

THE BECKET



SCHOOL
A CATHOLIC
VOLUNTARY
ACADEMY

PERSONAL LEARNING
KS4

GCSE Drama





Parent Curriculum Information

Drama



Subject: Drama

Year Group: 11

Subject Leader: Mr I Lund

Email address: i.lund@becketonline.co.uk

<p>What Specification (syllabus) is being taught?</p>	<p>GCSE: OCR Drama</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Naturalistic Theatre and Non-Naturalistic stylistic approaches. Scripted and Devised work – heavy emphasis on Practitioner exploration in workshops with independent application to both text and devised work. Live theatre deconstruction from pieces seen together and independently combined with externally run workshops from professional theatre companies</p>
<p>How will my son or daughter be assessed? When do these assessments take place?</p>	<p>Externally practical assessment of Script by OCR Examiner</p> <p>Internally assessed and externally moderated Devised unit a mixture of live performance and portfolio assessment</p> <p>Externally assessed formal written exam based on a set text and a review of a piece of theatre seen throughout the course</p>
<p>What can my son or daughter do for revision at home? What materials are provided or available online?</p>	<p>Students can access a wealth of resources through the Google Classrooms platform, past papers, exemplar work, annotated guides from OCR, presentations from lessons and a full archive of all their practical work.</p> <p>Reading around the subject into practitioner influences and especially existing theatre reviews is encouraged.</p> <p>Students are also able to e-mail me at i.lund@becketonline.co.uk with any questions.</p>

1. Devising Drama

You should know and understand the following:			
Research undertaken and how this has informed the development of the drama or design			
To develop an idea to progress from a simple to a more complex stage			
To plan, create and structure drama			
Workshops can move the development of the performance forward			
To rehearse in preparation for a performance to an audience			
To make plans for the structure/form of an artefact – set, costume, lighting, sound			
To edit and adapt the work in progress as a result of new ideas or the development of the drama			
How to examine in detail the process of creating drama and measure the impact on a live audience			
How to communicate meaning to an audience			
You should be able to:			
Examine the social, cultural or historical context of the chosen stimulus			
Use research to inform creative decisions when devising their drama			
Explain how research has impacted on their artistic intentions.			
Show the progression of their idea from initial thoughts to the realised form			
Select ideas to create engaging drama			
Clearly document the development of the performance during devising process through the use of portfolio			
Plan for effective use of rehearsals			
Refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience			
Analyses and evaluate decisions and choices made during the process of drama			
Apply performance or design skills to performance for an audience.			
Evaluate their final piece of devised drama			
Use accurate subject-specific terminology			

2. Scripted Performance – *We Lost Elijah or Tomorrow I'll be Happy*

You should know and understand the following:			
Why the extract is significant in the context of the whole text			
The structure of the whole text and the extracts' place within it			
The social, cultural or historical context of the text			
<p>The features of the text including:</p> <p>Genre</p> <p>Structure</p> <p>Character</p> <p>Form and style</p> <p>Dialogue</p> <p>The role of stage</p> <p>Directions</p>			
<p>How to communicate effectively using:</p> <p>The semiotics of drama</p> <p>The skills of a performer design</p> <p>Performance conventions</p>			
How performance texts can be presented to an audience			
The intention of the playwright			
Theatrical conventions			
How to interpret character through voice, movement and language			
The use of performance space			
The semiotics of theatre exemplified by the text studied			
The relationship between performer and audience			
How the different aspects of design impact on the whole creative experience for both performer and audience.			
The importance of rehearsal including time management and preparation			

You should be able to:			
Interpret the texts so that the playwright's intention can be communicated			
Demonstrate the principles that will underpin their responses to the key extracts through performance or design.			
Apply their knowledge of genre, style and theatrical conventions to the way they will perform or design			
Use performance space effectively			
Develop a character or design and demonstrate the way it interacts with other characters or with stage artefacts			
Use rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate			
Present a complete performance of the extracts with lines learnt, performance rehearsed and refines, performance skills used, intention of the playwright demonstrated and audience engaged OR Present a complete realised design for both extracts with final designs, artefacts, models or sets completed, as appropriate, intention of the playwright demonstrated and audience engaged.			

3. Written Exam – *Blood Brothers and Live Theatre Review*

Your Performance text

You should know and understand the following:			
In relation to your performance text			
The contexts of their chosen text including: <ul style="list-style-type: none"> • Social • Historical • Cultural 			
The theatrical conventions of the period in which the text was created			
<ul style="list-style-type: none"> • The characters of their performance text including: • Genres • Structures • Characters • Form and style • Theatrical setting • Plot and subplot • Dialogue • Stage directions 			
How meaning is communicated through: <ul style="list-style-type: none"> • The use of performance space and spatial relationships on stage • The relation between performers and audience • The design of the set, props, costume, lighting and sound • The actors vocal and physical interpretation of character • The use of performance conventions 			
You should be able to:			
In relation to your performance text			
Define how the social, historical and cultural contexts have an effect on the chosen performance text			
Explore and identify the characteristics of a text through practical preparation work and be able to explain the impact they have on performe			
Select examples from their own practical study which demonstrate knowledge and understanding of the full range of characteristics of the performance text			
Identify how a range of genres may have been used to inform the characteristics of the performance text			
Identify how the meaning is communicated within the performance text			
Evaluate the roles that theatre makers have on developing, performing and responding to a performance text.			

Development of drama and performance

You should know and understand the following:			
In relation to the development of drama and performance			
<ul style="list-style-type: none"> • Contemporary staging including: • Apron • Black box • In the round • Promenade • Proscenium arch • Site specific • Thrust • Traverse 			
<p>The role of theatre makers in contemporary professional practice, including:</p> <ul style="list-style-type: none"> • Actors choreographer • Costume designer • Director • Lightening designer • Lyricist • Playwright • Set designer • Sound designer • Stage managers • Understudy 			
<p>Acting skills including:</p> <ul style="list-style-type: none"> • Blocking • Characterisation • Improvisation 			
Vocal Technique's an actor might use to communicate a role			
Communication through physicality and the use of body language, facial expression and gesture			
The use of semiotics			
<p>The design and use of a set including:</p> <ul style="list-style-type: none"> • Composite sets • Non-naturalistic sets 			
<p>The development of character through the creation and use of:</p> <ul style="list-style-type: none"> • Costume • Hair and make up • Masks • 			
The use of contemporary light, sounds and media technology in contemporary performance styles affect the direction of a performance			

The features of a performance text including: <ul style="list-style-type: none"> • Acts and scenes • Antagonist • Character • Dialogue • Flashback • Monologue • Plot and subplot • Protagonist • Stage directions 			
You should be able to:			
In relation to the development of drama and performance			
Evaluate roles that theatre makers have on developing, performing and responding to a performance text			
State advantages and disadvantages for the decisions made directing, acting and designing for a performance			
Apply knowledge and understanding of the development of drama and performance to the studied performance text.			

Analyse and evaluation of others

You should know and understand the following:			
In relation to the analyse and evaluation of the work of others			
The meaning of drama and theatre terminology used by theatre makers			
How genre is used in live performance to communicate meaning to an audience			
How to analyse a live theatre performance			
How to evaluate the work of others, drawing considered conclusions.			
You should be able to:			
In relation to the analyse and evaluation of the work of others			
Select and use appropriate subject-specific terminology			
Discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama			
Analyses and evaluate the acting, design and the characteristics of the performance text seen.			