

Component 3: Responding to a Brief

| Developing ideas in response to a brief | | Selecting and developing skills and techniques | | | Contributing to a workshop performance | Objective. | Given Circumstances |
|--|---|--|--------|--------------|--|--|---|
| Discussion Target audience Performance space Planning and managing resources Running time Style of work | Starting points A theme: Concept such as distance or a key word such as discovery An issue: Social, health or safety issues A prop: an umbrella, an apple, a dustbin Time and place: a beach in winter, night time in a hospital, early morning in the park Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response | Skills and techniques of The individual performer e.g. vocal, physical The performers as a group e.g. comedy, improvisation. The style and/or genre of the work being created e.g. physical theatre. The influence of selected practitioners e.g. Brecht Appropriate skills for the target audience e.g. young children, the elderly. Taking part in skills development classes or workshops. Taking part in the rehearsal process, including individual preparation and group rehearsals. | | | Skills may include Vocal skills Physical skills Interpretative skills: e.g. showing time and place, presenting a character, creating humour or emotion. | The motivation for everything that a character does in a scene | The facts about the scenario or situation the character is in |
| The development of ideas Structure of the work Style and genre of the work Skills required Creative intentions | | | | | Demonstrating and sustaining in performance Energy Focus Concentration Commitment | I want to... In order to... For example I want to.....open the door In order to.....be thought well of to flatter to make angry to boast to whisper to explain to debate to make fun of to annoy to complain to frighten to control to whine to persuade to impress to be pitied to help to disrupt to embarrass another | I'm prevented by... Therefore I... For example I'm prevented by... someone opening the door Therefore I.... wait for someone else to open the door in a church at lunch in a maths class at break time a football game a party a restaurant at home at the beach on an activity holiday at a funeral at a film in hospital old people's home in a school play a war zone a car journey a chat show |
| Laban 8 Basic Efforts | | Time | Space | Weight | Drama Terms | | |
| Gliding | Sustained | Direct | Light | Inflection | | | |
| Pressing | Sustained | Direct | Strong | Intonation | | | |
| Floating | Sustained | Indirect | Light | Articulation | | | |
| Wringing | Sustained | Indirect | Strong | Vocal Colour | | | |
| Dabbing | Quick | Direct | Light | Emphasis | | | |
| Punching | Quick | Direct | Strong | Proxemics | | | |
| Flicking | Quick | Indirect | Light | Rapport | | | |
| Slashing | Quick | Indirect | Strong | Sub-text | | | |

