

# Year 10 Drama Learning Outcomes

## Unit 1: Introduction to Practitioners

- To understand the difference between style, form and genre.
- Understand the principals of Brecht/Epic theatre.
- Recognise the techniques that can be used to alienate an audience.
- Apply knowledge and understanding of Brecht/Epic theatre to a devised performance.
- To understand who Stanislavski is and what impact he had on theatre.
- To understand the key principals of Naturalism.
- Apply knowledge and understanding of Naturalism to a devised performance.
- To understand who Frantic Assembly are and what impact they have on theatre.
- Recognise the techniques used by frantic assembly to create and perform physical theatre.
- Apply knowledge and understanding of frantic assembly to devised performances.
- Understand the principals of Artaud.
- Recognise the techniques that can be used to make an audience feel uncomfortable.
- Apply knowledge and understanding of Artaud to a devised performance.

## Unit 2: Devising (Exploration)

- Understand how to explore stimuli using drama techniques.
- Explore 3 stimuli using drama techniques.
- Understand the importance of artistic intentions and the impact it can have on an audience.
- Create ideas for performance based on different stimuli.

## Unit 3: Devising (Development)

Students are required to know and understand characteristics of dramatic work, including genre, structure, character, form, style, and language.

Students are required to know and understand how meaning is communicated and interpreted through:

- Performance conventions.
- Use of space and spatial relationships on stage.
- Relationships between performer and audience.

All students must explore the processes by which devised performance is developed and demonstrate the following skills to create and communicate meaning through:

- Research.
- Developing ideas and intentions.
- Rehearsing, refining and amending work in progress for performance.

## Unit 4: Devising (Performance Development)

Understand how to rehearse performance in order to prepare for final performances.

Performers must develop skills in:

- Rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively).
- Voice: use of clarity, pace, inflection, pitch and projection.
- Physicality: use of space, gesture, stillness and stance.
- Ability to combine and apply vocal and physical skills.
- Characterisation.
- Communication with other performers and with the audience.
- Understanding of style, genre and theatrical conventions.

Document the development process by analysing and evaluating how their work has met the original artistic intentions.

## Unit 5: Devising (Development, analysis and evaluation)

Performers must develop skills in:

- Rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively).
- Voice: use of clarity, pace, inflection, pitch and projection.
- Physicality: use of space, gesture, stillness and stance.
- Ability to combine and apply vocal and physical skills.
- Characterisation.
- Communication with other performers and with the audience.
- Understanding of style, genre and theatrical conventions.

All students must reflect on and evaluate the effectiveness of the devising process. Students must analyse and evaluate:

- Ideas explored and research undertaken.
- Decisions made and the rationale behind them.
- Their collaborative involvement.
- Content, genre, structure, character, form, style, and language.
- The final performance and the effectiveness of their contribution to it.
- The realisation of their intentions.

## Unit 6: Final Performance

Performers must develop skills in:

- Rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively).
- Voice: use of clarity, pace, inflection, pitch and projection.
- Physicality: use of space, gesture, stillness and stance.
- Ability to combine and apply vocal and physical skills.
- Characterisation.

- Communication with other performers and with the audience.
- Understanding of style, genre and theatrical conventions.

## Unit 7: Performance Analysis and Evaluation

All students must reflect on and evaluate the effectiveness of the devising process. Students must analyse and evaluate:

- Ideas explored and research undertaken.
- Decisions made and the rationale behind them.
- Their collaborative involvement.
- Content, genre, structure, character, form, style, and language.
- The final performance and the effectiveness of their contribution to it.
- the realisation of their intentions.

# Year 11 Drama Learning Outcomes

## Unit 1: DNA Context

- To recognise, analyse and evaluate the context of DNA and the impact it has on performance.
- To understand significant events that were happening at the time the play was written.
- To understand how the playwright might have been influenced by the context.
- To recognise elements of context in the characters and themes of the play.
- To understand how production elements can be used to signify the context.
- To recognise the key production elements used in the original performance of the play.
- To be able to create your own design of production elements to signify context.
- To compare and contrast your design with the original production.

## Unit 2: DNA Performer and Set

- To understand the role of a performer in realising the production of a script To know the key drama terminology for vocal skills, physical skills, and staging.
- To be able to analyse and evaluate the impact of these vocal skills, physical skills, and staging.
- To understand how characters can be brought to life from page to stage by using key performance and rehearsal techniques.
- To apply performance skills to a variety of different character roles.
- To be able to suggest ways that performance skills can be used to enhance a performance of DNA.
- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 4, 6, 9 and 12-mark questions.
- To understand the role of a director in realising the production of a script.
- To know key drama terminology for set.
- To be able to analyse and evaluate the impact of set choice on an audience.
- To create a set design that would enhance a production of DNA.
- To be able to make connections between set design choices and the context of the play.

## Unit 3: DNA Lighting and Sound

- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 4, 6, 9 and 12-mark questions.
- To understand the role of a director in realising the production of a script.
- To know key drama terminology for lighting.
- To be able to analyse and evaluate the impact of lighting choices on an audience.
- To create a lighting design that would enhance a production of DNA.
- To be able to make connections between lighting design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and lighting.
- To know key drama terminology for sound.
- To be able to analyse and evaluate the impact of sound choices on an audience.
- To create a sound design that would enhance a production of DNA.
- To be able to make connections between sound design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and sound.

## Unit 4: DNA Costume and Design Qs

- To know the main events, themes, characters and context of DNA and include this knowledge in exam answers.
- To understand how to structure answers to the 9 and 14-mark questions.
- To understand the role of a director and a designer in realising the production of a script.
- To know key drama terminology for costume.
- To be able to analyse and evaluate the impact of costume choices on an audience.
- To create a costume design that would enhance a production of DNA.
- To be able to make connections between costume design choices and the context of the play.
- To be able to answer a 9-mark exam question using their knowledge of DNA and lighting.
- To know how the difference between writing from a director's perspective and writing from a designer's perspective.
- To be able to answer a 14-mark exam question using their knowledge of DNA and production elements focusing on how design can enhance the production of a script.

## Unit 5: Scripted Performance

- To understand a playwright's intentions and how these can be brought to life on stage.
- To understand the key context of a script extract and how this might impact performance choices.
- To understand character objectives and motivations and how these impact performance.
- To create character objectives and motivations to realise the performance of a character from a script extract.
- To be able to apply key rehearsal techniques to the refinement of a script extract performance.

## Unit 6: Live Theatre

- To recognise and understand how theatrical choices are used by theatre makers to create impact.
- To understand how the meaning of a text can be interpreted and communicated to an audience.
- To use appropriate vocabulary and subject-specific terminology.
- To analyse and evaluate the work of theatre makers.
- To form critical judgements about live theatre based on their understanding of drama and theatre.
- To analyse and evaluate the ways in which different performance and production elements are brought together to create theatre.
- To analyse and evaluate the work of others.

## Units 7 & 8: Exam Skills

- To revisit learning on production elements regarding DNA.
- To be able to create designs for all production elements of DNA.
- To be able to analyse and evaluate their designs.
- To recognise, analyse and evaluate the context of DNA and the impact it has on performance.
- To understand the key differences between performers, directors and designers.
- To understand and be able to use performance skills in the realisation of key extracts from DNA.
- To understand and be able to direct others to use performance skills in the realisation of key extracts from DNA.
- To be able to analyse and evaluate the use of performance skills in performing certain characters within DNA.
- To recognise performance skills and production elements within a live theatre performance.
- To be able to analyse and evaluate performance skills and production elements within a live theatre performance.
- To understand the recommended timings for the written exam.
- To understand how examiners use the criteria to mark exam answers.
- To use exam criteria to improve exam answers.