

GCSE Designer Process

Designers & Actors should work together throughout to create a cohesive performance



Design Objectives

Interpret a stimuli or playtext
Consider how design impacts character
Consider how design supports the plot
Consider how the action can occur within the design
Support the actors to create their roles.



Introduction

Designers choose their design pathway – set, costume, lighting, sound. They should work with the actors to support the practical work created, to ensure their design ideas fit within the chosen style/text. The initial practical creation will help feed design ideas



Initial Stages

Designers research further into their chosen design area, playtext or stimuli. The designers may turn this into mind-maps or tables to help share ideas with the group. Still working with the actors, some thoughts may be given to initial design ideas and these sketched out and shared with the group.



Mid-Way Point

Designers will look at the design ideas and research and will draw/sketch/list their design idea and concept, they can create a table to explain the pros & cons to the teacher and discuss with the group. The visuals can also help the actors understand the designer's ideas and take these into consideration within the performance. Mock-up designs could be made to test out here.



Complete the additional documentation for the component during these stages.



Design Realisation

Designers will need to construct their design idea: Recording sound effects & placing into a cue-system. Making a costume by sewing on details or printing onto clothing. Rigging* and building lighting states. Making/sourcing set items and adapting to suit the chosen style. It is useful to take photos of the work being made.*Students may 'supervise' as stated in the specification.



Performance

During tech and dress runs, design students can take photos and adjust designs according to the performance. Documenting in photographs demonstrates a 'rehearsal process' for designers. Taking photos of the final performance (Component 1) also documents the work in performance. For sound designers taking sound clips or videoing can provide evidence of Component 1 rehearsal which can all be included in additional documentation for the moderator or examiner to see/hear.

