



Year 11 Drama



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

- Characteristics of performance text(s) and dramatic work(s)
-
- Social, cultural and historical contexts
-
- How meaning is interpreted and communicated
-
- Drama and theatre terminology and how to use it appropriately
-
- The roles and responsibilities of theatre makers in contemporary professional practice.

Core Skills and Theatrical Conventions

- genre
- structure
- character
- form
- style
- language
- sub-text
- character motivation and interaction
- the creation of mood and atmosphere
- the development of pace and rhythm
- dramatic climax
- stage directions
- the practical demands of the text.

- the social, cultural and historical context in which the performance texts studied are set
- the theatrical conventions of the period in which the performance texts studied were created.

- performance conventions
- use of performance space and spatial relationships on stage
- actor and audience configuration
- relationships between performers and audience
- design fundamentals such as scale, shape, colour, texture
- the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying
- the design of costume including hair and make-up
- the design of lighting such as direction, colour, intensity, special effects
- the design of sound such as direction, amplification, music, sound effects both live and recorded.



Year 11 Drama continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Skills and Theatrical Conventions

- performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines
- performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.
- **stage positioning:**
 - ◇ upstage (left, right, centre)
 - ◇ downstage (left, right, centre)
 - ◇ centre stage.
- **staging configuration:**
 - ◇ theatre in the round
 - ◇ proscenium arch
 - ◇ thrust stage
 - ◇ traverse
 - ◇ end on staging
 - ◇ promenade.

Students should have a general understanding of the implications of the above stage configurations on the use of the performance space.

Roles:

- playwright
- performer
- understudy
- lighting designer
- sound designer
- set designer
- costume designer
- puppet designer
- technician
- director
- stage manager
- theatre manager.



Year 11 Drama continued



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Core Skills and Theatrical Conventions

Knowledge and understanding should cover: the activities each may undertake on a day-to-day basis

the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success).

How has learning been assessed?

Component 1: Understanding Drama

This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others (AO4).

The paper constitutes 40% of the GCSE.

Students have 1 hour and 45 minutes to answer the paper.

The paper is divided into three compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production.

Component 2: Devising Drama

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).

Component 2 constitutes 40% of the GCSE.

It is marked by teachers and moderated by AQA.

For this component students are required to complete the following two assessment tasks:

- produce an individual Devising log documenting the devising process
- contribute to a final devised duologue or group performance.

The Devising log is marked out of 60.

Each student's contribution to the final devised performance is marked out of 20.



Year 11 Drama continued



How has learning been assessed?

Component 3: Texts in practice

This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2).

Component 3 constitutes 20% of the GCSE.

It is marked by AQA.

For this component students must complete two assessment tasks:

- study and present a key extract (monologue, duologue or group performance)
- study and present a second key extract (monologue, duologue or group performance) from the same play.

Each student's contribution to each key extract performance is marked out of 20.

What is coming up in the following year?

A-Level Drama and Theatre

- Component 1 - Understanding Drama
- Component 2 - Devising Drama
- Component 3 - Texts in Drama.