



# Cotswold Edge Sixth Form



<b>Subject:</b>	Drama @ BG	<b>Assessment Point 1 - Coursework</b>													
<b>Title of the project:</b>	Monologue and Performance Concept														
<b>Due date:</b>	First lesson September 2020														
<b>Learning skills and their place in the specification</b>	<p><b>Research, exploration:</b> Responding to plays imaginatively conveying ideas clearly</p> <p><b>Development, analysis, evaluation:</b> Working creatively to achieve dramatic intentions</p> <p><b>Rehearsal, performance:</b> Performance skills appropriate to the creation of drama</p>														
<b>Specification link</b>	<p><a href="https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessment%20a-level_drama_spec.pdf">https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessment%20a-level_drama_spec.pdf</a></p> <p>COMPONENT 2 – Text in Performance</p>														
<b>Tasks set</b>	To gain experience of preparing and performing a monologue, which will give you and your teachers a clear starting point for the course.														
<b>How this links to the exam specification</b>	COMPONENT 2 consists of the performance of a monologue to a visiting examiner, together with a 500 word Performance Concept.														
<b>How to complete the task:</b>	<p>In the first lesson of the new term, you will:</p> <ul style="list-style-type: none"> <li>• Perform a brief monologue, lasting about one minute.</li> <li>• Present a brief written account of how and why you chose this piece and how you went about rehearsing it.</li> </ul> <ol style="list-style-type: none"> <li>1. Start by choosing a play; it doesn't matter what play; it might be one you looked at for GCSE or it might be one you've heard about. (NOT a film or TV programme, though!).</li> <li>2. Read it through (or watch it, if you can – YouTube has loads)</li> <li>3. Select a speech delivered by one of the characters in the play, which must last about a minute.</li> <li>4. Decide what kind of person you think this character is and act out the monologue.</li> <li>5. Make sure you have learned the lines and have included some action as you perform it. Think about what the character is <i>doing</i> as they speak; who are they speaking to?</li> </ol> <p>For the second part of this task, you must write 300 words in which you explain</p> <ol style="list-style-type: none"> <li>1. What made you choose the play and the monologue.</li> <li>2. What you are seeking to show in your performance and how you are doing that.</li> </ol>														
<b>Resources or links</b>	<p><b><u>Some playwrights to look at in your search</u></b></p> <table border="0"> <tr> <td>Caryl Churchill</td> <td>Sophocles</td> <td>Bertolt Brecht</td> <td>Dario Fo</td> </tr> <tr> <td>Tom Stoppard</td> <td>John Godber</td> <td>Anton Chekov</td> <td>John Webster</td> </tr> <tr> <td>Tennessee Williams</td> <td>Henrik Ibsen</td> <td>Lorca</td> <td>August Strindberg</td> </tr> </table>			Caryl Churchill	Sophocles	Bertolt Brecht	Dario Fo	Tom Stoppard	John Godber	Anton Chekov	John Webster	Tennessee Williams	Henrik Ibsen	Lorca	August Strindberg
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	Moliere Dennis Potter Howard Brenton Alan Ayckbourn	Harold Pinter Peter Shaffer Samuel Beckett	Charlotte Keatley Alan Bennett Steven Berkoff Joe Orton	G. Bernard-Shaw Brain Friel William Shakespeare
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<b>Number of learning hours it will take to complete</b>	Minimum 10 hours Once you have chosen the play, read it, selected your monologue, it will take 2 or 3 hours to develop, learn and rehearse. The written Performance Concept should take another hour.			

## Additional work for you to be doing in preparation for Level 3 Study

Two very important elements of ALevel Drama are the Social, Cultural, Historical contexts (SCH) and the Live Theatre review – so start now on these to prepare you for the next 2 years!

### Social, Cultural and Historical Context

A really important element throughout the course is the Social, Cultural and Historical context of the plays and practitioners you will study. You need to know what was going on in the world at the time a play was being performed, as well as what the theatre-going public were used to and expected from their entertainment. You will be studying plays from Ancient Greece right through to the present day, so you really need to know how it all fits together.

You will find it really useful to **create a timeline or series of timeline** with some key names, events, etc, so you can place things in context throughout the course. You'll find lots of information with a simple Google – but, as always, make sure you read it carefully and understand it by taking notes (be very careful of Wiki!!) – you are bound to find all sorts of contradictions, rumours and half-truths; that's fine, because it will hopefully give you a list of questions to ask: note these down and send them to us for clarification.

Obviously, from the Greeks to now is a long time. You would therefore do well to focus on these particular periods:

- Ancient Greece – approximately 12<sup>th</sup> to 9<sup>th</sup> Century BC
- Elizabethan and Jacobean times 1560-1625 (why is it called Jacobean?)
- Restoration – 1660-1710
- Victorian Melodrama – 1837-1901
- Naturalism – 1870 onwards – this will cover Stanislavski and the works of Ibsen & Chekhov
- Theatre since 1919; Brecht; Artaud; Absurdism; Political theatre; National Theatre; RSC, etc

It's a good idea to include lots of images in this to help you picture it –

- Who was the King or Queen?
  - Which political party was in power?
  - How stable was the government?
  - How good was the economy?
  - What clothes and hairstyles were in fashion at the time?
  - What scientific discoveries were happening? (Shakespeare was writing at the time when new countries were being explored, for example; the Victorian's made all sorts of scientific discoveries)
  - What was happening in the other Arts – Music, Art, Dance, etc?
  - What was the style of Theatre? Where was it performed? By whom? How did they act?
- All these things had an impact on playwrights and other artists.

## **Live theatre review**

Another element of the written exam is a live theatre review. At this time, lots of theatre is being streamed for free online. National Theatre is streaming a play a week on their website and Andrew Lloyd Webber is also streaming his shows on youtube to name two. You should try to watch at least one piece of theatre a week. Keep a journal of what you have watched and make notes on the following points:

- Staging and set – how this is used and anything which stands out or is affective.
- Lighting and sound – again, try to pick out moments where this is used effectively to create mood and atmosphere.
- Costume and style – how can this be used to show time period and the style of the play.
- Acting skills – who are the best performers? How do they use acting skills (i.e voice and movement) to communicate their role to an audience.

You will also find that watching as much theatre as possible will give you more ideas and inspiration when you are required to devise your own theatre.