

Year 10 Drama-KS4

| Assessment Details | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
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| Topic/title | Presentational Drama | Representational Drama | Dramatic Story Telling | Devising Drama |
| Assessment Objectives | <ul style="list-style-type: none"> Exploring presentational theatre styles, focusing on Brechtian conventions. Blocking performance, considering the use of space and the impact it has on the audience, through movement, positioning, levels and proxemics. Characterisation and presenting characters that reflect the style of presentational theatre. | <ul style="list-style-type: none"> Creating a performance using the techniques of Naturalism Theatre. Attempting to create a perfect illusion of reality; using realistic and detailed sets, authentic speech patterns, detailed costumes and 'truthful' acting. Implementing the Stanislavski system, working on a character from the inside and out. Linking their own experiences to the characters. | <ul style="list-style-type: none"> Effectively and creatively integrates drama knowledge, techniques and processes in the realisation of published and devised drama performance/production Effectively, accurately and collaboratively applies processes and techniques in all specified roles to support drama that communicates meaning and creates audience impact. Succinctly describes, interprets and analyses the forces, values and theories relevant to making meaning and creating audience impact with substantial evidence and justification. Communicates clearly and coherently using accurate drama terminology about drama forms, styles and forces. Structures work effectively and efficiently using all specified oral and written communication forms. | <ul style="list-style-type: none"> Highly developed and detailed research which links closely to the stimulus material. Highly developed initial ideas and an outstanding vision for the performance. Understanding artistic intention, and how to implement dramatic devises to communicate meaning. |
| Format of Assessment (Method and time allocated) | <p>Practical Assessment:</p> <p><i>Create an Epic scene based on the Seven Deadly Sins.</i></p> <p>Written Assessment:</p> <p><i>Test on the various practitioners and dramatic styles explored throughout the unit.</i></p> <p>Time:</p> <p><i>Students have 2 weeks to revise for their test, students will be provided with a revision booklet, with key notes on all the theatrical styles, techniques and practitioners. Students have 4 whole lessons to develop their Epic scenes.</i></p> | <p>Practical Assessment:</p> <p><i>Present a 1 to 2 Minute Monologue from a chosen play or film utilising the techniques of Konstantin Stanislavski's System for Acting.</i></p> <p>Written Assessment:</p> <p><i>Critical and constructive self and peer assessment on their performance, using the appropriate drama terminology.</i></p> <p>Time:</p> <p><i>Students have 5 weeks to learn their lines and practise their monologues, to be done as homework. Students will have a mock assessment prior to their assessment, where their peers can give them constructive feedback.</i></p> | <p>Written Assessment:</p> <p><i>Oral performance outlining the impact of comedy vs tragedy on the elements of drama, using digital visual aids</i></p> <p>Practical Assessment:</p> <p><i>Script Interpretation with costumes and props of an extract from Blood Brothers</i></p> <p>Time:</p> <p><i>Students have 4 weeks to learn their lines and 4 whole lessons to develop their scenes for assessment. Students have 2 weeks at home to complete their PowerPoints and write their speech for their written assessment.</i></p> | <p>Written Assessment:</p> <p><i>Portfolio Section 1: Research and Developing Ideas for Devised unit.</i></p> <p>Time:</p> <p><i>Students have 3 weeks to complete the first draft of their portfolio. Students will have 1 lessons going through portfolio examples and a portfolio structure.</i></p> |
| Format of Feedback and Student response | <ul style="list-style-type: none"> Students to peer assess and self-assess each groups developed scenes. Students will be provided with a marking scheme and grade out of 128. 48 for the test and 80 for practical. Students will be provided with a copy of the marking scheme with written www and ebi's. Students provided with a question level analysis task sheet. Students add in their grades and write three targets for their next assessment task, to be completed in a green pen. | <ul style="list-style-type: none"> Students will be provided with a marking scheme and grade out of 40. Students will be provided with a copy of the marking scheme with written www and ebi's. Students provided with a question level analysis task sheet. Students add in their grades and write three targets for their next assessment task, to be completed in a green pen. | <ul style="list-style-type: none"> Students will write a written peer and self-assessment Students will be provided with a marking scheme and grade out of 60. 30 for written and 30 for practical. Students will be provided with a copy of the marking scheme with written www and ebi's. Students provided with a question level analysis task sheet. Students add in their grades and write three targets for | <ul style="list-style-type: none"> Students will be provided with a marking scheme and grade out of 10. Students will be provided with a copy of the marking scheme with written www and ebi's. Students provided with a question level analysis task sheet. Students add in their grades and write three targets for their next assessment task, to be completed in a green pen. |

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| | | | their next assessment task, to be completed in a green pen. | |
| Number of preparation lessons? How are students prepared? | <p>Preparation Time:</p> <p><i>Students will have 15 lessons exploring the various techniques of Brechtian theatre and other presentational practitioners.</i></p> <p>Preparation Activities:</p> <p><i>Workshops will be a combination of individual and group practical explorations, peer, self-assessment, modelling and demonstration.</i></p> | <p>Preparation Time:</p> <p><i>Students will have 10 lessons exploring the various techniques and practitioners of representational theatre.</i></p> <p>Preparation Activities:</p> <p><i>Workshops will be a combination of individual and group practical explorations, peer, self-assessment, modelling and demonstration.</i></p> | <p>Preparation Time:</p> <p><i>Students will have 20 lessons exploring the history, context, characters, setting and key themes.</i></p> <p>Preparation Activities:</p> <p><i>Workshops will be a combination of individual and group practical explorations, peer, self-assessment, modelling and demonstration.</i></p> | <p>Preparation Time:</p> <p><i>Students will have 15 lessons exploring the various stimulus's, how to develop artistic intention and the core instructions of the exam.</i></p> <p>Preparation Activities:</p> <p><i>Workshops will be a combination of individual and group practical explorations, peer, self-assessment, modelling and demonstration.</i></p> |
| Rationale for Assessment: | The focus for this assessment is to teach students how to implement a variety of dramatic devices and techniques to communicate meaning and create visual interest. Skills needed for their first exam component. | The focus for this assessment is to help the students build characterisation. Implementing techniques of well-known practitioners to create more believable and three dimensional characters. | The focus for this unit is to prepare the students for exam component 2 presenting and performing texts and exam component 3. | The focus for this assessment is to teach students how to develop ideas from a given stimulus, research a stimulus and consider artistic intention. |

| Year 11 Drama-KS4 | | | | |
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| Assessment Details | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | |
| Topic/title | Devising Drama | Presenting and performing texts | Exam | |
| Assessment Objectives | <ul style="list-style-type: none"> Highly developed and detailed research which links closely to the stimulus material. Highly developed initial ideas and an outstanding vision for the performance. Understanding artistic intention, and how to implement dramatic devices to communicate meaning. | <p>Presenting and performing texts. The students will write a concept pro forma describing their intentions and preparation. Then the students will start component 2.</p> <p>The students will then perform two extracts from a text with a combination from monologues, duologues and group performances.</p> | <ul style="list-style-type: none"> The students will be prepared for the exam section of their course, component 3 Performance and response (40% of the GCSE). They will do workshops on Willy Russell's Blood Brothers and well as practising exam style questions. <p>The students will prepare for their exam which asks the students to analyse and evaluate a live performance they have seen. We will go to see a selection of live performances throughout the course as well as watching live recorded performances in class.</p> | |
| Format of Assessment (Method and time allocated) | <p>Written Assessment:</p> <p><i>Portfolio Section 1: Research and Developing Ideas for Devised unit.</i></p> <p>Time:</p> <p><i>Students have 3 weeks to complete their second draft of their portfolio. Students will have lessons guiding them through portfolio examples and a portfolio structure.</i></p> <p><i>Portfolios marked internally by teacher and sent to OCR.</i></p> <p><i>Videoed group performance will be sent to OCR as well as portfolio grades for moderation.</i></p> | <p>Written assessment:</p> <p>OCR provide questions to students on the chosen text they are performing around (concept pro forma) this coursework is based around their answers to these questions and must be submitted before the examiner visiting performance (20 marks).</p> <p>Students will perform twice to a visiting OCR examiner, this will be a mix of monologue, duologue and group</p> | <p>Several exam questions.</p> <p>Section A (50 marks). Section B (30 marks).</p> <p>The students will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.</p> | |

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| | | performances from a chosen text selected by teacher. This will be filmed and an audience will be invited to watch. (40 marks). | | |
| Format of Feedback and Student response | <ul style="list-style-type: none"> Students will be provided with an OCR GCSE marking scheme with grade descriptors. Students will be provided with feedback on portfolio and devised performance and be given opportunities to re-draft based on feedback. | <ul style="list-style-type: none"> Students will be provided with an OCR GCSE marking scheme with grade descriptors. Students will be given an opportunity to re-draft coursework and edit their responses to their questions in their written coursework. Students will be editing their performances consistently after thorough feedback from teacher and students to enhance the quality of their work. | <p>Students will do lots of exam practice style questions and mock papers to prepare them with exam technique.</p> <p>Students will keep re-drafting their essay based on a combination of questions for section B essay to ensure they are fully prepared for the exam.</p> | <ul style="list-style-type: none"> |
| Number of preparation lessons? How are students prepared? | <p>Preparation Time:</p> <p><i>Students will have until before Christmas holidays to re-film and edit their coursework before submission.</i></p> | <p>Preparation time:</p> <p>Students will have from Jan- March (spring 1 and spring 2) to edit and rehearse for their performances with the examiner and complete their coursework answers to various questions supplied by exam board.</p> | | |
| Assessment rationale | <p>To allow students to build on their creative Drama skills and improvise around a given stimulus.</p> <p>This assessment also teaches students to communicate meaning in both a written and practical format. The portfolio explain their vision and thinking based on their research and the practical performance applies this reasoning and communicates their message to the audience.</p> | <p>This unit allows students to study a chosen text for meaning and analyse the language and contextual background of the text.</p> <p>It also allows students to edit and adapt a text to communicate their and the playwright's intention to the audience.</p> | <p>This unit allows students to study a play and analyse live theatre performances so that students can apply this to their own artistic work and develop their understanding of different Drama elements, techniques and devices.</p> | |