

Component 1 section C

Live Theatre Review

Box Clever:

Macbeth

# Exam strategy

**Section A**  
**4 marks**

**4 x multiple choice questions**

**Total time: 4 minutes**

**Section B (Blood Brothers)**  
**44 marks**

Question 1: 5 minutes

Question 2: 10 minutes

Question 3: 15 minutes

Question 4: 25 minutes

46 minutes

**Section C (Evaluation of Live Theatre)**  
**32 marks**

**Total time**

1 hours & 45 minutes

**Total marks 80**



**BOX CLEVER!**

# Section C: Live theatre review

## THE QUESTION

**Drawing together all of the three previous lessons, use today's resources to answer the below question in response to the piece**

Describe how one or more actors in a particular scene or section used their vocal and physical acting skills to create convincing characters. Analyse and evaluate how successful they were in communicating their character to the audience. You should make reference to:

- The use of voice
- Physical skills

The actors' use of space.

**Wording of the exam question – could it change?**

'in relation to the creation of tension / comedy'

Or

'How is the creation of mood and atmosphere on stage conveyed through physical, vocal and spatial skills?'

Watch the extract back

19<sup>th</sup> March 2018, Box Clever Theatre, Macbeth



# Clip boards: Note taking

Live Theatre Production

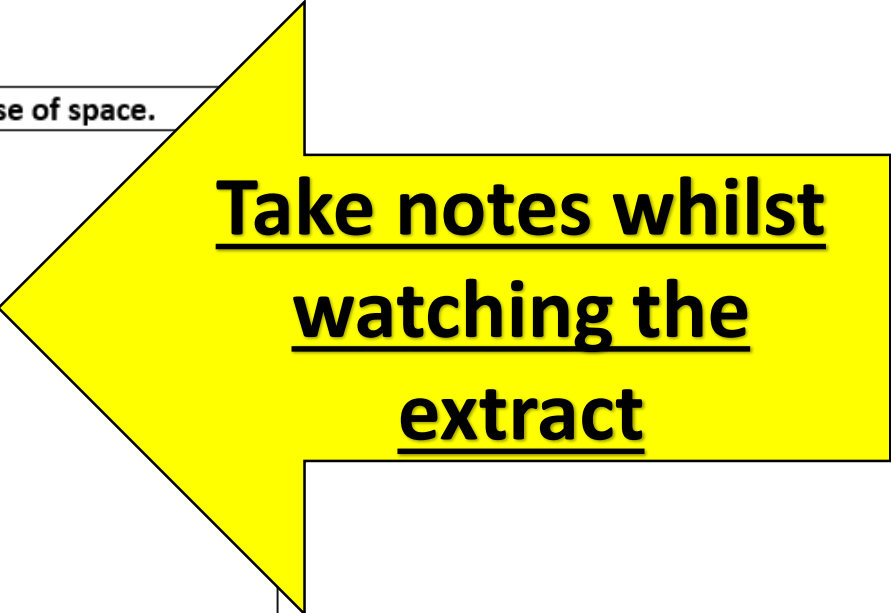
Spring Term 2018

AQA GCSE Drama: Component 1, Understanding Drama, Section (C)

Describe how one or more of the actors in a particular scene or section used their vocal and physical acting skills to create convincing characters. Analyse and evaluate how successful they were in communicating their character to the audience.

NAME:

• the use of voice	• physical skills	• <u>the actors'</u> use of space.



**Take notes whilst**  
**watching the**  
**extract**

# Preparation tasks

## Task 1:

Watch the extract

## Task 2:

Read through your written evaluation sheets

## Task 3:

Evaluation of an actors performance questions (see resource sheet)

## Task 4:

Using the resource – complete a vocal skills profile on the character of Macbeth.

## Task 5:

Using the resource – complete a physical interpretation profile on the character of Macbeth.

# Section C: Introducing the Live Theatre review

## LEARN THIS INTRO:

On March the 19th 2018 we watched a performance of Macbeth by Box Clever Theatre Company. The performance took place at Carshalton Boys Sports College. In the performance the actors effectively used their vocal and physical acting skills to successfully communicate a number of characters and key themes of the play to the audience. In this essay I will focus on the opening scene of the performance and analyse and evaluate how successful the actors were in the creation of their characterizations.

## Quotes: A selection to chose from

“Someone’s having a laugh aren't they?”

“You? King? Give over!”

“Allow it”

“Hail thane of Cawdor”

“Winner of Scotland’s got talent”

‘When shall we three meet again...?’



# SPACE

• **ALWAYS** discuss the following keywords:

- PROXEMICS
- LEVELS
- CHOREOGRAPHY
- KINESTHETIC
- SPATIAL RELATIONSHIP
- STAGING



# VOICE

**ALWAYS** discuss the following keywords:

- Volume
- Accent
- Pitch
- Timing/pace
- Intonation (delivery of lines)
- Phrasing
- Emotional range



**boX clever**

# PHYSICAL SKILLS

• **ALWAYS** discuss the following keywords when describing :

## Body language

- Mannerisms
- Posture
- Gesture
- Facial expressions

• **ALWAYS** discuss the following keywords when describing:

## Facial expressions

- Emotion
- Eyes
- Eyebrows
- Mouth



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# Using the correct language / terminology for section C

See attached google drive document – it is the content of this slide (but more accessible 😊)

## Drama keywords

Actor, Appropriate, Atmosphere, Audience, Believable, Character, Creativity, Dialogue, Effect, Emphasize,, Genre, Impact, Improvisation, Interaction, Interpretation, Monologue, Non-Naturalistic, Original, Performance, Piece, Physical, Rehearsal, Scene, Status, Tension, Tone.



## Voice

pitch	High, Low, Squeaky, Husky, Deep, Whiny, Croaky, Brittle, Grating, Gravelly.
pace	Fast, Slow, Halting, Abrupt, Stuttering, Stilted, Hesitant, Controlled.
volume	Soft, Quiet, Loud, Whisper, Shout.
tone	Harsh, Gentle, Sarcastic, Forceful, Firm, Trusting, Derogatory, Cold, Angry, Persuasive, Authoritative, Proud, Assertive, Submissive, Sly, Abrasive, Quivery, Warm, Cheeky, Anxious, Seductive, Enthusiastic, Timid, Assured, Cautious, Fierce, Fond, Nervous, Joking, Sensitive.
accent	Liverpudlian, Northern, West country, Cockney, Upper Class British, Scottish, Irish, Australian, American.

## Facial expressions

emotion	Happy, Cheerful, Upset, Hurt, Eager, Anxious, Untrusting, Fearful, Rejected, Smug, Defiant, Distressed, Thoughtful, Sly, Seductive, Distraught, Spiteful, Aggressive, Friendly .
eyes	Wide, Glaring, Squinting, Teary, Hopeful, Suspicious, Tightly Shut.
eyebrows	Raised, Lowered, Furrowed, Inquisitive, Frown.
mouth	Opened, Jaw-dropped, Closed, Smile, Quivering, Lip-biting, Pursed Lips Clenched.

## Body language

posture	Upright, Slouched, Relaxed, Grotesque.
gesture	Clenched Fists, Pointing, Open handed, Closed, Strong, Measured, Hesitant, Energetic.
gait	Rapid, Sluggish, Gentle, Smooth, Direct, Rushed, Purposeful, Hasty.
mannerism	Twitchy, Decisive, Indecisive, Formal, Jerky, Secretive, Wild, Controlled, Dismissive, Aggressive, Nervous, Informal.

# Using the correct language / terminology for section C

See attached google drive document – it is the content of this slide (but more accessible 😊)

Impact	
Atmosphere	Tense, Dangerous, Intriguing, Awe, Amazement, Anticipation, Surprising, Shocking, Awareness of Society, Comic, Pathos.
Audience response	Applause, Laughter, Sympathy, Anger, Disappointment, Anti-climax, Amusement, Admiration, Distaste, Contempt, Delight, Horror, Empathy, Irritation.
Believability	Natural, Believable, Realistic, Exaggerated,

Sentence starters	
explanation	This impact of this was..... This had the effect on the audience of... This really showed... This made my character more believable because... This showed the audience that... This added to the appropriate mood / atmosphere because... This was effective because... The effect of this on the final performance was... This really worked because... I feel this was effective because...
development	Therefore... In addition... Furthermore... Consequently... As a result from this... However...



## Section C AO3 (12 marks)

Band	Marks	Descriptors
4	10-12	<b>Excellent</b> description: <ul style="list-style-type: none"><li>• The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed</li><li>• The range of theatrical skills referenced is extensive and entirely appropriate to the focus of the question</li><li>• The description of how skills were used is exact, well-developed and supported throughout with precise details.</li></ul>
3	7-9	<b>Good</b> description: <ul style="list-style-type: none"><li>• The response demonstrates a good knowledge and understanding of how drama and theatre is developed and performed</li><li>• The range of theatrical skills referenced is wide, with a good degree of appropriateness to the focus of the question</li><li>• The description of how skills were used is clear, developed, secure and supported by a number of precise details.</li></ul>
2	4-6	<b>Reasonable</b> description: <ul style="list-style-type: none"><li>• The response demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed</li><li>• The range of theatrical skills referenced is fair, with some relevance to the focus of the question</li><li>• The description of how skills were used is reasonably clear, mostly sound and supported by a few precise details.</li></ul>
1	1–3	<b>Limited</b> description: <ul style="list-style-type: none"><li>• The response demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed</li><li>• The range of theatrical skills referenced is narrow and may lack appropriateness to the focus of the question</li><li>• The description of how skills were used demonstrates under-developed knowledge, may lack clarity and is supported by minimal detail.</li></ul>

## Section C AO4 (20 marks)

Band	Marks	Descriptors
4	16-20	<b>Excellent</b> analysis and evaluation: <ul style="list-style-type: none"><li>• The response demonstrates highly developed skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis)</li><li>• The response demonstrates highly developed skills in assessing the merit of approaches and formulating judgements (evaluation)</li><li>• The response is critical and insightful</li><li>• The points made are fully explored and supported with thorough exemplification.</li></ul>
3	11-15	<b>Good</b> analysis and evaluation: <ul style="list-style-type: none"><li>• The response demonstrates developed and secure skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis)</li><li>• The response demonstrates developed and secure skills in assessing the merit of approaches and formulating judgements (evaluation)</li><li>• The response is developed and clear</li><li>• The points made are explored and supported with a number of examples.</li></ul>
2	6-10	<b>Reasonable</b> analysis and evaluation: <ul style="list-style-type: none"><li>• The response demonstrates some developing skill in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis)</li><li>• The response demonstrates some developing skill in assessing the merit of approaches and formulating judgements (evaluation)</li><li>• The response is reasonably clear but at points relies on description</li><li>• The points made are sound but may not be explored or supported.</li></ul>
1	1-5	<b>Limited</b> analysis and evaluation: <ul style="list-style-type: none"><li>• The response demonstrates under-developed skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis)</li><li>• The response demonstrates under-developed skills in assessing the merit of approaches and formulating judgements (evaluation)</li><li>• The response is mostly descriptive and lacks exemplification.</li></ul>