

GCSE DRAMA

Students follow the AQA GCSE Drama Syllabus.

<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Unit 1 - Written Exam - 40% of the final mark

Students have 1 hour 45 minutes to answer three questions.

Section A is multiple choice based on the text the students have studied

Section B is a series of four questions on an extract from the set play students have studied

Section C is on the work that is taken out to create a live theatre production.

Unit 2 – Practical Work - 40% of the final mark

Students will submit one performance. They will also need to create a log which shows the processes undertaken to create the performance and an evaluation of the performance. This will be set and assessed by the teacher.

Unit 3 – Practical Work - 20% of the final mark

Students will perform two extracts from one play that is studied. They will study how the text is produced and performed, before creating their own interpretation of the scenes chosen. This will be set and assessed by the teacher.

Year 10 and 11

There will be opportunities to visit the theatre throughout the two year course.

Term One:

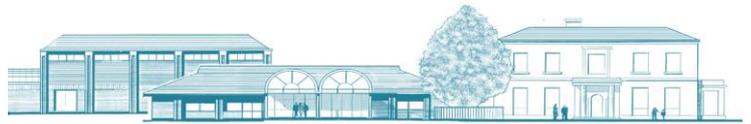
Students will be given a range of stimuli to explore and support their own performances. Students will be able to research and bring in their own inspiration to help them with their first piece of performance work. They will have the opportunity to learn how to plan and evaluate their own work during this term.

Term Two:

Students will start to explore the set text that they need to be able to study for the written exam. This will be explored through a mixture of both practical work and written responses. Students will have the opportunity to act out parts of the text and explore how they would present the script to an audience. They will also explore the themes, ideas and characters through a range of active learning strategies.

Term Three:

Students will spend time planning, practising, performing and evaluating extracts from a play studied as a class. They will need to consider how the text is not only performed but also produced. They will consider costume, lighting and sound.



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Term Four:

This term will be an opportunity for students to revise in preparation for the Year 11 Trial Exams. Students will be given the opportunity to revisit, both practically and in timed conditions, the set text that was studied in Year 10. Students will also work on Unit 2, using texts to inspire them in their own drama performances. They will plan, present and reflect on these experiences to make their devising log, which is submitted for the exam.

Term Five:

Towards the end of April, students will perform their final project in front of a visiting moderator. The rest of the term, leading up to the written exam, will then focus on preparing their written responses, with a series of focussed sessions on writing technique and test essays, to improve exam technique.

Term Six:

For the final weeks of the course, the focus will be around examination technique and ensuring students are fully prepared for the written examination. Timed responses will be completed and students will have the opportunity to take part in Focus Groups so they feel confident about the exam.

Homework

This is a mixture of written work and rehearsals. Written tasks replicate the exam questions. Rehearsals have to be done at school during Lunchtimes, or after school, with their group. Attendance at these is vital for the success of their work. Rehearsals are always arranged well in advance and students are expected to share this information with parents.

Assessment

Assessment is in line with the AQA criteria for this course. Students' work in the rehearsal and devising process, performance and written work are all assessed regularly. Marking is formative and summative. Formative marking is given in the form of verbal and written feedback with targets being set regularly in all three areas of study. Targets are available on the front of students' folders. Summative marking is given at the end of a project but always allows for discussion and evaluation of progress.

Support, Strategies and Interventions for Students (SEN, Most Able, Students Not Making Expected Progress)

- Revision sessions are made available to all students as we approach exams.
- Students are encouraged to develop the habit of writing part of their homework and then checking with staff that they have the right approach before continuing – students are always given a week to complete written tasks to enable this to happen.
- All Year 10 students are encouraged to involve themselves in the school play at the end of the summer term, as the experience enhances and develops their performance skills.
- All students are provided with a glossary of terms that they will use in their written and discussion work.
- When essays are marked, errors are highlighted and questions asked to stretch students thinking. Time is then provided for students to make these corrections/improvements.



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- Writing frames and sample answers are provided to support students in developing their responses to the exam questions.
- Staff will organise group work to enable students to work to their potential, ensuring that there is a variety of skills and abilities in all groups.

Resources from Home

- There is no specific equipment needed but as much of the work can be physical, girls are advised to wear trousers on the days that they have drama.
- The BBC bitesize website is very useful for clarifying the different terms and genres and styles of theatre that we will explore - <http://www.bbc.co.uk/education/subjects/zbckjxs>.

How to Support Your Child

- Encourage them to go to the theatre and watch quality drama series on the television. Encourage them to talk about what they have seen and how the actors performed.
- Encourage them to join a Youth Theatre. There is a very good one that runs from the Pomegranate Theatre. Information can be found on their website: <http://www.pomytheatre.co.uk/>
- Encourage them to get involved in the school play. Rehearsals start in the second half of the Autumn Term and the performance is at the end of the Summer Term.

Glossary of Terms

All students have this grid in their folders and it is essential that they write about their work and the work of others using these terms.

Voice	Movement	Interaction
<p>Tone: affected by emotion can be used with emotion to describe it e.g. ' he addressed her with an angry, aggressive forceful, authoritative, happy, light and airy, nervoustone' How was the actor using this technique and for what purpose?</p>	<p>Body Language (open or closed) actor can adjust openness to show how comfortable and relaxed they are. Folded arms act like a barrier or a shield. Can be used to show a character is uncomfortable. Other signs such as turning away, fiddling with clothing, hair and objects or moving away. (see interaction) How was the actor using this technique and for what purpose?</p>	<p>Height -can adjust height to convey status. If someone says something nice to you, you sometimes physically grow – it is normally subtle but can be effective way of describing how one actor responds to what another is saying. ? You might also adjust your height if you feel threatened. How was the actor using this technique and for what purpose?</p>
<p>Volume: might be altered in response to a situation or to convey a</p>	<p>Facial Expression: be specific wide eyes, furrowed brow, pouting,</p>	<p>Openness – can adjust openness to show how comfortable and relaxed you are. Folded arms act</p>



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<p>relationship/emotion/status. How was the actor using this technique and what purpose?</p>	<p>biting lip, narrowed eyes and so on..... How was the actor using this technique and for what purpose?</p>	<p>like a barrier or a shield. Open gestures and body language suggest the character is relaxed. How was the actor using this technique and for what purpose?</p>
<p>Pace of Speech: How fast or slowly the character speaks is affected by emotion, relationship, status. How was the actor using this technique and for what purpose?</p>	<p>Pace of Movement How fast or slow is the actor moving? Methodical and calculated, shaky and uncertain, quick and rushed, frantic and erratic, focussed, deliberate and controlled. How was the actor using this technique and for what purpose?</p>	<p>Tension: Where is tension evident in the actor's movement and body? Shoulders quite often show tension as do clenched fists and wringing hands. Tension might also be in the jaw – clenched teeth, or a forced smile..... and so on. How was the actor using this technique and for what purpose?</p>
<p>Emphasis: By placing stress or emphasis on certain words the actor will convey a very different message. How was the actor using this technique and for what purpose?</p>	<p>Emotion behind the movement: e.g. jittery and nervous, confident and smooth. How was the actor using this technique and for what purpose?</p>	<p>Eye contact: Actor might make direct eye contact with another character or they might make and break eye contact or they might avoid eye contact all together- might be an indication someone is not being truthful. How was the actor using this technique and for what purpose?</p>
<p>Pitch How high or low the voice is. Consider also projection. How was the actor using this technique and for what purpose?</p>	<p>Specific movement linked to character: Limp, hunch, disability How was the actor using this technique and for what purpose?</p>	<p>Space/ Use of Proxemics Does the actor increase the space between him and another character object, piece of scenery? How was the actor using this technique and for what purpose?</p>
<p>Accent What accent is being used? What does it say about the character? Is it maintained?</p>	<p>Gestures: Gestures are largely hand and/or arm movements and maybe repeatable or</p>	<p>Levels Use of levels between characters can tell the audience something about</p>



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<p>How was the actor using this technique and for what purpose?</p>	<p>particular to the character. EG: The gesture of running your hand through your hair to show nervousness. How was the actor using this technique and for what purpose?</p>	<p>status and power relationships – don't always assume that the higher level has the authority though! Think about how the actors have used levels and to what effect.</p>
<p>Speech Impediment: Stutter, lisp, and so on How was the actor using this technique and for what purpose?</p>		