

LaSWAP Drama and Theatre Summer Assignment

Your summer assignment must be submitted in the **first lesson for this subject in September**. The completion of this assignment is compulsory and we expect you to put every effort into completing it to the best of your ability. Failure to submit this assignment will jeopardise your place on this course.

Task: Visit the theatre to see a play and follow the guidance below to write an essay to evaluate and analyse the production.

1) Make detailed notes about the production, after you have watched it.

Below are the categories to organise your notes:

- What were the **director's intentions**? *What was the style / genre of the production and why (research if you are unsure about this)? What was the production trying to make the audience think about and / or feel?* It may help you to look the production up online, to get some clarity with this.
- Choose two **actors performances**: *How did they use a range of **characterisation skills** to communicate certain aspects of their characters, or to deliver certain moments.*
- Choose two **technical aspects** of the production and give examples of how these were used to help communicate the director's intentions or certain moods/atmospheres or moments. *'Technical' can mean: lighting, media / projections, sound, or other media-related resources.*
- Make notes on **staging, space and set**: *how were they used to communicate locations and context, create meaning and atmosphere, deliver the director's intentions and impact the audience?*
- Make notes on key **costume ideas and props**: *what was being communicated or represented, the use of symbolism, the time period or setting, characterisation?*

2) Using these notes, write an evaluative essay in response to this production answering the question:

Evaluate the success of the Director's intentions in the production you have seen.

Use the following guidance as paragraph guide to write your essay (please turn over):

1. Introduce the performance
2. Choose a key intention and:
 - Outline the intention
 - Give detailed evidence from a **specific key moment**
 - Analyse 2 or 3 of the **skills / aspects / elements** used and how they communicated meaning in this moment
 - Make a **critical judgement** about how successful this intention was met and **justify** why
3. Choose a second key moment and repeat
4. Choose a third key moment and repeat.
5. Conclude your ideas.

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Success Criteria: These grade descriptors are linked to assessment objectives for the full A-level but are adjusted to this point in the course. Therefore-the grade you achieve in this task means that if you continue working and learning at this level you will likely develop to this grade by the end of the course. It does not mean that the work you have produced for this task is equivalent to what would be expected in 2 years time.

Grade boundaries	
A 18-20	<ul style="list-style-type: none">• Confident and developed discussion; accurate, detailed with appropriate use of drama vocabulary.• Developed understanding and evaluation of how creative choices communicate meaning to an audience including the contribution of performance and design skills.
B 15-17	<ul style="list-style-type: none">• Clear and competent discussion; broadly accurate, detailed with some appropriate use of drama vocabulary.• Competent understanding and evaluation of how creative choices communicate meaning to an audience including the contribution of performance and design skills.
C 12-14	<ul style="list-style-type: none">• Mostly competent discussion; some inaccuracies, a range of key examples given with some accurate use of drama vocabulary.• Mostly competent evaluation of how creative choices communicate meaning to an audience including the contribution of performance and design skills.
D 9-11	<ul style="list-style-type: none">• Basic discussion; sometimes accurate, some examples given with some use of drama vocabulary.• Basic evaluation of how creative choices communicate meaning.
E 6-8	<ul style="list-style-type: none">• Limited discussion; regular inaccuracies, few examples given with some use of drama vocabulary.• Limited evaluation of how creative choices communicate meaning.