

AQA DRAMA - DEVSING LOG

What am I being assessed on?

Section 1 - Response to a stimulus (AO1)

The student must explain:

- their initial response to the stimuli presented by the teacher and the stimulus they chose.
- 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 1: RESPONSE TO STIMULUS – 600 - 800 words max

You need to cover the following points:

First paragraph: Stimulus and Ideas

- Describe the picture(s) you were given (characters, colours, background, context, interpretation, message)

“At the beginning of the devising process we were given some pictures as our stimulus...”

- Explain which images your group chose and which images you rejected AND WHY

“One of the images we chose depicted...”

- Explain what you personally found interesting and what your emotional response was and why.
- Explain what your group's initial dramatic aims and intentions were for the performance.

“As a group we...”

- Explain the setting your group chose and how it related to the stimuli.
- What initial research did you personally then carry out about the theme of your piece?

“I personally researched...”

Second paragraph: Style and genre

- Describe what Verbatim Theatre is and how it will help you to create performance.
- Describe why verbatim theatre is a good choice for your piece.

“We think Verbatim Theatre is a good style of theatre to use in our piece because...”

- How might these choices affect your audience?
- Describe what physical theatre is and who Frantic Assembly are and how it will influence your performance.
- Why did you choose to put physical theatre in your performance? What impact will it have on the audience?

“Using physical theatre in our piece will be effective because the audience...”

Third paragraph: Techniques and Staging

- Are there any skills/techniques that you feel will be useful for your performance? Explain how this technique supports/compliments the message of the piece (dramatic intention)

Freeze frame	Tableau	Cross-cutting	Split stage
Choral speaking	Synchronised movement	Hot-seating	Monologue
Role-on-the-wall	Narration	Thought-tracking	
Marking the moment	Flash forward	Flash back	Mime sequences
	Emotive music/sound effects	Lighting effects	

“In our piece we want use...”

“We think this will be effective because...”

Fourth paragraph: Your Role

- Describe the character(s) you established during those initial conversations you had in your group (age, background, personality)

“One of the characters in our piece is...”

- What research did you carry out to help create your character?

“I researched...which helped up develop”.

- Explain how you thought they would fit into the story.
- Describe how you thought the audience might feel about them.

Fifth Paragraph: Next Steps

- Outline any additional research you personally carried out and how this was then used during the devising process (articles, websites, news articles, music, photographs, poetry, artwork, interviews, stories, court cases, police interviews etc.)
- Describe your own dramatic aim and intention for the piece. “Personally, one of my main aims as an actor is...”

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Section 2 - Development and collaboration

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.**

First paragraph: Briefly describe your most Successful/Influential scene

- What was the scene about?

- What techniques and conventions were used in the scene?
- What impact did you want it to have on the audience?

Second paragraph: The Process

- What was your first step to creating this scene? (Research, scripting, building character, sourcing materials) – “To begin with I/we...”
- What was the individual idea that you contributed during the rehearsal process? How was this idea realised (seen) in the final piece? “I had the idea that we should...” “This was then seen in the final scene when...”
- What idea did your group accept and reject and why? Why was this important? “Originally we decided to... but later got rid of this idea because...”
- Choose one specific moment or line in the scene and describe how you and the rest of the group used practical rehearsal skills to develop or change the scene.
“One of the practical rehearsal skills we used was...”
- What feedback did you receive (1 group/peer 1 teacher) and how did you use it to improve your scene?
- How did the scene reflect the style of your piece (Verbatim or Physical Theatre)? “The scene reflected the style of our performance when...”

Third paragraph: “Another Scene that changed greatly during the rehearsal process was...”

-REPEAT THE STEPS ABOVE

Briefly introduce the concept/theme of the scene and what technique was used

- Describe and explain why the scene changed from the devising process to the final piece, referring to feedback you received

Fourth Paragraph: Your Character

- Who was your main character and what interested you/why did you choose to play this role? “I chose to play the role of...because...”
- How did you create your own character in this piece? What research did you carry out to create it? “I began creating my character by... This then developed into...”
- What specific skills did you need to develop in order to make this character believable? “The skills I needed to represent my character were...”
- How did you develop this skill and where was it realised in the final piece (give an example)

Physical Skills

- Posture/stance
- Gait
- Gesture
- Facial expressions

Vocal Skills

- Tone
- Volume
- Pitch
- Pace
- Dialect
- Articulation/diction

Space

- Blocking
- Levels
- Proxemics
- Status

Fifth Paragraph: Another key role

- Repeat steps above.
- Why was this character different to your main character? What impact did this have on the performance?

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Section 3 – Analysis & 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 have as individuals.

Students should also analyse:

- -Areas for further development (i.e., the aspects that didn't go as well as they'd hoped)

Introduction

- One of my favourite scenes in my devised piece was...
- The aim for this scene was to...
- We achieved this aim because...
- This scene was effective because...

Remember to choose a different scene to Section 2, to avoid repeating yourself.

How have you developed your use of theatrical skills during rehearsals and performance?

- A theatrical skill I have developed during the devised process was...
- I have developed this skill by...
- I then used this skill directly in the performance when...
- This was effective because...
- In the future, an area for improvement when using [insert theatrical skill] could be...

Theatrical skills such as physical and vocal skills

What benefits did you bring to your group and how did these help to create the final piece?

- The benefits I brought to the devising process were...
- I think these skills were important to use because...
- These skills/benefits were directly used in our devised piece by...

Benefits such as: script writing, providing feedback, tech sheets, ideas generator, rehearsal schedules

- They were successful/important because...
- If repeating this project, I could improve on...
- I need to improve this because...
- This improvement would help future projects because...

What overall impact did you individually bring to the final piece?

- The overall impact I had on the final piece was...
- I was responsible for...
- This impacted was highlights in the scene/process when...
- If repeating this project, I need to take more responsibility for...
- This is because...

Conclusion

- From this project I have learnt...
- I can use these skills in future projects by...
- The strengths I have developed are...
- I can use these strengths in the future by...

These sentence starters are there to help you. You will gain more marks the more detail you provide and the more you analyse and evaluate your impact.

Devising log Section 2 (20 marks)

Band	Mark	Descriptors
4	16–20	Excellent response: <ul style="list-style-type: none"> • The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning. • There is evidence of extensive and highly effective development and refinement of skills and the piece. • The explanation is very clear and points are comprehensively explored. • Precise details are provided throughout.
3	11–15	Good response: <ul style="list-style-type: none"> • The explanations given in the Devising log evidence good skills in creating and developing ideas to communicate meaning. • There is evidence of considerable and mostly effective development and refinement of skills and the piece. • The explanation is clear and most points are explored in some detail. • A number of precise details are provided.
2	6–10	Reasonable response: <ul style="list-style-type: none"> • The explanations given in the Devising log evidence reasonable skills in creating and developing ideas to communicate meaning. • There is evidence of some meaningful development and refinement of skills and the piece. • The explanation is reasonably clear but some points are not explored. • A few precise details are provided.
1	1–5	Limited response: <ul style="list-style-type: none"> • The explanations given in the Devising log evidence limited skills in creating and developing ideas to communicate meaning. • There is evidence of little development and refinement of skills and the piece. • The explanation lacks clarity and depth. • Minimal detail is provided.
0	0	Nothing worthy of credit.