As a designer you can choose from the following elements of a design role- Lighting, sound, lighting and sound, staging/set design, or costume and make up

Learners working with designers are expected to work collaboratively in rehearsals. Learners working without designers are expected to realise a minimal amount of lighting, sound, set and/or costume as is necessary for the performance. This is not assessed for performance learners.

Designer requirements (AO2)

Designers must work with a performance group whose performance meets the minimum times set out in the previous paragraph.

Designers must realise the designs in any **two** performance extracts from **one** text in the showcase.

Learners can choose from the following design roles:

- lighting
- sound
- lighting and sound (combined)*
- set (including props and multimedia staging)
- costume (including hair, makeup and masks).

* Lighting and sound (combined) cannot be chosen where a lighting and/or sound designer is part of the performance group.

The minimum requirements for designers in total across both performance extracts are as follows:

- lighting – a full lighting design for the performance with a cue sheet detailing lanterns used and the differing lighting states. A minimum of **six** lighting changes evident in the performance. Lights up and lights down are **not** included in this number. Discuss with appropriate staff the selection, rigging and plotting of the lights. During the performance learners must operate the lighting desk.

- sound – a full sound sheet with original and copied cues leading to a finalised sound CD or MP3 playlist on a memory stick for use in the final performance. A minimum of **six** sound cues evident in the performance. During the performance learners must operate the sound desk.

- lighting and sound (combined) – a combination of the requirements for sound and lighting which are approximately equal in weighting and which total **six** cues in performance.

- set – a scale model and a detailed ground plan of the set. Sourcing set (and props) for the performance and supervision of the construction of set where appropriate. Learners must dress the set ready for performance and **one** set design must be realised in the final performance.

- costume – a final design of:
  - **either one** full costume including hair and makeup detail which is sourced and realised in performance
  - **or one** full costume including mask(s) which is sourced and realised in performance
  - **or two** costumes for characters (excluding hair, makeup or masks) which are sourced and realised in performance. These costumes can be for different characters or different costumes for one character.

For 'Presenting and performing texts' (Component 03) a visiting examiner will assess learners' work using the marking grids on pages 31–35. Learners will be awarded three separate marks which are added together to give the total mark for this component out of 60. The following table shows which work is marked using which marking grid.

Design roles	Responsibilities involved
Lighting	You design lighting effects that match your vision for your groups performance as well as taking ownership of how you want the performance to look in your vision.
Sound	You will be responsible for the sound cues, music and effects during the performance. Ensuring you create the mood and atmosphere you want.
Lighting and sound combined	You are responsible for lighting and sound during your performance where you will do both skills of doing sound and lighting at the same time.
Set Design	You will design any set design that you and your group requires. This could be prop, backdrops or anything that is necessary for the vision you have to set a scene for your group.
Costume Hair and Make Up	Focusing on the costume design of a character, sourcing and creating the costume of what they are wearing but also the make up choices- whether this be face paints, SFX for wounds.
Costume full costume	Solely focusing on what they are wearing and making alternations to a costume of your vision and how you can make it suit a character or the plot.
2 costume choices from hair make up or outfit	Where you are relied for costumes of 2 characters and 2 make up designs whether it be a hair design and costume, make up and hair, or costume make up, or finally costume and hair.

Top tips- choose something you passionate about and also going to be able to be creative with – don't choose it if you feel its an easier option

Internal assessment marking grid – Portfolio section 1: Research and developing ideas

Learners are expected to demonstrate their ability to show:

AO1 Research and developing ideas	Band 5: 9–10 marks	Highly developed and detailed research which links closely to the stimulus material. Highly developed initial ideas and an outstanding vision for the performance.

Internal assessment marking grid – Portfolio section 2: Creating and developing drama

Learners are expected to demonstrate their ability to show:

AO1 Creating and developing drama	Band 5: 9–10 marks	Highly developed narrative of the learners' journey through the development process. Accomplished development of their devised performance throughout the creating and developing process.

Learners are expected to demonstrate their ability to show:

AO4 Analysis and evaluation	Band 5: 17–20 marks	Highly developed analysis and evaluation during the devising process with amendments reflecting the decisions made. Highly developed justifications of the changes made during development of the devised performance. Highly developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience. Highly developed evaluation of their final performance with outstanding analysis of how to improve for future performances.

Research into your design role- what the the design role entails. The influence of your initial ideas from the stimulus and then groups decision for there ideas too- How would your design better influence there idea how are you going to design for them.

Your journey of sourcing, learning and facilitating new ideas for your group. How you have learned things about your role and how you will do this as a designer for your group.

What things have gone wrong for you over the process this could be things that have developed what you could have sourced, or designed better.

You will be given a stimulus. This could be a photo, song lyrics, a poem etc. Try to really analyse (pull apart) the stimulus to find clues to inspire your own design. Consider news stories, historic events, true life , personal experiences, books you've read to create the strating pint for your own original piece of theatre.