

# THE DEVISING PORTFOLIO: all you need to know!

## What do I have to do?

Create a piece of work that shows the journey you went on from the first ideas to the final performance.

Your teacher is not allowed to help you.

You must be able to show that you can:

- Take on challenges and risks and not just stick to familiar ideas
- Work both independently and with your group to solve problems and find solutions
- Use different performance styles
- Explain why your choice of performance style is the best one
- That you understand why the great moments work
- Apply the theory you have learned and explain how you have turned this into practical work
- Use constructive criticism to improve your work

## How do I create the portfolio?

Lots of choices!

• 20 sides A4 which may include: notes, sketches, diagrams, scripts, storyboards, photographs and annotations

OR

• 12 minutes of recorded presentation which may include: video diary/video blogs, recording of performance activities created through the devised performance and slides/titles with audio commentary

OR

• 2000 words of continuous prose.

OR

- a mixture of the above!

## Does it have to be typed?

No, but you can choose to type it. You can have a mixture of typing and handwriting.

Handwriting is best for annotation and drawings. Typing is best for long written bits

## Does it have to be 'neat'?

It has to be legible! But you can do sketches, notes, mind maps, annotated photos or use any other way of getting your ideas across. Don't worry about making it look pretty. Neat is important, pretty is not.



★ **How do I know what to include?**

★ CHECKLIST- YOU MUST MAKE SURE YOU HAVE AT LEAST TWO, AND PREFERABLY THREE, OF EACH CATEGORY. YOU MAY WISH TO TOUCH ON THEM ALL IN SOME WAY!	★ First draft	★ Final draft
★ <b>SECTION ONE: RESEARCH AND INITIAL IDEAS</b>		
★ Developing initial ideas		
★ • Personal response to the stimulus		
★ • Initial brainstorm/ mind map/ ideas		
★ • Research into the context of the stimulus		
★ • Improvised scenes		
★ • Aim of the piece		
★ • Lightbulb moments		
★ • Explain how research has impacted your intentions		
★ <b>SECTION TWO: CREATING, DEVELOPING AND ANALYSING DRAMA</b>		
★ Developing character		
★ • Role on the wall		
★ • Hot seating		
★ • Character list with multi-role/ gestures opportunities marked		
★ • Character 'biography' showing the 'given circumstances'		
★ • Character analysis using the 'magic if'		
★ Developing genre, plot, structure and performance style		
★ • Scene by scene plot summary		
★ • Using role play		
★ • Brainstorm of the key elements needed in the structure		
★ • Storyboard		
★ • Identification of genre with examples and explanation		
★ • Rehearsal of how the piece will be developed		
★ • Choice of staging		
★ • Use of devices: still image, thought tracking, slow motion, flash back/ forward, sound tracking, physical theatre, breaking the fourth wall, narration to audience		
★ • Design: lighting / costume / sound / set		
★ • Influences from other plays seen		
★ • Explain changes made with reference to your artistic intention & impact on audience		
★ Refining ideas		
★ • Reflection on what has worked and what needs improvement so intentions are clear		
★ • Forum theatre		
★ • Take on board comments made from people watching your work and show that you have made changes as a result		
★ • Showing how the social, historical and cultural context influences your piece		
★ • Lightbulb moments		
★ <b>SECTION 3: EVALUATION OF FINAL PIECE</b>		
★ • Analyse why the successful moments worked so well. How do you know?		
★ • Analyses why some things didn't go as planned		
★ • Did you achieve your aims?		
★ • Did your audience respond as you expected?		
★ • Would you like to have changed anything?		

★ THIS LIST COULD HAVE OTHER IDEAS ON IT, YOU CAN INLCUDE ANYTHING IN YOUR PORTFOLIO THAT SHOWS HOW YOU GOT FROM THE FIRST IDEAS TO THE END PERFORMANCE.

