

A level Drama and Theatre Year 12 Revision

Exam Title	Topic Areas	Revision List
Component 1	Brecht (AO1 & AO2)	<ul style="list-style-type: none"> • Ensure a piece of theatre lasting 5 minutes per candidate is created using a well-known fairy story as the stimulus • Incorporate the ideas of Bertolt Brecht into the performance • Bring the story and it's themes up to date with an overwriting message for the audience • Complete the Brecht booklet with a clear detail of the life and influences of Brecht, and then analyse how you feel you have applied these to your final piece.
Component 2	SET TEXT Pre-1956: Hedda Gabler by Ibsen	<p><u>Social, historical and cultural</u></p> <p>Learners should study the social, historical and cultural elements as they develop an appreciation for the text</p> <p>For example:</p> <ul style="list-style-type: none"> • When was it written? • Why was it written? • Who was it written for? • Historic context • Events and social issues • Politics • Ethics • Cultural background and preoccupations <p><u>Two live theatre productions</u></p> <ul style="list-style-type: none"> • For Component 3, learners should draw influence from what they have seen to inform their understanding. They may use the same or different productions as those seen for Component 2. they may also be the text studied for Component 3. • Learners must be able to reference these productions when answering questions for Component 3. • Learners are advised to keep all notes on productions seen. <p><u>Interpretation of character:</u></p> <ul style="list-style-type: none"> • How the character has been interpreted by the actor and/or the director • What vocal/physical styles or techniques have been used • Motivation • Interaction • Relationship with the audience • Function of the character • Success of the performance of the character(s) <p><u>Vocal and physical performing skills including interaction</u></p> <ul style="list-style-type: none"> • Use of tone, pitch, intonation, pace, level • Use of body, body language, gesture, mannerisms • Interaction with other characters, proxemics • Relationship with the audience <p><u>Interpretation of design elements including:</u></p> <ul style="list-style-type: none"> • Sound: style, content, period, music, level, soundscape, underscore, audio-visual, atmosphere, success, relevance to piece • Lighting: Style, content, position, intensity, projection, audio-visual, specific details, specialist equipment, atmosphere, success, relevance to piece. • Set and props: Style, content, stage space, materials, levels, staging elements, furniture, specific props, atmosphere, success, relevance to piece

		<ul style="list-style-type: none">• Costume, hair and make-up Style(s), period, relevance to character, materials used, colour, whole costume plot, details e.g. wigs, accessories, personal props. <u>Recent/past productions:</u> Look into reviews of recent and past productions to get an idea of how it was staged and interpreted – keep a record of findings in notes.
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Students Should Be Able To:

Build time into the day to rehearse practical work and produce questionnaires to share with an audience in order to gain feedback

Create high quality revision materials using the booklets provided on each of the key assessment areas

Develop confident understanding of the set text with a clear vision of how a modern interpretation would look

Identify the clear differences between Dramatic Theatre and Epic Theatre and the overriding impact this should have on the audience.