

### **Or Performer**

Perform *either* a section from one of the scripts *or* a polished improvisation based on one of them. This will be in a group of three and should represent about three minutes individual performance.

Candidates who choose to perform may also make contributions to devising, design and direction for their performance.

The work should include:

- exploration of the piece of script to be used;
- use of improvisation and rehearsal as appropriate;
- decision making on style;
- interpretation of the genre of the play;
- interpretation of the intention of the playwright;
- use of appropriate communication skills;
- selection of the atmosphere to be created and the means of achieving it.

The performance itself should be appropriate to the work studied

Evidence will be primarily of the practical work undertaken but may also use supporting material such as notes, sketches, diagrams, and formal verbal presentations to the teacher or other members of the group.

Work on the summative task should reflect the Areas of Study.

### **Summary of Evidence for Unit 1**

- The Summative Task for the candidates.
- Candidate Work in Progress.
- Teacher commentary to support objectives and attainment for both Work in Progress and Summative Task.

## **6.2.2 Unit Two**

Centres select a stimulus, issue or theme. Candidates devise and create a piece of drama leading from the stimulus, issue or theme. Each candidate must have about three minutes of individual performance in the completed piece. Candidates must work in a group between three and six in number. This unit represents about 20 hours study.

In their work candidates will:

- research the stimulus, issue or theme;
- decide on and investigate the cultural and historical context for their piece;
- identify a genre which must be different to that used in Unit 1;
- decide on the intention of the piece;
- apply all of the Areas of Study to the devising, rehearsal and performance process;
- apply knowledge, understanding and skills developed in Unit 1;
- using improvisation, explore possible outcomes;
- reflect on own work and that of others seeing how it influences or changes the work in progress;
- contribute ideas in the roles of each of Deviser, Designer, Director, and Performer with regard to the developing drama and their own performance.

Candidates must work in a different genre and style to that which they used in their summative assessment for Unit 1.

### **Evidence**

Evidence will take **two** forms:

- Work in Progress, (AO A, AO B, AO D);
- Summative Task, (AO C).

### **Work in Progress**

The evidence for Work in Progress will include:

- candidate's portfolio;
- discussion with other candidates and with the teacher;
- practical activity, workshop and performance;
- teacher commentary.

Candidate and teacher evidence should reflect the candidates' response to the stimulus and the creation of the drama. It should demonstrate the application of each of the Areas of Study, and show that the roles of Deviser, Designer, Director and Performer have been used in the devising and rehearsal process. Candidates must reflect on the work of other candidates and any other work seen.

Candidate evidence for the work in progress must be in the form of a *portfolio* of evidence. The portfolio must show how they have contributed to the devising process, their thoughts and ideas on design and direction and their views on the final performance of their own roles and those of others.