**BTEC Tech award in Performing Arts DRAMA – component 3 knowledge organiser**

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| **What will I be learning?** | You will learn how to devise from a stimulus and be taught how to select appropriate skills and techniques in order to develop your piece. You will be taught the necessary written skills to evaluate your devising journey. |
| **How will I be learning?** | You will be devising a play from a stimulus given to you by the exam board and you will |
| **What will my evidence look like?** | 3 x extended writing logs in controlled assessment conditions  1 x final performance recorded |
| **Where can I find information?** | The component 3 exam brief  The spec  <https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/4>  <https://dramaresource.com/devising-theatre/>  <https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/teaching-and-learning-materials/GCSE-Guide-to-Devising.pdf> |

**KEYWORDS AND SKILLS**

**TEACHERS – PLEASE TAKE OUT OR ADD ANY SKILLS YOUR ARE NOT FOCUSING ON IN YOUR WORKSHSOPS ETC. I have simply selected the most common ones.**

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| **UNIT KEYWORDS** | | **DEVISING SKILLS** | | **EVALUATING KEYWORDS** | |
| **SKILL** | **Helps and hints to do well** | **SKILL** | **Helps and hints to do well** | **SKILL** | **Helps and hints to do well** |
| ***Devising*** | Creating a piece of Drama collaboratively in groups from your imagination. | ***cooperation*** | Working together; team work (using your communication skills is vital here) | ***Identify*** | Provide a single word or short response to pick out the key factor(s) or element(s). |
| ***Brief*** | A brief will be given to you by the exam board. This will have everything you need to know about your exam including your stimulus which will also include your target audience | ***Target audience*** | Who is your play for and how will you ensure it is suitable for that audience group? | ***Describe*** | Giving an account of something including a series of features/points/trends/factors; |
| ***structure*** | the order of the play; will it simply be a beginning, middle and end or will you have the end at the beginning? |
| ***Stimulus*** | A starting point to get your imagination working. | ***Transition*** | Changing from one position to another or one scene to the next. | ***Explain*** | Provide sufficient detail and/or understanding in responses. Learners use linkage words such as ‘therefore’, ‘so that’ and ‘because’ to expand on the initial point made. |
| ***Rehearse*** | The process of developing and refining your play. | ***Props*** | Objects used on stage by actor |
| ***Reflect*** | Give serious thought and consideration to your devising process | ***Themes*** | central ideas or thoughts of a play |
|  |  | ***Purpose*** | Why are you making this play? To educate? To entertain? To inform? How will you achieve this? | ***Analyse*** | Examine in detail to discover the meaning or essential features of a theme, topic or situation. Break something down into its components, examine factors methodically and in detail to recognise patterns by applying concepts and making connections to predict consequences. |
| ***practitioners*** | Brecht, Stanislavski, Artaud etc |
| ***Performance space*** | What kind of stage will you perform this on? What kind of space will you performance this in? and why? | ***Assess*** | Provide sufficient detail and/or understanding in responses. Learners will break something down into its components, examine factors methodically and in detail to present logical and coherent reasoning |
| ***Style*** | What style will your piece be in and why?  Examples being:  Epic theatre, Naturalistic, Musical theatre or physical theatre |
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