

# Fallibroome High School Drama Department



## *GCSE* Drama Student Handbook

2008-2009

# Expectations and Code of Conduct

1. A positive and hard-working attitude is expected at all times.
2. Drama is a subject, which relies on group work and co-operation: you cannot do GCSE Drama on your own, and others can be positively or negatively affected by what you do and how you behave.
3. Correct drama kit is expected for every lesson as this is a highly practical subject:
  - Black T-shirt (no vest tops, plunging necklines or midriffs showing please)
  - Black tracksuit bottoms / leggings (not school trousers)
  - Bare feet / pumps / clean trainersNo kit, no practical work!
4. Folders and drama diaries need to be brought to every lesson.
5. All deadlines for written work must be met. Likewise, you can expect all marked work to be handed back promptly.
6. Full attendance is very important. Practical and group work cannot be 'copied up' if lessons are missed. Your absence will also let others down.
7. Listen to others and try every idea to see if it works **before** dismissing it.
8. Take on different roles and responsibilities in the planning and rehearsing process: actor, director, time-keeper designer...
9. Above all, we ask that you be willing to **take risks and experiment** - this is the only way to produce exciting drama. Explore ways of working with new people, techniques and ideas at every opportunity.

*I have read the above and understand what is expected of me this course. I agree to conduct myself accordingly.*

**Signed:**

Student \_\_\_\_\_

Parent / Guardian \_\_\_\_\_

Teacher \_\_\_\_\_

## COURSE INFORMATION

### Skills

This GCSE course requires you to develop the following skills in drama:

- Acting and/or design skills
- Inter-personal and group skills
- Creative skills
- Improvisation skills
- Communication skills
- Evaluative skills

### How the course is structured in Years 10 and 11:

In the early part of Year 10 you will be exposed to all of the skills and techniques that you will be assessed on for Papers 1 and 2. You will do numerous mock assessments, which will be marked using the GCSE course criteria to give you an understanding of your progress.

In the spring term of Year 10 you will complete your first GCSE assessment. The whole of Year 11 is taken up with preparing for and completing further assessments.

It might be useful for you to consider the two years in the following way: in Year 10 you are building up your 'Drama Toolkit', and filling your 'toolbox' with a range of techniques and ideas. In Year 11 you are selecting and using those 'tools' to prove that you know how to create effective drama.

## Assessments, weighting and practical/written ratios

### **Paper 1 Unit 1 - Fatal Shore**

30% of the overall GCSE grade

Practical work = 20%

Written portfolio (3,000 words) = 10%

*Internally assessed, externally moderated*

### **Paper 1 Unit 2 - The Woman in Black**

30% of the overall GCSE grade

Practical work = 20%

Written portfolio (3,000 words) = 10%

*Internally assessed, externally moderated*

### **Paper 2 - Group devised drama**

40% of the overall GCSE grade

Practical exam

*Externally assessed*

**Fallibroome High School Drama Department -  
GCSE course structure 2008/9**

Unit / Year	1	2	3	4	5	6
Year 10	Monologues	Semiotics	Dramatic Tension	Woman in Black	Devised piece Theatre In Education  (See production for Evaluation phase P1, U2)	
<i>Notes</i>	<i>Introduction to Explorative Strategies, Drama Medium and Elements of Drama</i>	<i>As left</i>	<i>As left</i>	<i>Assessed Paper 1 Unit 2  Practical and Written Assessment</i>	<i>To be performed to primaries based on issues relevant to them</i>	
Year 11	Fatal Shore	Group pieces, skills workshops and coursework lessons				
<i>Notes</i>	<i>Assessed Paper 1 Unit 1  Practical and Written Assessment</i>	<i>Assessed Paper 2  Externally assessed practical examination</i>				



# Programme of Study

The programme of study will introduce you to the following:

## Explorative Strategies

**Still image** (one person acts as a sculptor and creates images by positioning individuals in the group in relation to one another to create a still image)

**Thought-tracking** (stopping individuals during an in-role activity and asking them to reveal their inner thoughts at a particular moment)

**Narrating** (providing a spoken commentary that accompanies stage action, or a story being related by a character)

**Hot-seating** (a technique used to deepen an actor's understanding of a role. The individual sits in the 'hot seat' and has questions fired at them that they have to answer from the point of view of the role they are enacting)

**Role-play** (an individual pretends to be someone else, by putting themselves in a similar position and imagining what that person might say, think and feel)

**Cross-cutting** (creating a scene or scenes and then reordering the action by 'cutting' forwards and backwards to different moments)

**Forum-theatre** (a scene is enacted and watched by the rest of the group. At any point in the drama, observers or actors can stop the action to ask for help or refocus the work. Observers can step in and add a role or take over an existing one)

**Marking the moment** (having created a piece of drama work, individuals identify a significant moment in the piece. This can be done in discussion, marked by freezing the action, using captions, inner thoughts spoken out loud, using lighting to spotlight the moment, etc. The moment will represent significance for the individual in terms of revealing an understanding, an insight or evoking a feeling about the issue or idea being explored).



### The drama medium

- The use of costume, masks and/or makeup
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and/or gesture
- The use of voice
- The use of spoken language.

### The elements of drama

**Action/plot/content** (the story, the characters, and/or the theme(s) of the drama)

**Forms** (the way the story is told, the characters are portrayed and/or the themes are depicted)

**Climax/anti-climax** (building and/or releasing tension in the drama and/or a sense of expectation)

**Rhythm/pace/tempo** (the rate at which the action moves along and the extent to which this changes)

**Contrasts** (for example, stillness vs activity/silence vs noise)

**Characterisation** (the means used to portray a role using vocal and physical skills)

**Conventions** (using techniques such as slow motion, freeze-frame, audience asides, soliloquy, establishing one part of the space as one location and a different part of the space as another location)

**Symbols** (the representational use of props, gestures, expressions, costume, lighting, and/or setting. For example, blue lighting to represent night-time, a white costume to represent the innocence of a character).



## Drama Texts

A 'drama text' is defined as any suitable stimulus material to which you will respond and use as the starting point for your own drama work. You might explore the material through drama in order to gain a deeper understanding of the meaning of the text itself or as a way of making sense of the world.

*Drama texts can be:*

- Poetry
- Artefacts: photographs, pictures, masks, props, costume, sculpture, object d'art
- Music
- Play scripts
- Live theatre performances
- Television, films and/or videos
- Newspaper and/or magazine
- Extracts from literary fiction and/or non-fiction

## Assessment Objectives

You will demonstrate your knowledge and understanding of drama through:

AO1

**responding** to ideas and issues in different contexts, demonstrating an appropriate use of drama to communicate meaning to others

AO2

**developing** and exploring ideas using appropriate forms to structure them into a meaningful piece of drama work

AO4

**evaluating** the effectiveness of your own drama work and the work of others and recognising the significance of historical, cultural and/or social influences



# Edexcel's Assessment Criteria