p><b>Section 3</b> <b>Analysis and evaluation ( 800 words)</b></p> <p>One of my favourite moments in my performance was...          This was because...          The aim for this moment was...          This went well because...</p>	<p><b>WHAT THE MARK SCHEME SAYS</b></p> <p><b>Section 1 - Response to a stimulus (AO1)</b>  <b>The student must explain:</b></p> <ul style="list-style-type: none"> <li>• their initial response to the stimuli presented by the teacher and the stimulus they chose</li> </ul>

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I used my voice to...  
I used my facial expressions and gestures to...  
I used the chosen practitioners techniques by...  
I did struggle with...  
I was most proud of...  
The audience response was...  
Another moment I thought my specialism was used well was...  
I wanted to show the audience...  
I did this by...  
When I said the line...  
I used my voice to...  
This worked because...  
The audience response was...  
I think we achieved our/my overall aims and objectives because...  
We explored our chosen practitioner style by ...  
I gave constructive feedback to my group.  
I have benefitted the success of the piece in terms of my contribution in rehearsal and showed this by...  
I used y specialist skill to achieve my dramatic aims and intention by...  
I still need to develop by...  
But I have improved by...

**WORD COUNT-**

- the ideas, themes and settings they have considered for the devised piece in response to the stimulus they chose
- their research findings
- their own dramatic aims and intentions
- the dramatic aims and intentions of the piece as a whole

## **Section 2 - Development and collaboration (AO1)**

### **The student must explain:**

- how they developed and refined their own ideas and those of the pair/group
- how they developed and refined the piece in rehearsal
- how they developed and refined their own theatrical skills during the devising process
- how they responded to feedback
- how they as individuals used their refined theatrical skills and ideas in the final piece

## **Section 3 – Analysis and evaluation (AO4)**

### **Students should analyse and evaluate:**

- how far they developed their theatrical skills
- the benefits they brought to the pair/group and the way in which they positively shaped the outcome
- the overall impact they had as individuals. Students should also analyse:
- areas for further development (ie the aspects that didn't go as well as they'd hoped).