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| **Component 1: Exploring the Performing Arts**  **Learning Aim A – EXAMINE PROFESSIONAL PRACTITIONERS WORK  A1** – Professional Practitioners’ performance material, influences, creative outcomes and purposes **A2** – Practitioners’ roles, responsibilities and skills (THEATRE ROLES)  **Learning Aim B – EXPLORE THE INTERRELATIONSHIPS BETWEEN CONSTITUENT FEATURES OF EXISTING PERFORMANCE MATERIAL**  **B1** – Processes used in performance  **B2** – Techniques and approaches used in performance | |
| **CHECKLIST FOR TOO MUCH PUNCH FOR JUDY**  [Image result for too much punch for judy](https://www.bing.com/images/search?view=detailV2&ccid=vFvXTP0H&id=175999CAA7D5A9ABBDB6D6F5075180CD8DDF2FEB&thid=OIP.vFvXTP0Hp0jqQBf1chmD0QHaKl&mediaurl=http://jersey.police.uk/media/427882/too-much-punch-for-judy.jpg&exph=400&expw=280&q=too+much+punch+for+judy&simid=608034847430149046&selectedIndex=0)  **Remember….**  **Please put a title on everything you do**  **Remember….**  **Check your grammar**  **Check your spelling**  **☺** | |
| **Other Verbatim plays** | |
| * List or create a mind map of other verbatim plays – what is the plot of each? | **Tick when completed** |
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| **A1 – Professional practitioners’ performance material, influence, creative outcomes and purpose** | |
| **Second style of theatre and practitioner - Mark Wheeller - Verbatim/Documentary Drama** | **Tick when completed** |
| * What is Verbatim/documentary drama? |  |
| * What are Mark’s theories? |  |
| * What techniques could I use as an actor? |  |
| * What techniques would I use in rehearsal? |  |
| * How would all this help an actor? |  |

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| **Performance 1 – Too Much Punch For Judy (Background/context)** | **Tick when completed** |
| * Who is the playwright? |  |
| * Background of the playwright |  |
| * How did he create his ideas? |  |
| * What was his inspiration for the play? |  |
| **Creative intentions** | **Tick when completed** |
| * Issues portrayed throughout the play? |  |
| * Genre? |  |
| * Style? |  |
| * Contextual influences? |  |
| * Influences of other practitioners? |  |
| * What skills are used to identify the style of theatre within the performance? |  |
| **Purpose - What is the purpose of the play?** | **Tick when completed** |
| * To educate |  |
| * To inform |  |
| * To entertain |  |
| * To provoke |  |
| * To challenge viewpoints |  |
| * To raise awareness |  |
| * To celebrate |  |
| **Too Much Punch For Judy - Discussion of key scenes** | **Tick when completed** |
| * What scenes did you watch? |  |
| **Include the information below for each scene:** |  |
| * What was it about? |  |
| * What did you enjoy? Why? |  |
| * Discuss the setting? Why? What? How? |  |
| * Discuss the lighting? Why? What? How? |  |
| * Which characters did you like? Why? |  |
| **A2 – Practitioners’ roles, responsibilities and skills** | |
| **Too Much Punch For Judy – Key scenes** | **Tick when completed** |
| * What theatre roles would have been involved within the creation of this play? |  |
| * What would their responsibility regarding their job be? |  |
| * Which roles would need to work together to create a successful performance? Why? |  |
| **B1 - Processes used in a performance**  **Explanation and reflection of the workshops you participated in based on Too Much Punch** | |
| **See below what you did. Please put into your own words** | **Tick when completed** |
| * **Stimulus 1** – Judy’s Monologue |  |
| * Explored Judy’s monologue to explore the theme, plot, style and a main character from the play |  |
| * Why did this help with the understanding of the play, costume, props, setting and skills? |  |
| * What techniques did you use to explore the monologue? |  |
| * How has exploring the monologue helped you understand the style and content of the play? |  |
| **B2 – Techniques and approaches used in performance** | |
| **Staging your key scene – INCLUDE THE EXTRACT WITH YOUR NOTES ON IT!** | **Tick when completed** |
| * Which scene did you decide to stage? |  |
| * Explain this and where it fits within the play |  |
| * When rehearsing what did you do to ensure you were linking to the style of the play? |  |
| * What did you decide to do first when exploring the extract? |  |
| * How did this help with your rehearsals? |  |
| * How did you ensure your character fit within the writer’s intention of the play? |  |
| **Please explain what you did for each point below and explain WHY** | **Tick when completed** |
| * Tone? |  |
| * Pitch? |  |
| * Movement? |  |
| * Voice? |  |
| * What accent did you explore (if any) and why? How did you master this? |  |
| * Spacing? |  |
| * Body language? |  |
| * Facial expression? |  |
| * Draw and label the staging you used and say why |  |
| * What staging did you use? |  |
| * Symbolic representations? |  |
| * What costume did you decide would best suit the scene? |  |
| * What props did you use? |  |
| * What lighting would have been used within your key scene? |  |
| **Reflection - How successful was your interpretation of the scene?** | **Tick when completed** |
| Explain why? |  |
| What went well regarding your portrayal of key characters? |  |
| What were the key moments and aims of the scene? Why? |  |
| What would you change/develop? Why? |  |
| **B1 - Processes used in a performance**  **Explanation and reflection of the workshops you participated in based on Too Much Punch** | |
| **See below what you did. Please put into your own words** | **Tick when completed** |
| * **Stimulus 2** – The Accident scene |  |
| * Explored ‘The Accident scene’ to further explore the theme, plot, style and a main characters from the play |  |
| * Why did this help with the understanding of the play, costume, props, setting and skills? |  |
| * What did you find out about the sister relationship? |  |
| * What techniques did you use to explore the duologue? |  |
| * How has exploring the duologue helped you understand the style and content of the play? |  |
| * How has exploring the extract enabled you to understand the character’s relationship? Explain |  |
| * What did you decide to do first when exploring the extract? |  |
| * How did this help with your rehearsals? |  |
| * How did you ensure your character fit within the writer’s intention of the play? |  |
| **B2 – Techniques and approaches used in performance** | |
| **Staging your key scene – INCLUDE THE EXTRACT WITH YOUR NOTES ON IT!** | **Tick when completed** |
| * Which scene did you decide to stage? |  |
| * Explain this and where it fits within the play |  |
| * When rehearsing what did you do to ensure you were linking to the style of the play? |  |
| * What did you decide to do first when exploring the extract? |  |
| * How did this help with your rehearsals? |  |
| * How did you ensure your character fit within the writer’s intention of the play? |  |
| **Please explain what you did for each point below and explain WHY** | **Tick when completed** |
| * Tone? |  |
| * Pitch? |  |
| * Movement? |  |
| * Voice? |  |
| * What accent did you explore (if any) and why? How did you master this? |  |
| * Spacing? |  |
| * Body language? |  |
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| * Draw and label the staging you used and say why |  |
| * What staging did you use? |  |
| * Symbolic representations? |  |
| * What costume did you decide would best suit the scene? |  |
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