

YEAR 11 DRAMA

DEVISING DRAMA

Non-Exam Assessment – Devising Drama (30%) : INTENT

w/b: 31.08.20-w/b: 02.11.20

Knowledge Acquired:

OCR GCSE Drama Specification:

Learners should work collaboratively to create, develop, perform and evaluate their own piece of devised drama as either performers or designers.

AO1 (10%) 20 marks

Create and develop ideas to communicate meaning for theatrical performance

AO2 (10%) 20 marks

Apply theatrical skills to realise artistic intentions in live performance

AO4 (10%) 20 marks

Analyse and evaluate their own work and the work of others

Skills Developed:

Learners should be able to:

- Use research to inform creative decisions when devising drama
- Examine the social, cultural or historical context of the stimulus
- Explain how research has impacted on their artistic intention
- 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 the devising process
- Plan for effective use of rehearsals
- Refine and amend work throughout the devising process so that clear dramatic intentions are communicated to the audience
- Analyse and evaluate decisions and choices made during the process of creating drama
- Apply performance or design skills to performance for an audience
- Explain the changes made to their drama with reference to their artistic intention and explain the intended impact on the audience
- Evaluate their final piece of devised drama

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- Use accurate subject-specific terminology

Understanding:

Learners should know and understand:

- Research undertaken and how this has informed the development of drama
- How to develop an idea to progress from a simple to a more complex stage
- 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
- How to make plans for the structure and form
- How to edit and adapt the work in progress as a result of new ideas or the development of the drama
- How to examine the process of creating drama and measure the impact on an audience
- How to communicate meaning to an audience through engaging drama

Links to Previous Study:

- Year 8 – Darkwood Manor
- Year 9 – War
- Year 10 – The Hillsborough Disaster
- Year 10 – The Salem Witch Trials
- Year 10 – Fighting For Strangers

Links to Future Study/the Wider World:

- Allows students to understand the demands of performers and skills required to overcome obstacles when working in as a theatre company.
- Encourages students to explore a range of stimuli including: historical events, prose, paintings, sculptures, famous people, music, song lyrics, poetry, photographs and news articles.
- Encourages independent learning which will benefit further education as students choose one area and conduct their own research using a range of sources.
- Encourages students to act as an audience and analyse and evaluate live theatre which links to Section B of the written exam.
- Prepares students for Level 2/3 Performing Arts and A Level Drama by allowing them to develop their devising skills around: narrative, structure, style, genre, character etc.

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DEVISING DRAMA

Non-Exam Assessment – Devising Drama (30%): IMPLEMENTATION

w/b: 31.08.20-w/b: 02.11.20

Number of Lessons: 30 (up to exam)

Number of Lessons: 6 (post exam)

Sequence of Lessons:

STIMULUS EXPLORATION	REHEARSAL	DRESS REHEARSAL	PERFORMANCE
1. Research and developing Ideas	5-6. 2-3 minutes of material. Rehearsal Log 1	23. Rehearsal with lighting	29-30. Performance
2. Research and developing ideas	7-8. 4-5 minutes of material. Rehearsal Log 2	24. Rehearsal with music/sound	
3. Research and developing ideas	9-10. 6-7 minutes of material. Rehearsal Log 3	25. Rehearsal with costume	
4. Finalise artistic intention	11. Work in Progress 1	26-28. Final dress rehearsal	
	12. Work on feedback		
	13-14. 8-9 minutes of material. Rehearsal Log 4		
	15-16. 10-11 minutes of material Rehearsal Log 5		
	17. Work in Progress 2		
	18-19. Work on feedback		
	20-22. 11-12 minutes of material Rehearsal Log 6		

PORTFOLIOS

1-6. Analysis and Evaluation

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Main Resources:

- OCR Devising Drama Exam Paper
- YouTube
- Teacher prepared PowerPoint activities
- LRC/Internet for researching each stimuli portfolios at the end of the scheme
- CGP Revision Guide – GCSE Drama (the revision guide)

Methods of Assessment:

- 'Work in Progress' performed to simulate exam conditions, written and oral feedback provided in addition to a currently working at mark using the OCR performance criteria.
- Mini submission deadlines for portfolios included for Part 1 (Research and Developing Ideas) and Part 2 (Creating and Developing Drama) with feedback provided and a currently working at band using the assessment criteria.
- Final performance marked using OCR performance criteria and submitted for moderation (20/60 marks).
- Portfolios marked using OCR criteria in all three sections and submitted for moderation (40/60 marks).
- Final NEA assessment to take place in November 2021 (worth 30% of the final GCSE grade). Exam day is decided by the centre and is teacher assessed.

Use of Assessment Results:

- Students can draw on their performance feedback and use this in the Presenting and Performing Texts component.
- Analysis of performance skills can be applied in Section B of the written exam when evaluating a live performance.
- All marks are recorded on Go4Schools for all 4 sections and final marks are submitted to an OCR Moderator.

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DRAMA: PERFORMANCE AND RESPONSE

Section B Preparation – Live Theatre Evaluation: **INTENT**

w/b: 09.11.20-16-12.20

Knowledge Acquired:

OCR GCSE Drama Specification:

Learners should analyse and evaluate the work of others through watching live drama and theatre.

AO3 (30%) 60 marks

Create and develop ideas to communicate meaning for theatrical performance

AO4 (10%) 20 marks

Apply theatrical skills to realise artistic intentions in live performance

Skills Developed

Learners should be able to:

- Select and use appropriate subject-specific terminology
- Discuss, analyse and evaluate how meaning is created through live theatre using their knowledge and understanding of drama
- Analyse and evaluate the acting, design and the characteristics of the performance seen

Understanding

Learners must know and understand:

- 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

Links to Previous Study:

- Year 10 – Live Theatre Evaluation Preparation
- Year 10 - Summer Term Mock Exam

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Links to Future Study/the Wider World:

- Encourages students to attend the theatre and critique performances as an audience member which could lead to a range of careers in the industry (deviser, performer, designer, director, producer, journalist etc).
- Gives students a base to build on when revising for Section B of the written paper in the Summer Term.
- Prepares students for Level 2/3 Performing Arts and A Level Drama by allowing them to develop their critical analysis of a performance with regard to acting and visual and technical elements and the meaning communicated to the audience.

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DRAMA: PERFORMANCE AND RESPONSE

Section B Preparation – Live Theatre Evaluation: IMPLEMENTATION

w/b: 09.11.20-16-12.20

Number of Lessons: 12 (This may change depending on the organisation of the visit to the theatre. The remainder of the lessons after the mock exam and leading up to the end of term will be allocated to students to complete and improve their Devising Drama portfolio).

Sequence of Lessons:

ANALYSIS OF A LIVE PERFORMANCE
1. Section B: Lighting
2. Section B: Music and Sound
3. Section B: Actors' Performances
4. Section B: Costume, Make-up and Props
5. Section B: Set Design and Staging
6. Section B: Mood and Atmosphere
7. Section B: Style and Genre
8. Section B: Key Moments
9. Section B: Semiotics
10-11. Section B: Mock Exam
12. Section B: Feedback From Mock Exam

Main Resources:

- Theatre and performance selected for each cohort. *The Curious Incident of the Dog in the Night-time* has been provisionally booked for November 2021
- Teacher prepared PowerPoint activities
- Teacher prepared revision resources including a booklet to take to the theatre
- CGP Revision Guide – GCSE Drama (the revision guide)

Methods of Assessment:

- Submission of 30 mark questions marked for Section B with a Band and mark within the band for AO3 and AO4, including advice on how to improve.
- Mock exams and walking talking mocks completed and submitted in the time limit for marking and feedback.

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- The final written exam is completed on Wednesday 9th June 2021 and marked externally by an OCR examiner.

Use of Assessment Results:

- Responses completed in lessons and Section B of the mock exam used to generate accurate Predicted Outcome Grades for data collections.
- Mock exams, walking talking mocks and answer submissions used to identify gaps in knowledge and subsequent planning takes this into account.
- Responses receiving the fewest marks in the mock exam will be targeted by students as their areas for development when revising.

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PRESENTING AND PERFORMING TEXTS

Non-Exam Assessment – Presenting and Performing Texts (30%): INTENT

w/b: 04.01.21-w/b 15.03.21

Knowledge Acquired:

OCR GCSE Drama Specification:

Learners should study two extracts from one performance text, describe their artistic intentions for the performance and present the two extracts in a showcase.

AO1 (10%) 20 marks

Create and develop ideas to communicate meaning for theatrical performance

AO2 (10%) 40 marks

Apply theatrical skills to realise artistic intentions in live performance

Skills Developed:

Learners should be able to:

- Interpret the texts so that the playwright's intention can be communicated
- Demonstrate the principles that will underpin their response to the key extracts through performance
- Apply their knowledge of genres, styles and theatrical conventions to the way they will perform
- Use performance space effectively
- Develop a character or design and demonstrate the way it interacts with other characters
- Use rehearsal effectively to rehearse and adapt and refine their performance.

Understanding:

Learners should know and understand:

- 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
- The features of the text including: genre, structure, character, form, style, dialogue and stage directions
- How to communicate effectively using: the semiotics of drama, the skills of a performer and performance conventions
- How performance texts can be presented to an audience

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- The intention of the playwright
- Theatrical conventions
- How to interpret character through voice, movement and language
- The use of performance space
- The relationship between performer and audience
- How the different aspects of design impact on the whole creative experience for both the performer and the audience
- The importance of rehearsal including time management and preparation

Links to Previous Study:

- Year 8 – Roald Dahl
- Year 9 – Godber
- Year 10 – Working With Text
- Year 10 – Blood Brothers Extracts

Links to Future Study/the Wider World:

- Encourages students to consider the themes explored within the play of choice and/or social issues with which to discuss
- Students develop empathy for characters played and explore the context behind emotions of characters and why they behave and act the way they do.
- Prepares students for Level 2/3 Performing Arts and A Level Drama by allowing them to develop their performance skills including vocal and physical expression.

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PRESENTING AND PERFORMING TEXTS

Non-Exam Assessment – Presenting and Performing Texts (30%): IMPLEMENTATION

w/b: 14.03.21-07.06.21

Number of Lessons: 24

Sequence of Lessons:

TEXT EXPLORATION	REHEARSAL	DRESS/TECHNICAL REHEARSAL	PERFORMANCE
1-2. Reading of play and practical exploration	7-8. Rehearsal of Extract 1 & 2	19. Rehearsal with Lighting	23-24. Final Performance in front of OCR Examiner
3. Exploration focus on Proforma Question 1	9-10. Rehearsal of Extract 1 & 2	20. Rehearsal with Music/Sound	
4. Exploration focus on Proforma Question 2	11. Work in Progress 1	21. Rehearsal with Costume	
5. Exploration focus on Proforma Question 3	12. Work on Feedback	22. Final Dress Rehearsal	
6. Exploration focus on Proforma Question 4	13-14. Rehearsal of Extract 1 & 2		
	15-16. Rehearsal of Extract 1 & 2		
	17. Work in Progress 2		
	18. Work on Feedback		

Main Resources:

- Teacher prepared PowerPoint activities.
- Play of choice depending on the cohort. *'The Long Road'* was used for Summer 2020 examination but this will change from year to year.
- LRC/internet to research and explore the play.
- YouTube for clips of existing performances.
- CGP Revision Guide – GCSE Drama (the revision guide)

Methods of Assessment:

- 'Work in Progress' performed to simulate exam conditions, written and oral feedback provided in addition to a currently working at mark using the OCR performance criteria.

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- Students submit a final version of their Concept Proforma (20 marks) to be sent to the examiner at least one week before the examination date. Proformas are marked by the examiner and combined with the practical mark to generate the overall grade for the unit.
- The visiting examiner will use the OCR criteria for Performance Skills and Communicating Meaning and Intention to mark the extracts performed by candidates and generate an overall mark out of 40.

Use of Assessment Results:

- An estimated mark for both the Concept Proforma and Performance is uploaded internally on Go4Schools to assist with accurate predicted outcomes grades in the June data collection. This will also help to generate an approximate number of marks students need to achieve in the written exam to attain their POG and TOG.
- Final results known to the centre on August Results Day 2021.

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DRAMA: PERFORMANCE AND RESPONSE

Exam Preparation: INTENT

w/b: 14.03.21-07.06.21 (Written exam moved from the middle of May to Wednesday 9th June 2021)

Knowledge Acquired:

OCR GCSE Drama Specification:

Learners should study a whole performance text and the development of drama and performance in Section A. In Section B, learners should analyse and evaluate the work of others through watching live drama and theatre.

AO3 (30%) 60 marks

Create and develop ideas to communicate meaning for theatrical performance

AO4 (10%) 20 marks

Apply theatrical skills to realise artistic intentions in live performance

SECTION A

Skills Developed

Learners should be able to:

- 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 a performance text
- Select examples from their own practical study which demonstrates 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 meaning is communicated within the performance text
- Evaluate the 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

Understanding

Learners must know and understand:

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- The context of Blood Brothers (social, historical and cultural)
- The theatrical conventions of the period in which Blood Brothers was created
- The characteristics of Blood Brothers (genre, structure, characters, form and style, theatrical setting, plot and subplot, dialogue, stage directions)
- How meaning is communicated (performance space and spatial relationships on stage, the relationship between performers and audience, the design of set, costume, lighting and sound, the actor's vocal and physical interpretation of character, the use of performance conventions)
- Contemporary staging (apron, black box, in the round, promenade, proscenium arch, site specific, thrust, traverse)
- The role of theatre makers in contemporary professional practice (actors, choreographer, costume designer, director, lighting designer, lyricist, playwright, set designer, sound designer, stage manager, understudy)
- Acting skills (blocking, characterisation and improvisation)
- Vocal techniques an actor might use to communicate a role
- Communications through physicality and the use of body language, facial expression and gesture
- The use of semiotics
- The design and use of a set (composite and non-naturalistic)
- The development of character (costume, hair and make-up and masks)
- The use of contemporary light, sound and media technology in contemporary performance
- How performance styles affect the directions, acting and design of a performance
- The features of a performance text (acts and scenes, antagonist, character, dialogue, duologue, flashback, monologue, plot and subplot, protagonist and stage directions)

SECTION B

Skills Developed

Learners should be able to:

- Select and use appropriate subject-specific terminology
- Discuss, analyse and evaluate how meaning is created through live theatre using their knowledge and understanding of drama
- Analyse and evaluate the acting, design and the characteristics of the performance seen

Understanding

Learners must know and understand:

- 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

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- How to evaluate the work of others, drawing considered conclusions

Links to Previous Study:

- Year 10 – Live Theatre Evaluation Preparation
- Year 10 – Blood Brothers
- Year 10 - Summer Term Mock Exam
- Year 11 – Live Theatre Evaluation Preparation

Links to Future Study/the Wider World:

- Encourages students to explore thematic elements of Blood Brothers, which places particular emphasis on the understanding of the cultural, historical and social context of Liverpool during 1950s-1980s and the class divide at the time.
- Prepares students for Level 2/3 Performing Arts and A Level Drama by allowing them to develop their critical analysis of a performance with regard to acting and visual and technical elements and the meaning communicated to the audience. Additionally, students at this level will be expected to explore a range of play texts and they will have a secure base to build upon.

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DRAMA: PERFORMANCE AND RESPONSE

Exam Preparation: IMPLEMENTATION

w/b: 14.03.21-07.06.21 (Written exam moved from the middle of May to Wednesday 9th June 2021)

Number of Lessons: 27

Sequence of Lessons:

EXAM REVISION	EXAM REVISION
1-2. Section A: Characterisation	19. Section B: Lighting
3-4. Section A: Set Design	20. Section B: Music and Sounds
5-6. Section A: Staging	21. Section B: Actors' Performances
7-8. Section A: Lighting	22. Section B: Costume, Make-up and Props
9-10. Section A: Costume and Props	23. Section B: Set Design and Staging
11-12. Section A: Sound and Music	24. Section B: Mood and Atmosphere
13-14. Section A: Mood and Atmosphere	25. Section B: Style and Genre
15-16. Section A: Space and Relationships	26. Section B: Key Moments
17-18. Section A: Context	27. Section B: Semiotics

Main Resources:

- Teacher prepared PowerPoint activities
- Blood Brothers scripts (one copy leant to students to revise from)
- CGP Revision Guide – Blood Brothers (the play guide)
- CGP Revision Guide – GCSE Drama (the revision guide)
- Teacher prepared Live Theatre Evaluation booklets

Methods of Assessment:

- Self and peer assessment used in lessons to mark short responses.
- Submission of 4, 6 and 8 mark questions marked for Section A with a numerical value and advice on how to improve if necessary.
- Submission of 30 mark questions marked for Section B with a Band and mark within the band for AO3 and AO4, including advice on how to improve.
- Mock exams and walking talking mocks completed and submitted in the time limit for marking and feedback.
- The final written exam is completed on Wednesday 9th June 2021 and marked externally by an OCR examiner.

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Use of Assessment Results:

- Mock exams, walking talking mocks and answer submissions used to identify gaps in knowledge and subsequent planning takes this into account.
- Final results known to the centre on August Results Day 2021.