



## A LEVEL DRAMA AND THEATRE REVISION CHECKLIST

| Section                    |                                                                                                                                                                                                                                           | Revised? | RAG |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----|
| A: Live Theatre            | You must choose which production you are writing about now. As you revise, create your 500 words of notes that will be submitted 2 weeks before the exam                                                                                  |          |     |
| Introduction               | Key production details – date, venue, theatre company, brief overview of the production including style and performance conditions                                                                                                        |          |     |
| Key moments.<br>At least 4 | How meaning was communicated through performance – zoom in on key lines and write Describe, Analyse, Evaluate sentences / paragraphs for vocal and physical skills.                                                                       |          |     |
|                            | How meaning was communicated through design – do for each design element (lighting, sound, costume, set design including props).<br>Write Describe, Analyse Evaluate sentence / paragraphs for each element.                              |          |     |
| Research                   | Published reviews; themes and issues; playwright intentions; whether this is new work, a revival or a re-contextualisation; the context of the theatre company.                                                                           |          |     |
| Statements                 | Create a bank of provoking statements in the style of what you will be asked to argue in the question. For example: Theatre today has nothing to say to young people. Use the statements to create and answer your own practice questions |          |     |
|                            |                                                                                                                                                                                                                                           |          |     |
| Section B:<br>Equus        |                                                                                                                                                                                                                                           |          |     |
| Characters                 | Revise how they are presented throughout the play. Make notes on how you would have them performed at key points throughout the play. Voice and movement skills. How they interact with other characters. Stage positioning               |          |     |
|                            | Dysart                                                                                                                                                                                                                                    |          |     |
|                            | Alan Strang                                                                                                                                                                                                                               |          |     |
|                            | Frank and Dora Strang                                                                                                                                                                                                                     |          |     |
|                            | Hester Saloman                                                                                                                                                                                                                            |          |     |
|                            | Jill Mason                                                                                                                                                                                                                                |          |     |
|                            | Harry Dalton                                                                                                                                                                                                                              |          |     |
| Context                    | Revise the social, historical and cultural context of the play                                                                                                                                                                            |          |     |
|                            | Reviews and literary criticism of the play                                                                                                                                                                                                |          |     |
|                            | Original Performance Conditions and the Daniel Radcliffe revival                                                                                                                                                                          |          |     |
| Themes                     | Where and how are they presented in the play? As a theatre maker, what can you do to communicate that theme effectively?                                                                                                                  |          |     |
|                            | Faith                                                                                                                                                                                                                                     |          |     |
|                            | Religion                                                                                                                                                                                                                                  |          |     |
|                            | Ritual and Worship                                                                                                                                                                                                                        |          |     |

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                        | Mental health, psychiatry and rehabilitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|                        | Conflict between reason and passion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
|                        | Judgement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
| Design                 | Overall design concept – Use the stage directions. Create sketches and diagrams                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
| Section C:<br>Antigone |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
| Characters             | Revise how they are presented in the OPC and in your re-contextualisation throughout the play. Make notes on how you would have them performed at key points throughout the play. Voice and movement skills. How they interact with other characters. Stage positioning                                                                                                                                                                                                                                                         |  |  |
|                        | Creon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|                        | Antigone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|                        | Ismene                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|                        | Haemon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|                        | Soldier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
|                        | Teiresias                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|                        | Messenger                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|                        | Eurydice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| The Chorus             | What is the role of the chorus in OPC and in your interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
| Context                | Revise the social, historical and cultural context of the play                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
|                        | Reviews and literary criticism of the play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|                        | Original Performance Conditions in Ancient Greece                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| Themes                 | Where and how are they presented in the play? As a theatre maker, what can you do to communicate that theme effectively?                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|                        | Politics and Power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|                        | Gender                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|                        | Death                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|                        | Justice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| Design                 | Overall design concept – Use the stage directions. Create sketches and diagrams for your re-contextualisation                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| Brecht & Epic Theatre  | Go over the key ideas and techniques of Brecht and Epic Theatre considering:                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|                        | <ul style="list-style-type: none"> <li>• How you make the audience pay attention</li> <li>• How you make things strange for the audience so they notice something</li> <li>• How you use Brechtian techniques to pose questions / raise issues that are relevant to your interpretation</li> </ul> Techniques could include but are not limited to... <ul style="list-style-type: none"> <li>• Gestus, song, placards, any way you break the fourth wall, satire, tableau, symbolic use of simple props and costume.</li> </ul> |  |  |