



# **Year 11 in to 12 Transition Tasks**

A-Level Drama and Theatre Studies

**2022-2024**

# A Level Drama and Theatre Studies



## Specification at a glance...

YEAR 12					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to theatre practitioners	Component 1 - Devising original theatre.	Component 1 - Devising original theatre.	Component 1 - Devising original theatre.	Intro to Component 3 set text – The Machinal	Practical exploration of The Machinal
YEAR 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Two – performance preparation	Component Two – performance preparation.	Component 3 – preparing for written exam – Woyzeck and Machinal	Component 3 – preparing for written exam – Woyzeck and Machinal.	Component 3 – preparing for written exam – Woyzeck and Machinal	

## Transition Task 1:

Theatre practitioners are known as those who have shaped theatre throughout history. Every piece of theatre you see has a style it has been produced with a methodology in mind that will have stemmed from a famous practitioner. When you produce your devised work in Year 12 you will have to have a clear practitioner style in mind so that your work has a clear sense of shape and intent. So who are these people and what did they think and do?

## RESEARCH Task!

Using any sources at your disposal, compile some research on the theatre practitioners listed below and fill out the boxes:



# **RESEARCH TASK**

For each practitioner, complete the following tasks:

Konstantin Stanislavski

Bertolt Brecht

Antonin Artaud

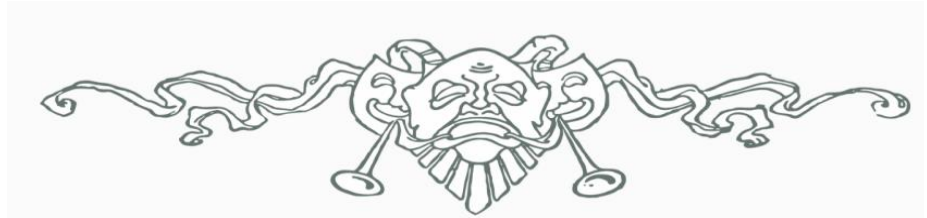
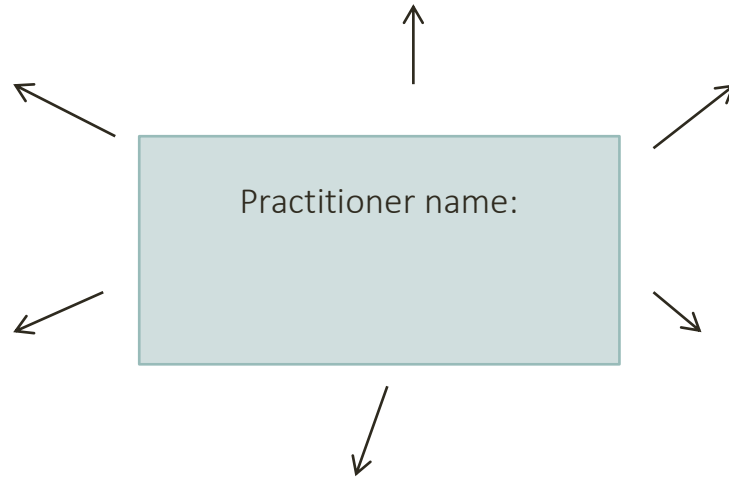
Frantic Assembly

Punchdrunk Theatre Company

1. Make notes on key dates, events and moments in their career.
2. Find and collect 4-5 images from the theatre practitioner's work. Arrange the photos into an interesting collage and annotate with words, phrases and quotes about the practitioner's work.
3. What did they want audiences to feel/think/do?
4. Find some links to examples of their style of work

## Based on your research...

Outline your favourite practitioner and create a mind map of the reasons why this style appeals to you:



## Transition Task 2:

For your Component One exam, you will have to create your own piece of original theatre based on an extract of text. You will read the whole play but then mind map all the ideas you have as a group based on **the extract only**. You will then create your own piece of original theatre with its own story, message and intention.

### **Creating Original Ideas!**

Read the extract below taken from a play called *Adult Child Dead Child* by Claire Dowie. Once you have read the extract, do a small bit of research to find out the synopsis of the whole play. Then, start to consider the ideas that the extract gives you to inspire a new and original story. You can highlight/annotate the extract, create a storyboard, mind map – present your ideas in whatever way you choose.

## Extract from Adult Child, dead child by Claire Dowie

When you're a child  
and you don't get any love, when there is no love  
when you get this feeling you that you can't explain  
this feeling that's inside you but you can't explain  
you don't know what it is, you can't say its lack of love  
because you don't have those words.  
you only have the feeling but you don't have those words  
those words that say nobody loves me. I am unloved  
all you have is the feeling  
and the feeling is an empty feeling, a hole in your stomach  
you feel this hole in your stomach that you can't explain  
because you don't have the words, only the feeling,  
the empty feeling  
and the feeling hurts, you feel hurt because you can't explain  
you feel hurt and frustrated that there is no love  
and you can't explain, you feel trapped in your feelings  
trapped in your feelings of hurt and frustration and lack of love  
lack of love that makes you hit out

### Transition Task 3:

For your Component Two exam, you will have to perform as part of an ensemble and also perform a monologue alone that lasts a minimum of two minutes. The performance must be contrasting in style, genre and the time in which they were written must be different also. Your monologue will, most likely be, a classical one by Shakespeare.

#### **Give a performance a go!**

Find a classical Shakespearian monologue that last a minimum of 2 minutes and complete the following tasks:

1. Compile some research so that you are clear about where the speech takes place within the whole play and what has happened to your character before this moment and what happens after.
2. Write down three intention your character has within this moment – this could be to make someone understand them, to seek revenge, to share their feelings of love with someone...
3. Create your own interpretation of the speech – you may wish to perform it with a modern context addressing a modern issue and setting it in a modern place. For example, we had student one year who performed Kate's speech from Taming of the Shrew as an Islamic women who was obeying the orders of her husband to highlight the inequality that can sometimes exist in some marriage within some cultures.
4. Rehearse your monologue, considering use of voice, movement and audience awareness.
5. Using different coloured highlighters, go through your monologue and identify moments where emotion or intent changes and mark this with a colour coded key. E.g. Blue= angry
6. Once you are happy with your performance, record it and send it to [chassani@birchwoodhigh.org.uk](mailto:chassani@birchwoodhigh.org.uk)

### Transition Task 3:

For your Component Three written exam, you will have to study two set texts: The Machinal by Sophie Treadwell and Woyzeck by George Buchner. We will study The Machinal from a practical perspective to enable you to understand how you would stage it, what creative decisions you would make and to develop your understanding of the collaborative process of making theatre move from the page to the stage. We will study Woyzeck as a whole text in light of a chosen theatre practitioner and develop an understanding of how this play would have been interpreted by the practitioner.

#### **Research Task!**

Compile some research that looks in to the collaborative process involved in creating a theatrical production. List all creative members that are involved. Create a flow diagram that shows how the people who have these roles may collaborate in order to make creative decisions and bring the play from the page to the stage.

Creative team:

FLOW DIAGRAM OF COLLABORATIVE PROCESS

Role	Responsibility

## Transition Task 4:

For your Component Three written exam, you will have to write a review of a live theatrical performance, we will go to see as many performances as we can and will choose one a group to write about in the exam. When watching theatrical performances you will need to be focusing on the use of set, lighting, space, costume, sound and how they impact upon the telling of the story or the message being conveyed.

In the exam there will be a quote such as: *“Theatre in the 21st century is out of touch with its audience”* and you will have to write an essay in response to this statement and relating to the production you have seen.

Below is a link to the current National Theatre production of Twelfth Night that is being streamed online on youtube for free!! Wow! Watch the performance and write a review in relation to the quote above. (Please note that this will be a **completely different experience** when you watch a performance as a live audience member when you begin your A-level experience.)

***‘Twelfth Night’ featuring Tamsin Greig at The National Theatre***

<https://www.youtube.com/watch?v=aig5ObghHS4>

*These productions are updating online every two weeks so if this has expired by the time you come to write this, then simple watch the performance that is available at that time!*

Below are some links to good examples of theatrical work to interest/inspire you or videos that are just informative! Enjoy! 😊

[https://www.youtube.com/watch?v=5PQpxi7h\\_rc&feature=youtu.be&app=desktop](https://www.youtube.com/watch?v=5PQpxi7h_rc&feature=youtu.be&app=desktop) – Gecko Theatre Co - ‘Time of your life’ performance

<https://www.youtube.com/watch?v=mIs7Op1DpKE> – Punchdrunk Theatre Company

<https://www.youtube.com/watch?v=vNVPumETpuA> – DV8 theatre – Can we talk about this?

[https://www.youtube.com/watch?v=9EHJ\\_BwctY](https://www.youtube.com/watch?v=9EHJ_BwctY) – Frantic Assembly – Things I know to be true

<https://www.youtube.com/watch?v=62-gYcO6jrY> – Brechtian approach to the character of Ophelia in Hamlet

[https://www.youtube.com/watch?v=O7Z\\_5JhmkTA](https://www.youtube.com/watch?v=O7Z_5JhmkTA) – Sarah Kane – Staging the Unstageable

[https://www.youtube.com/watch?v=DK\\_vZuLYHcw&t=389s](https://www.youtube.com/watch?v=DK_vZuLYHcw&t=389s) – Theatre of Cruelty crash course – Artaud

<https://www.youtube.com/watch?v=iB1fPZX5Zgk> - How Stanislavski Reinvented the Craft of Acting