

# LIVE PERFORMANCE

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## A LEVEL DRAMA

In Component 3 [the written exam] you need to write about how live performance that you have seen has influenced and inspired you. Use the pages in this booklet to record your responses to the live performances that you have seen.

STUDENT NAME: \_\_\_\_\_

**TITLE OF PERFORMANCE [AND PLAYWRIGHT]:**

**NAME OF COMPANY:**

**VENUE AND DATE:**

**BREIF OUTLINE OF PLOT:**

**THEMES:**

Use this table to write a list of the main themes in the performance and give specific examples of how these themes were communicated to the audience

Theme	How it was communicated
Fate and destiny Humans have no control over their own lives	In the design there were always flowers on stage in varying stages of growth depending on the season. This was visual reference to the life cycle  The use of transitional music had a repetitive beat and was reminiscent of a clock or machine ticking connoting the endless passage of time and our inability to change course in live

**PERFORMANCE SPACE:**

Use this blank page to draw a stage diagram to show the type of stage used, entrances and exits, audience/performer relationship, use of levels on stage, scenery and design elements.



**ACTOR AND CHARACTER**

Use these boxes to record how the actors played the characters.

**Example:**

**Actor/Character:** Rosie

This character was about 18 years old. She was innocent and open minded. She was a caring and loving character.

In her opening monologue the actor used repetitive gestures of wringing her hands and folding her arms in an embrace around her body. This suggested vulnerability and insecurity.

She spoke quickly with a tone of excitement as if the experiences she was relating were recent and important to her. They had clearly had an emotional impact on the character and she wanted to share her stories.

**Actor/Character:**

Refer to things like:

- Movement
- Voice
- Character interpretation.
- What impact did they have on the audience?
- How effective was this character in the whole piece?

**Actor/Character:**

**DESIGN ELEMENTS**

Refer to the following to discuss how design was used to communicate signs and symbols to the audience [SEMIOTICS]:

- Lighting
- Costume and make up
- Stage design
- Scenery
- Projection
- Music and sound
- Props

Design element	Meaning
The stage is black apart from a single spotlight lighting the character of Rosie. The use of side lighting means actors immediately behind Rosie can't be seen. When the actors reach out to put their arms around Rosie we can only see their arms and not the rest of their bodies	In Rosie's monologue she describes a traumatic event and explains that she longs for her family and home. The appearance of the arms embracing and caressing her represent the 'pull' of her family and home and the love she longs for and can feel while so far away from them. This image on stage communicates the strength of the bond her family have.

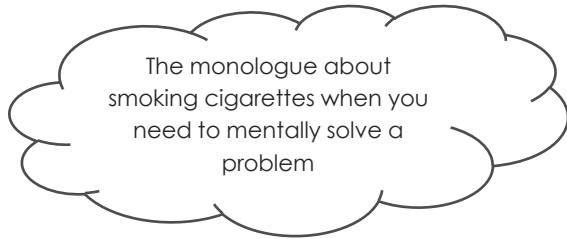
**How have you been inspired/influenced?**

Describe what inspired you	Explain why
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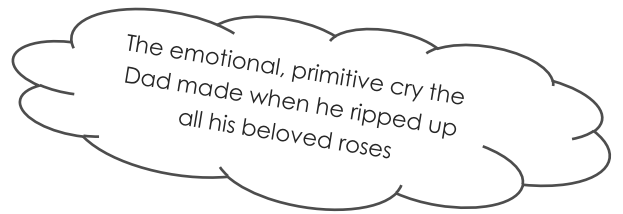
<p>To create the numerous scenes that happen inside the family home [kitchen/dining room], chairs were slid onstage from the wings to arrive in the position and at the right time for an onstage actor to sit on it to create the new setting required.</p>	<p>It was effective because the transitions between scenes were pacy and set changes were minimized. The idea of furniture and a setting being created around an actor who continues to speak the lines of the scene oblivious to the set change linked to the theme of existentialism - as humans we have little or no control, the world continues regardless of our personal actions. In my work scene changes can sometimes be dull and time consuming. This opened my eyes to how to make transitions more exciting and incorporated into the performance.</p>

**Things I want to Remember**

Fill this page with moments from the play you really liked



The monologue about  
smoking cigarettes when you  
need to mentally solve a  
problem



The emotional, primitive cry the  
Dad made when he ripped up  
all his beloved roses

## **Additional Pages**

Use these for more diagrams, notes about anything else you have not had space for elsewhere in the booklet.

You might refer to style, practitioners, historical context, use of language and structure.

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**This booklet has been checked by:**

**[Member of staff]**