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| **Component 1: Exploring the Performing Arts****Learning Aim A – EXAMINE PROFESSIONAL PRACTITIONERS WORKA1** – 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**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?
 |  |
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 |  |
| * Spacing?
 |  |
| * Body language?
 |  |
| * Facial expression?
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| * Draw and label the staging you used and say why
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