

PERFORMANCE LOG FOR THE DEVELOPMENT PROCESS

Learning Aim D

Date of workshops / rehearsals:	Session 1 (21/03/17): Session 2 (22/03/17): Session 3 (24/03/17): Session 4 (28/03/17): Session 5 (29/03/17): Session 6 (31/03/17):
The focus of the workshops / rehearsals:	Session 1 (21/03/17): page 7-“Thank you” page 8 Session 2 (22/03/17):“okay, so” page 8- “no thigh” page 9 Session 3 (24/03/17): Top of page 10 – “thank you” on page 11 Session 4 (28/03/17):“It’s the 9 th of November ...” page 11- why? Section Session 5 (29/03/17): why? Section Page 12- “I don’t like it” page 16 Session 6 (31/03/17): from footsteps on page 16- top of page 18

APPLICATION OF SKILLS. EVALUATION OF STRENGTHS														
	Used	+	=	-		Used	+	=	-		Used	+	=	-
1.Improvising	x		x		8.Writing					15.Choreographing	x		x	
2.Devising	x		x		9.Composing	x		x		16.Directing	x		x	
3.Facilitating	x		x		10.Musicality	x		x		17.Voice	x			x
4.Movement					11.Preparation	x	x			18.Use of props				
5.Commitment	x		x		12.Attendance	x	x			19.Reh. Discipline	x		x	
6.Responding	x		x		13.Receiving	x		x		20.Indepen. Work	x		x	
7.Collaborative	x	x			14.Review	x		x		21.Select/Reject	x		x	

AWARENESS OF SAFE PRACTICE			
Correct Attire	x	Clear Work Space	x
Hydration	x	Warm-Up / Warm Down	
Awareness of electrical equipment	x	Awareness of evacuation procedures	

STRENGTHS OF SELF	<p>I believe my ability in my skill of preparation for each of the lessons has really improved. I believe being prepared such as having my script, correct attire and having the work completed. I believe it allowed me to gain the most progress and I was able to achieve the best out of my rehearsals. Having a clear mind also allowed me to then plan for the next session and be organised, therefore I made sure when I came into lessons all other thoughts were left at the door.</p>
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<p>STRENGTHS OF OTHERS</p>	<p>I believe as a group we have improved at our ability to direct. We found at the start of through process that it was hard for us to make any progress as no one was willing to take charge however I believe we have now improved as the person who is narrating tends to take charge and direct. This progress allowed us to make more progress in our rehearsals. In addition, we improved because we have found way to naturally discuss and then if we can't take control we nominated someone to choose the outcome.</p>
<p>WEAKNESSES OF SELF</p>	<p>I believe I struggled to use the skill of voice as because we were focusing on covering so much ground that we didn't get much time to start to add in detail. In addition, because this is a performance where we are going to be addressing the audience, therefore I need to improve the tone and variety in my voice to keep the audience entertained and included. It may help me improve my skill in voice if I focus myself on voice outside of the rehearsals so then I can incorporate it when we work throughout these section, I am aware as well that the more you practise with your voice the more variation and character will come out in the performance.</p>
<p>WEAKNESSES OF OTHERS</p>	<p>I believe as a group we struggle to collaborate ideas, this is because our group is spilt into people who would lie to focus on acting compared to people who would like to include singing and dance. I believe as a group we need to find ideas to collaborate both ideas and find ways to included everyone's ideas and try out both of the ideas and see if they work. In addition, we need to understand their needs to be a variation within the so we need to be able to combine them both and see where it is most suitable for each style.</p>
<p>Improvements and actions required at this stage to develop the piece</p>	<p>I believe to improve in my skill in voice I need to focus in my own time on developing a voice, which will be suitable for the audience I am going to be performing to. My voice needs to be inclusive and energetic to ensure that the audience are engaged. Furthermore, due to the multi role play I need to find distinctive vocal characteristics so the audience can determine what character I am play, this is important because for the audience to be able to fully energy they must be able to connect with the storyline. In addition, we need to be clear on who is directing each scene so we can make the most progress and ensure we are on time. Therefore, we must check the project schedule and see who is assigned for the tasks before the</p>

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	<p>lesson begins. This will allow us to be prepared for each lesson and we will limit the time we waste trying to sort out the tasks.</p>
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<p>Explain: What you did in each session (Link to skills)</p>	<p>Session 1 (21/03/17): We began the session by going through all of the music within the script. We discussed which type of music we should use, including incorporating different type of genres such as rap and grime. We tried out a number of different genres and songs In the first section to find out whether they would work in our performance. We created a list of possible songs. We decided that the genre we were going to use was jazz with the song Carole king and Way Over Yonder. We also discussed our staging and the props we were going to use throughout our performance. For example we decided that we are going to perform In The Round, as we believe it would allow us to have the best audience participation and be most engaging. In addition, we decided that in the centre would be trolley with pieces of paper with the list written on them and then bin bags in the isles with more pieces of paper. It was also discussed that through the performance we would go around and hand out the pieces of paper such as in transitions to show the break up. We then began to work on the script we decided that the main purpose for the first section was to set the scene of the performance. We decided that Miles would be the main narrator and director of this scene. We decided that when listing some of the different things he would be reading of the initial list which would be found in the trolley in the centre and that the scene would begin with music which would be either Carole king and Way Over Yonder. During the audience participation, we decided that we were going to add a bit of comedy by putting a coat on the participants chair and then asking for it when they're involved in the scene.</p> <p>Session 2 (22/03/17): We started the next section with Harvey as the narrator. Firstly, we decided to carry on the tone of comedy, when using the coat as the "dog" we thought during the scene we would get them to stroke the dog. We the decided that we were going to find better ways to take part in transitions. We looked at using physical theatre techniques such as a 'Round by Through' however we decided to do a transition which involved a Tiegan throwing a pen and Harvey catching it. When we were rehearsing, we found a problem which was the fact Harvey was unbale to correctly say "pentobarbital. We considered changing narrator at that point however we decided that we could carry on with the comedy and have Tiegan come on and say the wok and get Harvey to repeat it several times.</p> <p>Session 3 (24/03/17): We started the next section by having a discussion about what we were going to aim the next sections towards. We decided that we would change the atmosphere and make it calmer and instead show the pain of the narrator. As we worked through the script we found way to include the audience as we want to have the audience involved as much as possible. For example, we decided in the 30 seconds where we are waiting for the injection to work we would give a member of the audience a stopwatch and get them to</p>
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	<p>tell us when the time is over. We then decided a good transition would be for Skye to then put on the coat and walk off stage.</p> <p>Session 4 (28/03/17): We begun the lesson in a better mindset as we had planned out the scenes we wanted to do within the next couple of lessons. This would allow us to make the best progress. It was my time to narrate and it was decided that this section would include some movement as everything so far had been focused on acting alone. We started to block the movement around me when I am stood in the trolley. We used a variation of dynamics fluid and bold movements. We were also able to achieve our aim and also able to show the emotions of the characters by having noticeable eye contact between myself and my father. We also decided to include a lift in the movement section to enhance the lines “fight or flight”. Furthermore, we decided to conclude this physical theatre section by using music to reflect the sound of the radio and just have myself perched on the side of the trolley.</p> <p>Session 5 (29/03/17): When initially reading through this section we found it particularly hard to imagine what to do. this sis because this section is repetitive and some parts are dragged out, which went against all of the precise fast pace work we had devised. We decided that we were going to cut out some of the lines that we thought weren’t needed. we also decided because it was such a long scene we would have to spilt it up and have a continues movement which would not be boring, we decide that we were going to ask the audience member laying the child to sit in the trolley when the person playing the dad would push them around. we also wanted to add some humour at the end of the scene as it had been quite intense.</p> <p>Session 6 (31/03/17): We started the lesson with the change in narrator to Skye. We decided that we wanted to get the whole group involved in this section and add some humour and physical theatre. We started the section with a couple of us in the middle then one by one while Skye was narrating we joined in and followed in a line behind. We wanted it to look as if we were copying the person in front of us (the father) and we pretended to be childish. We then all bumped into each other when Harvey stopped. This added humour to the piece. We then decided that we would add some physical theatre and set the scene. we all left the stage and Tanya sat in the middle pretending as if she was sitting up against the door. She then gets up as if she is going downstairs and we used the technique of round-by-through to show the movements downstairs. She then sat in the middle reading each of the items of the lists and one person at a time walks in and says each of the items. My line was humorous “peeing in the sea and nobody know” it was my job to make it funny.</p>
<p>Personal Views and Feelings (can split this into sessions or compile as a whole)</p>	<p>Session 1 (21/03/17): I felt pretty optimistic when beginning the process and I felt that I had a lot to offer, however I did find in the rehearsals that it took us a lot of time to make progress as we spent a lot of time discussing reasons and not trying them out.</p> <p>Session 2 (22/03/17): I found in this lesson we did not make much progress</p>

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	<p>because we spent a lot of time talking about ideas and not actually trying out he idea. I felt this lesson lacked energy and people were unable to come to a conclusion and make progress.</p> <p>Session 3 (24/03/17): I think in this lesson again although we had a sim to achieve which would be to have a change in atmosphere and tone it took us a while to establish a way we could do this without it becoming to unrealistic therefore we spent a lot of time once again on one section.</p> <p>Session 4 (28/03/17): I felt in this session we had lots of focus and we were able to think outside of the box and move away from the pattern we had fallen into. I particularly found this section very exciting as we were able to try out lots of different physical theatre options and therefore we were able to find the best option for us, however we did spend a lot of time on this scene and we need to get better at time management.</p> <p>Session 5 (29/03/17): Overall I think we made great progress in these lessons and we were able to think of ways successfully to keep long section interesting we also managed to keep the pace up throughout the section which uplifted the atmosphere. To improve I think we need to find ways of adding of physical theatre transition to keep it interesting.</p> <p>Session 6 (31/03/17): I felt that this session was successful in achieving our goals however as a group we di begin to argue and not listen to each other's ideas. It's important that we ensure that this does not happen again as it caused a lot of tension and mean that we weren't able to develop our ideas fully.</p>
<p>Analyse Evaluate: Why did you complete this work? (Evaluate skills)</p>	<p>Session 1 (21/03/17): When we discussed the music, we should use in our performance it was suggested that we might use music which is relevant to the target audience, we are referring to such as grime and rap. However, we felt that although it may engage the audience for a short amount of time it may become comical and take the focus from the sentimental start, in addition we needed music that would help build up the atmosphere and compliment the piece and this was not the case of these genres of music. We also wanted the target audience to come away having experienced something unique and different from what they encounter everyday therefore by using a genre, which isn't as popular in today's society, it may achieve our goals. One possible genre we discussed was Jazz this would be effective as it ties closely to the piece as there is references in the piece. We decided the setting of the performance would be In the Round, this is important as it allows us to have visual image of what we are going to perform in therefore work on our use of space. We felt that In the Round would be most effective, as it would be most inclusive and allow us to connect with the audience the best. Furthermore, by having it in the round you can break down the fourth wall by going into between aisles and speaking to them directly this links closely to community theatre as well as being successful in audience participation. It is important as performers that we are able to plan each session to allow us to make progress and be able to produce detailed work. We decided the aim of this section of text would be to set the scene and explain the context behind our performance this is because we decided that the fact we were using so much audience participation it</p>

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would be key as the audience would know the tone and background of the piece and therefore being able to react correctly. The reason we chose to have music at the start of the scene was to focus the audience and allow them to question the emotions and atmosphere behind the chosen song, it also complimented the beginning of the text as it set a calm but sad atmosphere. We decided in the scene that we were going to add in some comedy to change the atmosphere and to allow the audience to feel more involved and connect because it was something they could react to. In addition, we believed that our target age of teenagers would react well of comedy and find the humour engaging and we wanted to ensure our first scene was engaging.

Session 2 (22/03/17): We decided that it would be a good idea to carry on the theme of comedy because it would contrast on the darkness later on in the play. We decided that if we made the play to intense throughout people may use concertation and it may not appeal to everyone, so we thought we needed to contrast the atmosphere. I believe this was a successful decision because I think that not all of the audience especially because our target audience may be not used to theatre will react well to too much of an intense atmosphere as it may make the feel on edge and result in them not being able to engage as well. in addition, it is a known fact that teenagers are involved with comedy more so may find comedic elements more engaging. The idea of some of the audience member stroking the dog is to also help the audience connect with it making the death more hard-hitting. We then decided to focus on transition we could use throughout our performance. I was suggested that we would involve the pen, finding ways to use the props to transition will make it more fast moving and energetic. When we faced the problem of Harvey not being able to say a particular word and it was difficult to change the narrator as it was in the middle in the scene, as we kept rehearsing the scene it became funny so we decided that we were going to have the struggle of Harvey saying the word and Tiegan come on and correct Harvey several times. We found by repeating it three times it began funny and also would help to settle the nerves of people who would be a part of the audience by showing that we weren't prefect and could mess up and make a fall of ourselves. In addition, because our target age was teenagers we felt that it would make the audience more comfortable because this section had many technical terms which they wouldn't know about so it would make the piece more relatable if we could make it easier to understand.

Session 3 (24/03/17): It was important to start the next rehearsals by having a conversation about how to make the most progress in the lesson. It was also important to establish the atmosphere we wanted to create within the next couple of sections. We decided that we were going focus on the emotions of the narrator. Once we started the rehearsals the soft tone really worked well to set the atmosphere but also make the audience feel more comfortable as this section involved a lot of audience participation and for this to go successful we needed to make sure the audience is prepared. When getting a member of the audience to take charge of the stopwatch and telling us when to stop

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should hopefully allow the audience to understand they have an element of control about what happens in the play and should allow them to open up more and then take the most they possible could away from the performance. It was then decided that a suitable transition for Skye would be to then put on the coat and walk out. This would reflect the abruptness of the death and allow us to take of the prop and showing the end of the scene. Overall, I felt that this scene had a really nice tone to it and I think it will allow us to show a variation is the narrators sensitivity and what is a trigger for him.

Session 4 (28/03/17): This section had the aim of having a good balance between the movement and storytelling and the connection and acting with the characters. The use of varied dynamics and fluid and bold movement was successful in showing the stages of the story e.g. waiting for dad, sitting in the car and the journey. This allowed the movement to be more effective and link in with the text and reinforce what I was saying. By being able to use eye contact to show the emotions of the actors enabled us to have a nice mixture of physical movement and showing the complexity of the emotions throughout the story. This is important for the audience to witness as it will allow them to connect and relate to the characters therefore engaging them with our teaching/messages. When deciding what lift we were going to do we found that it needed to be reasonably safe as we were going to be surrounded but the audience. In addition, it would have to be a lift which the whole of the audience saw and felt the impact, therefore we decided to do a lift where she would run and jump up and two people could get her arms and two people would get her legs and support her in the air. This was a success as everyone could see the lift and it wasn't too risky. I believe it was important that we we found a way to conclude the physical theatre section this was because it would be quite overwhelming to watch and we wanted the message of the piece to be still felt therefore I felt it was important that there was a sense of calmness to the end of the section so by playing the music which would represent the radio and we explain the last few details of the drive would hopefully allow a nice transition to the next section.

Session 5 (29/03/17): We were successful in ensuring the scene was fast pace and effective, by cutting down the lines it allowed us to achieve the same purpose but quicker and more precise. This is important as we want the audience to be engaged and not lose interest. The idea of pushing around the audience member in the trolley was successful as it made the scene interesting and allowed it to sustain the energy and purpose. This technique would also be useful in pushing the audience and ourselves from our comfort zone and getting the audience involved such as everyone saying "why?". Throughout this section, it was important that we kept it at a steady pace and we did this by changing directions of the trolley and pushing it at a fast pace. Each of the transitions needed to be smooth because we didn't what the pace to be disrupted. We ended the scene with Teagan taking over the narrative role and her sitting in the front row., we wanted this section to be a bit more uplifting. Therefore, we decide on the line "who brought me a carton of juice and some chocolate" the

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	<p>person next to her would have those two items under there chair and pass them to her. When rehearsing this was effective in achieving the aim of having a more uplifting atmosphere and hopeful.</p> <p>Session 6 (31/03/17): We achieved our goal in creating humour and physical theatre we did this by adding in humour when bumping into each other and my line. When bumping into each other it not only was funny but it allowed us to shows characterisation and show the thought process of someone who was a child and how they reacted and felt going through such torment. My line was particularly important in adding comedy as I had to walk on with confidence and then when they don't agree with me I need to show the embarrassment, this took a lot of practise however when we did it successfully it added humour. This contrasted really well with the physical theatre as it allowed us to get across the general message that we wanted which was the awareness in addition to appealing to the audience by using the humour. We felt that it was important to add in humour throughout the piece as the subject matter we are exploring is quite intense and hard-hitting, therefore it is important for us to make the piece not as intense so the audience will be able to engage.</p>
<p>Evaluate - What can / will you do now to develop this work and your own skills development? (Ensure you make reference to your SKILLS)</p>	<p>To further develop my skills, I will improve my time management this mean prioritising my time this means I need to ensure I am completing tasks which need to be done in lesson time and can't be completed in outside rehearsals. This will ensure that we stay on time with our rehearsal scdule and we have enough time to polish the work we have devised to ensure that our work is effective. To ensure that we stay up to schedule it would be a good idea to write a list of things that need completing at the start of the week. This will help us to plan our time more effectively. To further develop my skills, I will improve my focus within lessons as sometimes I get easily distracted and distract others this can disrupt our thought process and mean that we fall behind. I will try to keep my outside thoughts away from distracting me and ensure that I do not get wound up as easily. This is key to being able to successfully work as a group and stay on schedule, in addition will make the process more enjoyable. In addition, it is important that I am able to successfully stay focused as if I break out of my characterisation within a performance it may mean that people become unfocused. To further develop my skill, I will improve my ability to include the audience. This is because we are performing in the round and we need to ensure that we do not have our back to certain parts of the audience for large amounts of times. We also need to ensure that we are engaging with the audience so keeping eye contact therefore we need to be able to move around the stage in a way which is inclusive and interactive. We are going to have a lesson with one of our tutors who has a wide range of experience with performing in this manner therefore this should improve my skill. Another skill I need to develop is preparation as I believe sometimes I come to lesson not as organised as I should do and it can affect the lesson. Therefore, to improve I need to ensure that I am wearing the correct attire and I check the minutes before every lesson so I know I have completed any asks I need to do for the lesson. This will ensure that we get as</p>

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	<p>much work done as possible and make sure that we make the most out of each lesson.</p>
<p>Links to Learning Aim A</p>	<p>The fact we are performing in the round links closely with our finding in learning aim A this is because it is a popular way to stage this type of community theatre as it allows the audience to involve the community and ensure that they are included in the performance as it is relevant to them. In addition, it allows the audience to get involved answer questions or tell stories such as the work of Augusto Boal. Therefore, the foundations of our piece link well to what we have found out about the practitioners in this type of theatre and what works well for them so making our performance more effective.</p>
<p>Director's / Outside Eye / Peer's Feedback & Notes</p>	<p>I had feedback from one of my peers which was "You need focus more", I felt that at times I was unable to always focus myself and this meant that I slipped out of character. This is crucial because I need to be able to stay in character and feel comfortable within my character for the audience to keep engaged so therefore this is something I need to work on in my lessons. As a practitioner I have always found myself best suited to more serious role and I struggle to make myself funny therefore I had feedback that "You need to fully commit to the role in which you are playing for it to be funny", this helped me as I was able to focus myself on a serious matter when saying the joke and this meant that it was funny. As a practitioner I have never worked In The Round before and therefore I struggled to stage myself within my section and so had feedback that I need "Make sure you don't have your back to the audience", by continually moving around the circle addresses different sections of people and then moving on I was able to make sure that I didn't have my back to the audience much and I was able to plan a rout, this was important because it would help me to engage with all of the audience.</p>
<p>ACTION PLAN What do you and the group need to do now to move forwards ...</p>	<p>As a group now, we need to continue to devise the rest of the sections making sure to include movement and physical theatre, we also need to add in the music as we devise so we can practise the ques and complete each of our tasks e.g. the education plan. In addition, in our own time we need to learn our lines so then we can focus on our characterisation. Furthermore, we need to ensure as a group that we are able to find right times in which we can rehearse outside of lesson.</p>
<p>Research – in response to any suggested developments (Practical and theoretical research – give sources and summarise your findings)</p>	<ul style="list-style-type: none"> • "While working at the Arena Theatre in São Paulo, Boal directed a number of classical dramas, which he transformed to make them more pertinent to Brazilian society and its economy."- https://en.wikipedia.org/wiki/Augusto_Boal By researching Boal I was able to extend my knowledge around community theatre and this will allow me to have a better understanding ahead of our performance. • "Theatre-in-the-round or arena theatre (also referred as central staging) is any theatre space in which the audience surrounds the stage area."- https://en.wikipedia.org/wiki/Theatre_in_the_round • "Theatre in the Round became increasingly popular in the late 1960s in the UK and Europe, with initially the format proving popular in smaller venues and studio spaces. The first "Theatre in the Round" theatre in the UK was the formed by Stephen Joseph in 1955, now called the Stephen Joseph Theatre. However, a permanent location was not

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found until 1988 by artistic director and playwright Alan Ayckbourn.”-
<https://theatredesigner.wordpress.com/theatre-design-101/stage-types-theatre-in-the-round/>

Firstly, by researching Boal I was able to extend my knowledge around community theatre and this will allow me to have a better understanding ahead of our performance. It was important that I also did research into Theatre in the round as this was a possibility we might do and it's important that I know the pros and cons of the theatre set up and how it will affect our piece in order to make a good decision