



Drama

Course Description: Students are assessed on their knowledge of how drama and theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others.

The subject content for GCSE Drama is divided into three components:

Breakdown of Examination Components:

Component 1: Understanding drama – This is a Written exam: **80 marks = (40% of the GCSE)**. The exam lasts **1 hour and 45 minutes** & is divided into **three** compulsory sections:

Section A: *Knowledge & understanding of drama terminology & theatre* - multiple choice (**4** marks)

Section B: Study of set text - four questions on a given extract from the set play chosen (**46** marks)

Section C: Live theatre production - ***Analysis & evaluation of the work of live theatre makers*** One two part question (from a choice) based on a single live theatre production (**30** marks)

Component 2: Devising drama (practical) – What is assessed?

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

How is it assessed?

- Devising log (**60** marks)
- Devised performance (**20** marks)
- **80** marks in total = **40%** of GCSE

Component 3: Texts in practice (practical) – What is assessed?

- Performance of two extracts from one play

How is it assessed?

- Performance of **Extract 1** (25 marks) **and Extract 2** (25 marks)
- 50 marks in total
- 20% of GCSE

Students are just beginning to explore their performance of the script 'Bouncers' and 'Politics and Terror' and have developed their group and character skills when responding to scripts. They are consolidating and extending the Dramatic skills required to be successful.

Their on-going homework has been – To research aspects of the text/learn lines/arrange and attend after school rehearsals.

They are currently working on developing their group and collaborative skill's by devising and developing a prepared improvised piece of practical work.

Parents and carers can help support their child by enquiring about:

- What script was their performance based on?
- How did they change their voice, movement and body language to communicate their character to the audience?
- What could they have done to improve their final performance & what are their targets for future performances?
- What they found to be the biggest challenge. (Learning lines/performing with confidence/staying in role/maintaining an active role in groups etc.)

- How well they think their final performance went?

Broad overview of what the children in Year 10 are studying in Drama

Throughout the year, students will develop their group skills and confidence when creating, performing and responding to scripts and improvised dramatic performance. They will also develop the skills required to effectively communicate their intentions to an audience.

CONTROLLED ASSESSMENT: (Formal on-going Assessment of work in progress during lessons)

Term 1: SCRIPTED PERFORMANCE: Development of performance skills and techniques.

Developing the skills and ability to interpret and perform a scripted extract.

Working in groups, students must learn and perform a section from the script “Bouncers” by John Godber and evaluate/analyse their performance. They will then explore a range of Scripts: Developing Knowledge and understanding of the skills required to effectively communicate intentions to an audience. Scripts included are “A Taste Of Honey”/”The Birthday Party”/”Road”/”Drinking Companions”/”Politics and Terror” (Issue based) Duologues: “The Dumb Waiter”/”Two”.

Development of practical knowledge of ways to interpret, rehearse & perform a text and enhance knowledge of a range of rehearsal techniques.

Term 2: DEVISING and IMPROVISATION: Development of improvisation skills and techniques.

Working in groups, students need to devise, rehearse, refine and perform a polished improvisation responding to a range of themes. Improvisation is defined as any non-scripted work in drama. The performance must last a minimum of 8 minutes. Students should respond creatively, with imagination to devise and prepare an improvised performance.

Students will need to keep a DEVISING LOG which outlines how they have developed and improved their practical work.

Responding to practical work, students should be able to write about and should be able to demonstrate the following:

- a clear understanding of the practical performance work undertaken
- an informed knowledge and understanding of the acting skills required and the technical and design elements
- the ability to analyse and evaluate the effectiveness of the skills involved
- the ability to reflect upon and respond constructively to their own work and that of others, with an awareness of their own strengths and weaknesses in rehearsal and performance.
- the ability to analyse and evaluate the effectiveness of the work as a whole.

Term 3: Character Development –Students will explore a range of scripts and will need to identify how they will communicate the time period, location, performance style and genre.