

# Home-School Learning Collaboration – Drama



<b>Topics in this cycle:</b> GCSE Taster	<b>Taught:</b> Summer 1	<b>Year Group:</b> 9
<b>Key knowledge/concepts to be learnt ('Tell me about...')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>What are the main components that make up GCSE Drama?</b></p> <ul style="list-style-type: none"> <li>- Devising Drama: Create an original performance based off a stimulus.</li> <li>- Acting out a play: Practically explore and perform a scene from a play script.</li> <li>- Drama exam: Blood brothers and Live performance.</li> </ul> <p><b>How to use a stimulus to develop a piece of drama?</b></p> <ul style="list-style-type: none"> <li>- Students will explore a range of different stimulus to build and develop into a performance.</li> </ul> <p><b>What are the different roles and responsibilities required to create a piece of drama?</b></p> <ul style="list-style-type: none"> <li>- Correctly label who is responsible for what role in theatre.</li> <li>- Students will work collaboratively to suggest and develop ideas to create their own theatre company.</li> </ul> <p><b>What is audience intention and why is it important for the success of a performance.</b></p> <ul style="list-style-type: none"> <li>- What is audience intention?</li> <li>- Create a performance that aims to educate the audience on social class divide within education.</li> <li>- Explore with the use of drama skills to show a clear contrast between the upper- and lower-class schools.</li> </ul> <p><b>How to provide critical feedback and give suggestions for how to improve for further performances.</b></p> <ul style="list-style-type: none"> <li>- Students will develop their drama vocabulary when providing feedback to other performances.</li> <li>- Students will evaluate the success of their own and other performances using a success criteria.</li> </ul>		<p>OCR Devising Drama Exam Stimulus:  <a href="https://www.ocr.org.uk">Devising drama - 2021-2023 (ocr.org.uk)</a></p> <p>OCR Devising Drama revision:  <a href="#">Devising - GCSE Drama Revision - OCR - BBC Bitesize</a></p> <p>Quiz: Theatre makers roles and responsibilities  <a href="#">Drama -Roles and Responsibilities Flashcards   Quizlet</a></p> <p>Drama vocabulary:  <a href="#">GCSE ocr drama vocab Flashcards   Quizlet</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Devising</b>	The process of creating an unscripted piece of drama based off a stimulus.	<p>Students will critically reflect on their performance and that of others to consider the impact and effectiveness on the performance.</p> <p><b>Performance Reflection:</b></p> <ul style="list-style-type: none"> <li>- Feedback: What worked well?</li> <li>- Feedforward: Next steps to improve for future performances.</li> </ul>
<b>Stimulus</b>	An Artefact used as a starting point for devising an original drama performance.	
<b>Evaluate</b>	Evaluating in drama is making an overall judgement about the performance weighing up both the strengths and weaknesses.	
<b>Audience intention</b>	Audience intention refers to how you want your audience to think, feel or understand when watching the performance.	
<b>Atmosphere</b>	The interaction between the audience and the mood of a drama performance.	
<b>Multi-role</b>	When an actor plays more than one role in a performance. The actor needs to carefully consider their performance skills to show a clear contrast between the roles played.	Family Learning Opportunities
<b>Theatre makers</b>	Theatre makers refers to the different roles that are involved within the making of a production e.g. lighting, sound, costume and set.	<p>Take a trip to the theatre to watch our GCSE exam text: Blood Brothers</p> <p>Create a story board telling a story of your own.</p>
<b>Director</b>	A directors role involves being responsible for the overall artistic vision of a performance.	
<b>Form</b>	Form is the basis of the drama, how it is constructed.	
<b>Style</b>	Style refers to the type of performance you intend to create e.g. physical theatre, naturalistic, abstract etc.	