



Topic Overview
 Faculty/Subject: Drama
 Year Group: KS4
 Topic: Devising Drama



<p>What BIG IDEAS will you cover in this topic?</p> <ul style="list-style-type: none"> • how to plan, create and structure drama • how workshops can move the development of the performance forward • how to rehearse in preparation for a performance to an audience 	<p>What other <u>key concepts, knowledge and skills</u> will you learn in this topic?</p> <ul style="list-style-type: none"> • how to use research to inform creative decisions when devising drama • how 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 through engaging drama.
<p>What important <u>prior knowledge</u> will you use from your prior learning? Techniques developed through ks3 including vocal and physical skills for advanced characterisation</p> <p>Where does this topic fit into the <u>curriculum plan</u> for this subject? Students will learn techniques and skills to devise in the first 2 terms in year 10 and will complete the assessment in the summer term of Year 10</p>	<p>Assessment: How and when will you be assessed on this topic? What will the success criteria be?</p> <p>Students will complete their devising exam at the end of year 10. This will be 30% of their final exam result</p>
<p>What is the key <u>vocabulary</u> that you will need to know in this topic? Techniques and styles including - Still Images, Thought Tracking, Montage, Conscience Alley, Split Stage, Direct Address, Mime, Greek Theatre, Slapstick, melodrama...</p> <p>Skills including - Facial expressions, gestures, proxemics, posture, intonation, accent, projection, diction, pace...</p>	<p>What is the structure of learning/lessons in this topic?</p> <p>Devising practice from stimuli From music From sculpture</p> <p>Devising exam Section 1 - Research and Ideas Section 2 - Rehearsal and Development Section 3 - Evaluation</p>

OCR GCSE DRAMA - DEVISING DRAMA PORTFOLIO
 SECTION 2 CREATING & DEVELOPING DRAMA - KNOWLEDGE ORGANISER

5 HOW DID YOU STRUCTURE YOUR CREATING AND DEVELOPING PROCESS?
 CONSIDER THE FOLLOWING:

- WHAT WAS YOUR REHEARSAL SCHEDULE?
- HOW WERE YOUR REHEARSALS CONDUCTED?
- WHAT DID YOU ACHIEVE IN YOUR REHEARSALS?
- HOW DID YOUR REHEARSAL SCHEDULE IMPACT THE DEVISING PROCESS AND PERFORMANCE?
- WHICH OF YOUR REHEARSALS WERE 'KEY REHEARSALS' AND WHY?

2 HOW DID YOU BEGIN THE DEVISING PROCESS?
 CONSIDER THE FOLLOWING:

- HOW DID YOU BEGIN TO GENERATE PERFORMANCE WORK?
- HOW DID YOU USE THE STIMULUS TO GENERATE PERFORMANCE WORK?
- HOW DID YOU BEGIN TO GENERATE TEXT?
- WHAT WERE THE BENEFITS/CHALLENGES OF YOUR INITIAL PROCESS?

4 WHAT CHANGES WERE MADE?
 CONSIDER THE FOLLOWING:

- HOW AND WHY DID YOUR PERFORMANCE CHANGE DURING THE CREATING AND DEVELOPING PROCESS?
- HOW DID YOUR GROUP SELECT AND REJECT DEVISING MATERIAL?
- WHAT CHANGES WERE MADE BASED ON FEEDBACK RECEIVED DURING THE PROCESS?
- WERE ANY CHANGES MADE DURING FINAL/DRESS/TECHNICAL REHEARSALS? IF SO WHY?

2 WHAT HAS INFLUENCED YOUR DEVISING?
 CONSIDER THE FOLLOWING:

- WHAT PERFORMANCE WORK INFLUENCED YOUR DEVISING? HOW AND WHY?
- WHAT PRACTITIONERS HAVE INFLUENCED YOUR DEVISING? HOW AND WHY?
- WHAT THEATRE COMPANIES HAVE INFLUENCED YOUR DEVISING? HOW AND WHY?
- HOW DID THE STIMULUS MATERIAL INFLUENCE YOUR DEVISING?

AO1- Create and develop ideas to communicate meaning for theatrical performance.

- Narrative of the learners' *journey* through the development process is *highly developed*.
- Learner has been *accomplished* in their devised performance *throughout the creating and developing process*.

AO4- Analyse and evaluate their own work and the work of others

- *Highly developed* justifications of the *changes made* during development of the devised performance.
- Highly developed analysis of *how their own work will create meaning and communicate to the audience*

3 WHAT DECISIONS WERE MADE?
 CONSIDER THE FOLLOWING:

- WHAT STAGING TYPE DID YOU CHOOSE AND WHY?
- WHICH REHEARSAL TECHNIQUES DID YOU USE AND WHY?
- WHICH THEATRICAL CONVENTIONS ARE USED IN YOUR PIECE AND WHY?
- HOW ARE YOU USING DESIGN ELEMENTS TO COMMUNICATE MEANING?
- HOW DID YOU DEVELOP YOUR CHARACTER/PLOT/SCENES?
- WHAT KEY IDEAS/CHOICES WERE SUGGESTED/MADE BY YOUR GROUP?
- WHAT KEY IDEAS/CHOICES WERE SUGGESTED/MADE BY YOU?



Topic Overview

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Topic: Presenting and Performing Texts



What BIG IDEAS will you cover in this topic?

- interpret the texts so that the playwright's intention can be communicated
- apply their knowledge of genre, style and theatrical conventions to the way they will perform
- use performance space effectively
- develop a character and demonstrate the way they interact with other characters or with stage artefacts

What other key concepts, knowledge and skills will you learn in this topic?

- 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 as exemplified by the text studied
- the relationship between performer and audience

What important prior knowledge will you use from your prior learning?

Techniques developed through ks3 including vocal and physical skills for advanced characterisation

Assessment:

How and when will you be assessed on this topic? What will the success criteria be?

Students will start to prepare from the 2nd half term in Y11 and perform at the end of the Spring term

Where does this topic fit into the curriculum plan for this subject?

Students will start to prepare from the 2nd half term in Y11 and perform at the end of the Spring term

What is the key vocabulary that you will need to know in this topic?

- genre
- structure
- character
- form and style
- dialogue
- the role of stage directions
- the semiotics of drama
- performance conventions

What is the structure of learning/lessons in this topic?

Rehearsal in groups to perform 2x extracts from the performance text for an external examiner.

Concept Proforma consisting of 4 text related development questions to be completed before the performance exam.

Artistic Intention
The artistic intention means what the Playwright intends not only for that character in that moment but what is happening in the scene but also as a whole in general and how you show this

Communication of meaning
This is how you as a performer show themes and context within your performance. For example, if there is a Theme of status and hierarchy how would you show this in your performance?

Creating Mood and atmosphere
The way you perform to create the correct mood and atmosphere for your play/scene. For example if your piece is comedy and breaking the forth wall how you perform this OR if its emotional and hard hitting what are you doing to create this atmosphere

How will the external examiner will mark you....

External assessment marking grid – Performance: Performing skills		
Learners are expected to demonstrate their ability to show:		
AO2	Communicating meaning and intention	Performing skills
Band 5:	17–20 marks Highly developed realisation of artistic intention in the performance. Accomplished communication of meaning to an audience. Accomplished ability to create mood and atmosphere throughout the performance.	17–20 marks Accomplishes 3rd characterisations through roles that are highly developed. Demonstrates a highly developed rapport with other members of the cast sustained throughout the performance. Accomplished control of the use of vocal and physical techniques throughout the performance.
Band 4:	13–16 marks Developed realisation of artistic intention in the performance. Confident communication of meaning to an audience. Developed ability to create mood and atmosphere throughout the performance.	13–16 marks Developed characterisations through roles that are thoughtfully crafted. Demonstrates a developed rapport with other members of the cast during most of the performance. Developed control in the use of vocal and physical techniques assured throughout the performance.

Character is highly developed
You know your character and how it should be performed to the audience and the examiner. You are off script and understand the stage directions given for your character as well as embracing all characteristics of the character given to you

Rapport with other members in stage
This section is about how you use reactions on stage with the other characters in your scene. Some of you actors may not have a low of lines and this isn't a bad things. Some of our best results have been from purely physicality and people reacting in the scene.

Vocal and physical Techniques
This is everything you have learned in Drama since Year 7- How you are using your facial expressions, body language, gestures, movement, and also your voice- accent, pace, pitch, volume and

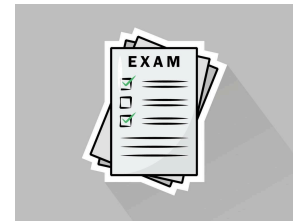


Topic Overview

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Topic: Performance and Response



What **BIG IDEAS** will you cover in this topic?

in relation to their performance text:

- the contexts of their chosen text including:
 - social
 - historical (time set and period written)
 - cultural
- define how the social, historical and cultural contexts have an effect on the chosen performance text
- the theatrical conventions of the period in which their text was created
- the characteristics of their performance text

What other **key concepts, knowledge and skills** will you learn in this topic?

- how meaning is communicated through:
- the use of performance space and spatial relationships on stage
- the relationship between performers and audience
- the design of: set, props, costume, lighting and sound
- an actor's vocal and physical interpretation of character
- the use of performance conventions.

the meaning of drama and theatre terminology used by theatre makers

- how genre is used in live performance to communicate meaning to an audience

What important **prior knowledge** will you use from your prior learning?

Techniques developed through ks3 including vocal and physical skills for advanced characterisation

Where does this topic fit into the **curriculum plan** for this subject?

Students will begin with practical exploration in the autumn term of Year 10 with a focus on section B in the autumn term of Year 11.

Assessment:

How and when will you be assessed on this topic?

What will the success criteria be?

Mock exams throughout Year 10 and 11 - full exams section A and B in Nov and Feb of Year 11.

Exam questions throughout the duration of the course in lessons.

What is the key **vocabulary** that you will need to know in this topic?

- apron
- black box
- in the round
- promenade
- proscenium arch
- site specific
- thrust
- traverse

Vocal and physical skills and technical roles

What is the structure of learning/lessons in this topic?

Exam text practical exploration Term 1 - 2 Year 10.

Exam technique and Section B autumn term Year 11

