



DR2 Designing theatre

Personal learning checklist | 1 of 2

Eduqas GCSE Drama C690QS | Components 1 & 2 & 3 · Specification 2; 2.1; 2.2; 2.3; Appendix C

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Use your actual centre-approved stimulus, practitioner or genre, contrasting play and qualifying live production.
Practical work and extended writing need evidence and teacher judgement.

I can	Red	Amber	Green
Design intentions and collaboration			
Develop a coherent researched design concept and distinguish proposals from facts.	☐	☐	☐
Communicate designs through annotated plans, plots and cue sheets.	☐	☐	☐
Collaborate and realise a safe functioning design in performance.	☐	☐	☐
Lighting			
Explain and apply lighting intensity, focus, angle and colour.	☐	☐	☐
Choose suitable lanterns, beam control and effects for an intention.	☐	☐	☐
Plan and rehearse lighting states, triggers and timed fades.	☐	☐	☐
Sound			
Select purposeful live/recorded music and sound effects.	☐	☐	☐
Balance sound levels and source positions across the venue.	☐	☐	☐
Explain reverb, echo and silence as contextual sound choices.	☐	☐	☐
Prepare and realise reliable sound cues with appropriate amplification.	☐	☐	☐

My next revision priority _____



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Set and props			
Design ground plans for safe movement and clear sightlines.	☐	☐	☐
Distinguish scenery, dressing, backdrops, cyclorama and props.	☐	☐	☐
Use scale, levels, colour and texture to communicate the production world.	☐	☐	☐
Plan entrances, exits and scene changes with usable furniture and props.	☐	☐	☐
Costume, hair and make-up			
Develop costume through silhouette, garments, fabric, colour and pattern.	☐	☐	☐
Coordinate accessories, hair, wigs and make-up with safe respectful practice.	☐	☐	☐
Plan costume continuity and practical changes across character progression.	☐	☐	☐
Justify a located design choice and its effect on meaning and spectators.	☐	☐	☐

My next revision priority _____