FACTFILE:
GCSE
DRAMA
MULTIMEDIA DESIGN (COMPONENTS 1 AND 2)

Multimedia Design for the Devised Performance: Component 1

What does the use of multimedia mean for a devised performance?

Multimedia is the use of **more than one** type of medium, from those outlined below, to communicate intended meaning and create impact for the audience:

- image;
- sound;
- text; and
- video.

These mediums can be active, reactive or interactive and include the use of digital technologies such as computers, tablets, phones or other digital equipment. The medium of sound within multimedia should not overlap with the work of any Sound Design candidate in the group.

During the process of creating, developing and realising your multimedia design for the devised performance you should compile a file of evidence which can be used in your presentation. This document indicates the type of evidence which you should include.

Learning Outcomes

Create ideas

Design students should be able to create ideas by researching the following:

- the pre-release material;
- the professional practice of using multimedia;
- the materials and resources for development of multimedia ideas; and
- a range of genres, design styles and practitioners.

The Pre-Release Material

As a multimedia student you will work with a group of between 2 and 6 pupils to choose one stimulus from a choice of 3 for the development of your devised performance. After research of the stimulus, you will begin to work on the development of multimedia ideas for the devised performance. It may take a few weeks for your group to come up with their performance ideas so you will have to be patient with them. You will be able to contribute to this discussion from your own research to ensure that the devised piece will give you enough scope for the creation of your final multimedia ideas. During the preliminary devising period you should research the following ideas:

Professional Practice of Using Multimedia

The use of multimedia in the performance of drama has been in evidence for some time but has come to the fore in the 21st century. There were, however, designers such as Edward Gordon Craig and Adolph Appia whose work at the end of the 19th century saw the value of using sound and light to enhance performances and create the desired mood and atmosphere. Professional practice in the creation of multimedia for stage, however, emerged more obviously after the 1960's.

Further information on professional practice is contained in the section on Current Practitioners on page 4 and 5.

Learning Activity

Carry out your own research on current professional multimedia design looking at the following key questions:

- What are the important features of a multimedia design approach?
- How does the multimedia designer begin the process of designing?
- What creative ideas do you bring to the overall concept for the production?

In preparation for your final presentation:

- **Present a summary of research on the pre-release stimulus, influences from design styles and professional practice** (refer to the requirements of the design presentation in Appendix 4 of the specification).
  References you can use to help your research:
  https://create.adobe.com/2016/5/9/how_digital_media_are_changing_traditional_performing_arts.html

Materials and resources for development of multimedia ideas

A multimedia designer should have an outline of the devised script as the basic starting point for creating their initial design ideas.

At this point it is important to make decisions around what choices within the range of multimedia you might make. At this level of engagement, and given the limitations of your available resources, your choices will most likely relate to the use of more than one of the following:

- **Image**
  Image can be presented through different technologies and refers to the use of still image to communicate meaning. An image can be projected from a computer, tablet or phone to a location on the stage and can remain static or

form part of a set of images mounted within a PowerPoint presentation. Images used can be from a pre-existing source or may also be an original creation. Image may be combined with text but when presented together on the one slide or projection, would be regarded as the use of **one medium only.**

- **Sound**
  Sound within the context of multimedia will always be recorded (live sound forms part of the Sound Designers portfolio only). This recorded sound will always be used to accompany image, text or video, however, image, text or video may not always require the use of sound.

- **Text**
  Text can be presented through different technologies and refers to the use of words to communicate meaning. Text will generally be projected from a computer, tablet or phone to a location on the stage and can be taken from an existing source or may also be of an original nature. Text may be combined with image but when presented together on the one slide or projection, it would be regarded as the use of one medium only.

- **Video**
  Video can be presented through different technologies and refers to the use of moving image to communicate meaning. Video footage can be projected from a computer, tablet or phone to a location on the stage and can be taken from an existing source or may be of an original nature. Video footage may be interspersed with text and this would be regarded as the use of multimedia.

It is good practice to compile multimedia files into which are stored aspects of interest including text, images and video footage.

Sources may include:
- Books;
- Magazines;
- Newspapers;
- Internet; and
- Social Media.

As sound will accompany one of these mediums it would also be useful to collect an archive of sounds/sound tracks which would accompany the visual mediums. This can be done without cost through sources such as YouTube or Spotify.

Materials and resources you will require:

(1) **CD player** - plays CD's that have been created for the performance.
(2) **Mini-disk player** - Can be used to play or record sound/music.

(3) **Laptop/computer/tablet** - Can be linked up to a projector and sound desk, and used to project still or moving images and sound that has been stored and collated to accompany the images.

(4) **Mixing desk/sound control desk** - Allows the multimedia designer to control all elements of sound onstage.

(5) **Amplifier** - Most mixing desks will have an amplifier built into them.

(6) **Speakers** - Usually placed high at the sides of the stage. They can be plugged into the mixing desk to give precise control over fading in and out.

(7) **Prompt book** - An annotated script with your notes on multimedia.

A good understanding of the impact of vision and sound is also important when beginning to work with your resources. Images and sound may mean different things to different people but there is a general recognition that when using these mediums the designer's concept should be in line with the overall concept for the devised work.

Learning Activity

Consider the following questions:

- What images, sound, text or video are you considering using for your design?
- Why are you making those choices?
- What impact will other design elements such as lighting or set have on your choices?

Learning Activity

Carry out your own research on a variety of mediums and consider the following questions:

- Which mediums are you going to consider for the creation of your design?
- How can you adapt existing multimedia into your final design?

In preparation for your final presentation:

- Discuss initial ideas and explain, with reference to materials and resources, how these were shaped from research into the final design (refer to the requirements of the design presentation in Appendix 4 of the specification and to the link below for your ideas).
  https://www.nationaltheatre.org.uk/file/gcse-drama-using-multimedia

A range of genres, design styles and practitioners

You will find a definition of a range of genre and styles outlined on page 13 under the section for Scripted Component. It is important to note that the genre and style for the devised performance will be decided by your group and not pre-determined by an already existing script. This results in more freedom of choice in terms of the outcome of your multimedia design but you will need to take into account the time period in which your work is set and the themes explored in the work.

Practitioners

There are a number of very renowned practitioners in the world of theatrical multimedia. One such practitioner who specializes in the use of projected images is Finn Ross whose work has been widely recognised around the globe. Finn was born in Glasgow in 1982 and did his degree at The Central School of Speech and Drama. He has designed for a full range of productions from traditional texts such as Shakespeare's classics to more modern productions like "The Curious Incident of the Dog in the Night-time" and "Harry Potter and the Cursed Child". Finn Ross creates a projected world for the characters to inhabit and the audiences are transported to a time and place which would be almost impossible to achieve through traditional design methods. His work has been recognised through the prestigious Olivier and Tony Awards. Use the links below to find out more about his work.
https://www.curiousonstage.com/creative/finn-ross/
https://www.fraystudio.co.uk/

Katie Mitchell is an internationally acclaimed director who uses multimedia to express her directorial concepts in a variety of contexts and her work often takes on a new feel through creative use of text, sound and moving image. She has created theatrical pieces through reworking the classics such as the plays of Chekov as well as using a new technological approach to novels adapted for stage such as Virginia Wolf's "Waves". She states of her own work "I suppose I got rather bored of mainstream theatre and the way of organising narratives, with consecutive scenes and lots of words… The aim is to capture what happens inside people's heads, and we're going to use dance and sound and video to do that".

Use the link below to find out more about the work of Katie Mitchell.
https://www.bl.uk/20th-century-literature/articles/an-introduction-to-katie-mitchells-theatre

There are also a number of internet sites which offer current ideas on multimedia professional practice. The site below indicates some tips and resources which can be accessed to help with the multimedia design for the devised work.

https://articles.triplewidemedia.com/projected-theatrical-set-or-digital-backdrop/

Develop ideas

Learning Outcome

Develop a design concept for the devised performance

Your starting point for creating the design concept should be in discussion with your group. The design concept should reflect clearly the overall purpose of the devised work and should take account of the chosen genre and style and consider the impact for a target audience. An overview of what this might look like, based on the sample stimulus "Street Art" is outlined below. The title of the devised work and chosen stimulus should also be included.

Chosen genre - a mix of Satirical Comedy and Docudrama

Our devised work is drawn from the image "mobile lovers" by Banksy and the piece will look at the effect of social networking on relationships today. Transcript of real incidences will be used in the script as well as personal reflections from a range of interviews with young people. The piece will also include satirical script devised from actual historical events and there will be elements of seriousness and comedy.

Chosen style - Brechtian style performance with representational style for costume

The group will be presenting satirical script for the short scenes about famous lovers through history. Other scenes will be addressing the audience with facts and statistics through acting, song, dance, projected text and images which draw on the Brechtian style of "Epic Theatre". Epic theatre breaks the imaginary fourth wall between the performers and the audience and is aimed at making the audience think about the issues presented.

Multimedia requirements

Our group has three performers, two of whom will be the "lovers", the other performer will be the master of ceremonies and presenter of ideas. We will include a brief history of how lovers have communicated to each other previously through a satirical sweep through the centuries. I will be realising this idea through various slides underscored with appropriate sound bites. The final slide of this section will depict

Banksy's mural "Mobile Lovers" underscored with the first 30 seconds of " I'm not in Love" by 10CC. There will also be a visual representation of social networking projected onto the cyclorama wall of the studio at another point in the performance.

Impact for the audience

Through our performance we want the audience to think about what has happened in the past through the satirical representation of historical characters and what is happening in our own lives in terms of the issues related to social networking. We want the audience to be actively engaged in the theatrical experience making our target audience of KS4 students consider different viewpoints so that they think in an informed way about this issue. The multimedia design will contribute greatly to achieving this overall impact through the use of sound and image to convey the meaning of our piece.

References used:

http://www.bbc.co.uk/education/guides/zwmvd2p/revision/3

https://www.scribd.com/doc/16551852/Theatre-Genres-and-Styles

http://twistedsifter.com/2014/07/the-ultimate-banksy-gallery/

Learning Activity

After group discussion, create your own design concept considering the following for your devised performance:

- The chosen genre and style
- The multimedia requirements
- The desired impact for the audience
- Your imaginative and creative ideas

In a presentation to your group **explain your design concept** (refer to the requirements for the design presentation in Appendix 4 of the specification). The outline proforma in Appendix 3 can be used to assist your ideas.

Learning Outcome

Use ideas from research to create initial designs which meet the requirements of the devised performance.

Your initial designs will take the form of notes, photographs or visual representations of your ideas based on the chosen stimulus from the pre-release material. Initial designs should take account of the overall concept for the performance. It will help if you collect existing images and then create your initial designs from these. In the example given one

of the famous couples included in the performance is Romeo and Juliet. The multimedia designer can start to compile image and text which may be used as a digital background to this part of the performance. The designer should research images of each of the famous couples and choose one or two representations that could be used for back projection as well as music or sound which will complement each image.

Many multimedia designers work in the area of **"transition"** which concentrates on using image, text, sound or video to enable the performance to flow effortlessly from one sequence to another. This approach can be used in most performances and works particularly well in circumstances such as the requirement to "social distance". Effective **transitions** allow individual performances to contribute to the group concept when communication to the audience might otherwise seem fragmented and the meaning more obscure.

Initial design ideas should allow enough scope to enable a final choice to be made. The design ideas should reflect the chosen genre, style and concept of the piece. Initial designs should be offered to the group for consideration to ensure the ideas meet the requirements of the group concept.

Final design choices

Once the initial ideas have been approved then the final choice should be presented to the group, taking account of the comments made from the consultation. Your teacher will also be providing ongoing feedback on your ideas and progress. It is important that you are clear about the reasons you have chosen your final design. Consideration must be given to the budget constraints you will be working with.

In your file of evidence you should include the final design idea and give reasons as to why you have made this choice and what impact you intend to achieve for the audience.

Realise the final product

At this point you need to create your multimedia design which might be something like a slide show and sound track taking account of all the research and preparation you have done. You may find that adjustments are made along the way and this might

mean that images or sounds need to be supplemented or amended. Advice on sound design can found in the CCEA Fact File for Sound.

Outlined below are the steps you need to take in a production timetable to meet deadlines agreed by the group:

- Compile the slide show of chosen images
- Create the sound track to accompany the images
- Finalise ideas, ensuring awareness of lighting effects as these can impact on the outcome
- Finalise the multimedia plot with cues
- Trial of multimedia design in rehearsal
- Record the rehearsal/performance
- Adjust ideas as necessary

Finalise your design presentation by explaining how the final multimedia design contributed to the effectiveness of the devised performance and communicated meaning to an audience (refer to the requirements for the design presentation in Appendix 4 of the specification).

Learning Outcome

Present, for assessment, the design outcomes for the devised performance.

At the end of the process, in a 5-7 minute presentation, you will be required to present your multimedia ideas to camera before your group perform the devised work.

The focus of the presentation will be the multimedia plot with cues you have created for the devised performance. It is good practice to use some of the images and sounds you have compiled to show evidence to the camera of the final outcome. It is also acceptable to rehearse your presentation as others in the group rehearse their performances. Rehearsal will give you more confidence and ensure that your presentation is within the allowed time (refer to the requirements for the design presentation in Appendix 4 of the specification).

Your presentation can take a number of forms including a PowerPoint presentation or a talk to camera using the multimedia ideas you have compiled to explain the plot you have created. The plot with cues should be used during the devised performance and the recording of this work should show clearly the input of the multimedia designer.

Multimedia Design for the Scripted Performance: Component 2

During the process of creating, developing and realising a multimedia design for the scripted performance you should compile a file of evidence which can be used in your presentation to accompany the final ideas. This document indicates the type of evidence which you should include.

Learning Outcomes

Create Ideas

Design students should be able to:

- investigate a range of playscripts and select a script suited to the make-up of the group, taking account of their skills and preferences;
- research the script's context including style and genre;
- research and explore a range of appropriate materials and equipment; and
- research professional practice in design for performance.

Investigate a range of play scripts and select a script suited to the make-up of the group, taking account of their skills and preferences.

With your group you will select a script from a range of scripts that your group have investigated. The script chosen should suit the number of performers and should allow you, as a multimedia designer, the opportunity to create a design which will enable you to meet the assessment criteria for the component. It is important that all aspects of the script are fully discussed to ensure the choice is right for all. The chosen script will probably contrast in style and genre to your devised performance and if you have followed a multimedia pathway for Devised this will be your opportunity to develop your skills in another direction. If this is your first attempt at multimedia, ensure that the script allows you to evidence your skills.

Research

Context, style and genre

The context for a script relates to the facts or circumstances that surround the play. It is important that the context is researched and understood by the director, performers, and designers. The context is generally defined in terms of the social, cultural and historical, background of the play.

Social Context

The social context is linked to the time period of time in which the play is written and generally defines the characters as being working, middle or upper class. External influences which impact upon the world of the play are also part of the social context and can include factors such as war, famine, social unrest and the influence of modern technologies or the living conditions of the time.

Cultural Context

Cultural context is about how the values and attitudes of the period can affect the behaviour of the characters in the play. The ethnic origins of the characters can also have an impact on how they speak and behave, what they wear and the development of the plot. Cultural context can range from a play having royal patronage to the influences of comprehensive education.

Historical Context

The historical context is the background to the period of time in which the play is set and refers to what is happening, generally in terms of the political climate and the general mood and attitudes as well as actual historical events.

Style

Style can be defined as how the play is performed and communicated to the audience and can include ideas like over exaggeration, use of stillness, high energy and physicalisation. Practitioners can also be referred to in terms of defining style including the work of Berthold Brecht, Constantine Stanislavski and Stephen Berkoff. The style of theatre companies can also be referenced, a good example of this is the stylised work of the local company Bruiser.

Genre

Genre refers to the category or type of theatre with the two oldest being comedy and tragedy. Other genre include Naturalism which is drawn from the work of playwrights of the late 19th century; these plays were written as a reaction to the unrealistic genre of Melodrama. There is a tendency in current theatre writing towards a Non-Naturalistic approach and this can be seen in productions such as The Thirty Nine Steps and The Curious Incident of the Dog in the Night-time.

Learning Activity

Once your group have chosen the script for performance, consider the following:
- The social, cultural and social context of the script
- The style and genre of the script
- How the context, style and genre will influence your designs

Research a range of materials and equipment

Look at page 2-3 of this document for information on materials and equipment. These ideas can be used for the scripted performance. Equipment needed will be in terms of the resources you require to complete your designs. The following list can be added to, however, it is a good starting point:

- Archive multimedia material related to performances of the chosen script.
- A range of still and moving images related to the choice of script.
- An archive of sound related to the chosen script.
- Laptop, tablet, projector, screen and CD player.

Research professional practice in design for performance (and apply ideas)

Now consider the information on pages 4-5 of this file for further information on professional practice. You should also research any information on past productions of your play and gather ideas and images of those previous productions.

You must create your concept for your chosen script. Below is an example from the play script "Our Day Out" by Willy Russell, as to how you might present the multimedia requirements. The play is set in the early 1980s' Thatcher era when social deprivation was very evident and it was originally written for television in 1976 and adapted to a stage performance 6 years later. The style of the stage production is a cross between stylised and naturalistic, and the genre is a "play with music". When beginning the process of creating your concept and defining the requirements, gather evidence from the text. An example of what this might look like is indicated below. Those MEX (multimedia states) indicated by an * are the 4 selected for Section 2.

MEX 1 School Gates *	Back projection is a still image of school gates, with sound track of passing traffic ACT 1
MEX 2 Café/shop	Back projection is a still image of shop walls and shelves, with sound track of motorway traffic in the distance ACT 1
MEX 3 Zoo *	Back projection is a still image of zoo scene, accompanied with sound track of animal noises ACT 1
MEX 4 Castle *	Back projection is a still image of Castle walls with sound track of the sea ACT 2
MEX 5 Beach	Back projection is a video clip of blue skies with sound track of the sea ACT 2
MEX 6 Fairground *	Back projection is a still image of fairground with soundtrack of fairground noise ACT 2

For further details on "Our Day Out" refer to
http://www.willyrussell.com/dayout.html

Now outline the multimedia requirements from your chosen play. You can use the table above as guidance.

Assessment for Learning Activity

- Complete **Section 1** of your design presentation taken from page 46 of the specification.

Section 1: a design concept indicating all multimedia requirements of the performance, taking account of background, style and genre of the script.

Next you must indicate a rationale for the four selected multimedia states you are going to realise in performance and create a "rationale" for that choice. A "rationale" is a statement which outlines your reasons for choosing these particular states. The statement may include ideas on personal preference, the group preference, the challenges presented, the skills you possess and the availability of the required materials and equipment. Your "rationale" will also

be influenced by the research you have done on the context of the play, the characters in the play and information on past productions.

Assessment for Learning Activity

- Now complete the **Section 2** of your design presentation taken from page 46 of the specification.

Section 2: a rationale for the four selected multimedia states, including ideas from research on the choice of state to reflect mood, context and concept.

Learning Outcomes

Develop ideas

- apply a range of appropriate materials and equipment to the design(s).
- apply design skills to demonstrate style and genre.
- realise artistic design intentions in the application of the design concept.

Apply a range of appropriate materials and equipment to the design(s).

Now begins the process of developing your ideas and applying the use of materials and equipment. At this stage you should create your first multimedia state and record the state through a record of the image and sound to be used. There should also be reference to the meaning you want to communicate to the audience and your overall artistic intentions.
Apply design skills to demonstrate style and genre
As you begin to develop your ideas you need to ensure that your design takes account of the style and genre of the chosen play. Look again at the definitions on page 6 and compile information on your script.

Using the example from the play "Our Day Out" you can see below the first of four multimedia states for this play:

Multimedia State 1
At the beginning of Our Day Out, as the characters from the Progress Class gather at the front of the stage to get on the bus to go on their day out with their teachers, I have decided to create a representation of the school gate and railings through the use of back projection onto a screen. The projector is positioned above the heads of the actors and mounted onto the ceiling of the drama studio where we will perform. I have selected some

low traffic sounds from a selection on YouTube and recorded these on my iPad to accompany the back projection.

- Create your four initial multimedia ideas using photographs/sketches and sound bites.
- Present your ideas to the group to receive feedback.
- Revise and develop ideas.

The link below you will provide you with some useful tips on using back projection for the theatre.
https://theatreave.com/pages/5-theatre-projection-tips

Assessment for Learning Activity

- Now complete the third part of your design presentation taken from page 45 of the specification

Section 3: an outline of the process of applying the design concept to communicate meaning and realise artistic intentions including annotated sketches and or photographs of the selected multimedia ideas.

Learning Outcomes

Apply theatrical skills to realise artistic intentions in performance:

- apply design skills from the chosen pathway to the performance;
- apply a range of appropriate materials and equipment to the design(s);
- apply design skills to demonstrate style and genre; and
- realise artistic design intentions in the application of the design concept;

Most areas have been covered in other sections for this learning outcome and the focus is now on applying your ideas to the multimedia design itself. The multimedia designer's artistic intention is generally not fully planned in advance of making the final product but emerges as the ideas take shape. The same can be said for the meaning you wish to communicate. Your final design needs to show an outcome which has come about as a result of your consideration of concept, context, style, genre, character, materials and equipment. Consider also the budgetary constraints and the materials you need in order to realise your design.

You need to also take account of Health and Safety considerations by making yourself aware of the

health and safety legislation which is available as a PDF from the site below.
https://www.equity.org.uk/...health-and-safety/equity-guide-to-health-and-safety.pdf

Assessment for Learning Activity

- Now complete the final part of your design presentation taken from page 45 of the specification

Section 4: The final multimedia design plot including the four different multimedia states, with all cues identified.

At the end of the process, in a 5-7 minute presentation, you will be required to present a summary of Sections 1-4 as well as the final plot with cues to camera before your group present their scripted performance. Look carefully at all sections of the Assessment Criteria for this component (pages 42, 43 and 44 of the specification) to ensure you are fulfilling all requirements and are able to access the full range of marks.

Appendix 1-Bibliography

https://create.adobe.com/2016/5/9/how_digital_media_are_changing_traditional_performing_arts.html

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http://www.willyrussell.com/dayout.html

https://theatreave.com/pages/5-theatre-projection-tips

https://www.equity.org.uk/...health-and-safety/equity-guide-to-health-and-safety.pdf

Appendix 2 – Multimedia Design Concept Proforma

Chosen Stimulus or Chosen Script:

Chosen Genre:

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Chosen Style:

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General Multimedia Requirements:

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Impact for the Audience:

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Appendix 3

Multimedia Plot and Cue Sheet:

Group Number:

Title of Performance :

Use this sheet to plan your sound cues.

MFX *	Title/Track	Time	Cue line/ action when the cue will be called	Description/ Additional notes
Example MFX 1	Example Image 1: (School gates) Track 1: (Traffic)	Example Track 1 fast 2 sec fade in	Example Patrol man walks on stage	Example General stage lights come up 2 secs after back projection

*MFX-Multimedia effect