DRAMA

Exam Board – Eduqas

Assessment Objectives:
1. Create and develop ideas to communicate meaning for theatrical performance
2. Apply theatrical skills to realise artistic intentions in live performance
3. Demonstrate knowledge and understanding of how drama and theatre is developed and performed
4. Analyse and evaluate (their own work and) the work of others

Component 1 – Devising Theatre
40% of qualification - internally assessed/ externally moderated (Winter Term)
Using a stimulus provided by the exam board, the students create a piece of drama and incorporate the techniques of a specific theatre practitioner or company.
They will be assessed in three areas: Portfolio of Evidence, Performance, Evaluation

Portfolio of Evidence This is a written document where the students have to analyse how they created their piece focusing on the response to the stimulus, the development of the play and how they refined their work

Performance The students will present their piece of drama for assessment in groups of 2-5. They can use costume, lighting and sound were appropriate to enhance their piece.

Evaluation In exam conditions, the students will write an evaluation of their performance in an hour and a half. They will analyse and evaluate the realisation of their role or concept, the effectiveness of their contribution and the final performance.

Component 2 – Performing from a Text
20% of qualification – assessed by visiting examiner (Spring Term)
The students are given two extracts of the same play and must chose sections from the each extract to present for assessment. They will be assessed on:
1. Their application of performance skills to realise their artistic intentions
2. Their interpretation of and the engagement with the text
3. Their contributions to the pieces as a whole

Component 3 – Interpreting Theatre
40% of qualification – externally assessed 1hr 30mins written paper (Summer Term)

Section A – Set Text
The students will study one of the set texts supplied by the exam board. They will answer a variety of questions exploring the different aspects of theatre such as:
- Actor
- Designer
- Lighting
- Sound
- Set and Props
- Costume
- Director

Section B – Response to Live Theatre
The students will analyse and evaluate how meaning is communicated through live theatre. They will answer one question out of a choice of two about one live production they have seen during the course. The question focus could be any of the following areas:
- Actor
- Designer
- Lighting
- Sound
- Set and Props
- Costume
- Director

Lower School Teaching Staff

Deborah Postgate Sally Harmer

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Programme of Study

Autumn Term 1 Devising Theatre • Exploring the techniques and practices of Bertolt Brecht, theatre practitioner • Introduction to Epic Theatre Practical exploration of extracts - 'Mother Courage and her Children, The Good Peron of Szechuan and Caucasian Chalk Circle • Focus on stimulus work based on standard stimuli provided by exam board Interpreting Theatre- Set Text 'DNA' by Dennis Kelly • Explore a set text an actor, designer and director • Focus on different rehearsal techniques and lead sections of the play as a director • Explore set, costume, lighting, sound and props in relation to the set text • Understanding the genre, style, structure and form of the play	**Autumn Term** 2 Devising Theatre • Exploring the techniques and practices of Bertolt Brecht, theatre practitioner • Introduction to Epic Theatre Practical exploration of extracts - 'Mother Courage and her Children, The Good Peron of Szechuan and Caucasian Chalk Circle • Focus on stimulus work based on standard stimuli provided by exam board Interpreting Theatre – Live Theatre • Begin to explore the analysis of live theatre work • Focus on writing about live theatre based on exam questions • Attend one live theatre trip and write about this in preparation for the final written exam Assessment - Students will create their own Brechtian piece of drama based on a stimulus and complete evaluative questions based on the work presented. They will complete a final portfolio and evaluation of their performance work.
Spring Term 3 Performing from a Text • Explore a text in preparation for performance • Focus on characterisation and rehearsal techniques as well as interpretation of the text • Determine the key themes and socio-historical aspects of the text Interpreting Theatre- Set Text 'DNA' by Dennis Kelly • Explore a set text an actor, designer and director • Focus on different rehearsal techniques and lead sections of the play as a director • Explore set, costume, lighting, sound and props in relation to the set text • Understanding the genre, style, structure and form of the play	**Spring Term** 4 Performing from a Text • Explore a text in preparation for performance • Focus on characterisation and rehearsal techniques as well as interpretation of the text • Determine the key themes and socio-historical aspects of the text Interpreting Theatre – Live Theatre • Review the analysis of live theatre work • Focus on writing about live theatre based on exam questions • Attend one live theatre trip and write about this in preparation for the final written exam Assessment Students will present two sections from the performance text for assessment. They will apply performance skills to realise artistic intentions in their interpretation of the text.
Summer Term 5 Interpreting Theatre- Live Theatre • Review their exploration of live theatre work • Focus on improving their writing skills about live theatre based on exam questions	**Summer Term** 6 Interpreting Theatre- Live Theatre • Review their exploration of live theatre work • Focus on improving their writing skills about live theatre based on exam questions

• Re-attend a performance of the live theatre play seen and write about this in preparation for the final written exam Interpreting Theatre- Set Text 'DNA' by Dennis Kelly • Re-explore the set text an actor, designer and director • Review different rehearsal techniques and lead sections of the play as a director • Re-explore set, costume, lighting, sound and props in relation to the set text • Review their understanding the genre, style, structure and form of the play Assessment - Students will answer series of questions based on both their set text and live theatre assessing their knowledge and understanding of how drama is developed and performed as well as evaluating the work of others.	• Re-attend a performance of the live theatre play seen and write about this in preparation for the final written exam Interpreting Theatre- Set Text 'DNA' by Dennis Kelly • Re-explore the set text an actor, designer and director • Review different rehearsal techniques and lead sections of the play as a director • Re-explore set, costume, lighting, sound and props in relation to the set text • Review their understanding the genre, style, structure and form of the play Assessment - Students will answer series of questions based on both their set text and live theatre assessing their knowledge and understanding of how drama is developed and performed as well as evaluating the work of others.