**WHAT DOES A DESIGNER DO?**

The designer works with the director to realise their visual interpretation of the play. You will need to ask specific questions and then find a way to communicate your answers either visually or aurally depending on your chosen skill.

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| Context |  | When is the play set, and how will you communicate this context to the audience? |
| Social Context |  | What will your design communicate to the audience about the character’s class and social standing? |
| The space |  | What is the layout of your performance space and how will this affect your design decisions? |
| The genre |  | What is the genre (the type of play) of the text you are working on and what elements does this mean you must include? |
| Theme and Ideas |  | What are the central themes and ideas in this play? Have you agreed these with your director and cast? How will you reflect these ideas and themes in your design work? |
| Mood and Atmosphere |  | Design creates mood and atmosphere. What mood and atmosphere does the play text need and what mood and atmosphere does your director require? |
| Practitioner |  | What practitioner’s techniques will the play use and how will this affect your design decisions? |

You then need to decide what style your design will take:

**NATURALISTIC**

Attempting to create a realism in your design. Making the design look true to life, accurate and believable.

**SYMBOLIC**

Attempting to reflect the meaning and the ideas rather than trying to create accuracy

**MINIMALIST**

An empty space that only has the essential design items necessary – but think, does this really show your skills as a designer?

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| What is required of you | Tick if you think you have completed this |
| **You are required to work collaboratively with all other group members** | |
| Have you discussed your ideas with your director? |  |
| Have you discussed your ideas with the cast? |  |
| **You are required to take advice, guidance and direction from the teacher** | |
| Your design must work for the whole production, and your teacher as director will have an over-view of this. Your design must enhance, must work with, the performance not work against it. Have you taken advice from your teacher / director? |  |
| **You are required to communicate your chosen skill to an audience and to the examiner** | |
| Have you agreed with your director and your actors on the key themes and ideas that the production is attempting to communicate? |  |
| Have you found ways to reflect these key themes and ideas in your design? |  |
| Have you included research ideas about these key themes in your written evidence? |  |
| Have you completed a mood board to further explore these key themes and ideas? |  |
| **Give a presentation of 10 minutes to the examiner** | |
| Have you prepared all your research and support notes and presented them in a folder or on paper or card? |  |
| Have you thought about preparing a powerpoint presentation to accompany your talk with the examiner? This will also show off your ICT skills. |  |
| In your presentation do you show the examiner some lighting states, or play some sound effects or show some costumes or props? |  |
| Have you rehearsed your presentation? |  |
| Do you include in your presentation ideas that you had and that you then rejected? |  |
| Have you told the examiner key areas of your design that you wish them to focus on as they watch the performance? |  |

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| **THE PRESENTATION – 10mins** |

**Practitioners have a chance to present to the examiner their ideas and their process.**

**Practitioners must rehearse the presentation, film it and then watch it back just like the performers should.**

**Using a power-point presentation will keep you focused and will make the work look professional and organised. Having the portfolio and supporting notes laid out makes it easier for the examiner to see. The aim is to tell the examiner key areas of your design that they want them to focus on during the performance and the academic research underpinning this work. The examiner will also want to hear about how you experimented with ideas, tried things out in rehearsal – and worked alongside your company supporting them, and developing their artistic ideas.**

You will be marked under four separate grade criteria headings for this:

* Justification of design decisions

Their design must fit the context of the performance

The examiner will see this in the presentation and in performance

Does the design support the form and the genre of the production?

* Documentation

The examiner will look at all the written support material. Make sure the student draws their attention to all the work in the presentation. Make sure they reference the documentation.

There has to be some high quality design work here. Remember, different skills ask for different documentary material. Make sure students know what they have to produce - produce that and then produce more.

* Realisation of Design

Essentially students need to design to an outstanding standard and then fulfil that design to an outstanding standard.

* Communication of Design in Performance

Their design must support the key themes and ideas of the production. It must be clear that direction, design, performance are all working together to support the director’s concept for this production.

The design must increase the quality of the performance. Without the students design the performance would be weaker.

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| **Outline Presentation** |
| One outline could be:   * Introduce the play and the key themes and ideas that you have chosen to focus on. * Show your research into these themes and ideas – an academic underpinning. * Discuss your theatre space and the impact that had on your design. * Discuss the givens from the text and the production – the facts that you couldn’t argue with and had to support in your design, this will include for example, the setting, the location, the time of day. * Outline and explain all your design ideas * Discuss your choices - what didn’t make it into production and explain why. * Discuss experimentation, working alongside the company – what went along the way and what stayed – all justified and explained * Show off your design, bybringing in examples of your final design work – grids, plots, costumes etc * Finish by telling the examiner the overall effect you are hoping to achieve with your design. |