

## What level will I achieve with my Drama Work?

<b>Strand</b>	<b>Level and Description</b>					
	To get a <b>LEVEL 3</b> you must...	To get a <b>LEVEL 4</b> you must...	To get a <b>LEVEL 5</b> you must...	To get a <b>LEVEL 6</b> you must...	To get a <b>LEVEL 7</b> you must...	To get a <b>LEVEL 8</b> you must...
<p style="text-align: center;"><b><u>Response</u></b></p> <p>This marks:</p> <ul style="list-style-type: none"> <li>How you respond to different stimuli.</li> </ul>	...work with others in researching facts for Drama. ...make basic responses to the stimulus.	...record and share your findings. ...discuss possible ideas for Drama performance.	...respond with imaginative ideas, sometimes in written format. ...plan performances based on a stimulus.	...explore feelings and responses in an original and different way.	...research ideas for drama and reflect upon the information collected.	...focus your ideas and suggestions according to <b>form</b> and <b>structure</b> in an original way.
<p style="text-align: center;"><b><u>Development</u></b></p> <p>This marks:</p> <ul style="list-style-type: none"> <li>how you work with others.</li> <li>what creative ideas you suggest and use.</li> <li>How you use and experiment with dramatic techniques.</li> </ul>	...try different ways of exploring character using ideas you may have seen your teacher use/suggest. ... think of suitable beginning, middle and endings.	... <u>develop</u> your own & others' ideas when making up (devising) work based on scenes from novels, poems or plays. ...experiment with the <b>elements of drama</b> .	...work sensitively and co-operatively with others. ...be able to script drama and write short plays. ...explore issues using dramatic conventions.	...suggest your own ideas and build upon those suggested by other people. ...use dramatic signs and symbols to show deliberate meaning. ...work sensitively in a variety of small groups.	...identify a specific purpose and audience for your performance. ...use a variety of forms and styles. ...shape and structure your performances in imaginative ways, using abstract techniques.	...explore themes and issues in an original and expressive way. ...experiment with <b>forms</b> and genres throughout rehearsals. ...write about the performance showing how ideas have been shaped.

### THE ELEMENTS OF DRAMA

**Action/Plot:** the story, the characters, and the themes of the drama  
**Climax:** the highest point of tension in a performance.  
**Pace:** The rate at which the action moves and changes.  
**Contrast:** e.g. stillness vs activity / silence vs noise.  
**Conventions:** dramatic techniques such as slow motion.

### THE DRAMA MEDIUM

The use of the following:  
**COSTUME    MASKS    MAKE-UP**  
**SOUND        MUSIC        SONG**  
**VOICE        LIGHTING    SPACE    LEVELS**  
**SET    PROPS        MOVEMENT**  
**GESTURE    SPOKEN LANGUAGE**

### FORM/STRUCTURE/CONTENT

**FORM:** The way the story/characters/themes are shown.  
**STRUCTURE:** How the story is put together.  
**CONTENT:** What the story includes.

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<p><b><u>Performance</u></b></p> <p>This marks:</p> <ul style="list-style-type: none"> <li>• How well you work with others during performance.</li> <li>• How you bring your character to life on stage.</li> </ul>	<p>...support others when taking part in a performance.</p> <p>...remain in role throughout the performance.</p> <p>...sustain mood and atmosphere.</p>	<p>...work co-operatively with others.</p> <p>...use words, movement and gesture to show the audience your character.</p>	<p>...participate in short extracts from plays.</p> <p>...use space to help show the message of the performance.</p> <p>...have a basic understanding of <b>form and content</b>.</p>	<p>...work with commitment on a role.</p> <p>...perform your character convincingly, using word, movement, and gesture.</p>	<p>...participate well in a full-length play showing clear interpretations of character, situation and narrative.</p> <p>...understand the relationship between <b>form and content</b>.</p>	<p>...perform with confidence and commitment throughout.</p> <p>...be focussed throughout the performance and communicate the message inventively with control and clarity.</p>
<p><b><u>Evaluation</u></b></p> <p>This marks:</p> <ul style="list-style-type: none"> <li>• Your use of technical language when analysing performances.</li> <li>• How you reflect on your own work to improve performance.</li> </ul>	<p>...discuss what you think of the drama using simple terms.</p> <p>...suggest ways to improve your own and others' work.</p> <p>...think about and discuss the issues or themes explored in a performance.</p>	<p>...write an evaluation using simple drama vocabulary.</p> <p>...use the suggestions of others to improve your own work.</p>	<p>...use a range of theatre terms when talking about performances.</p> <p>...suggest different ways to show the content of a drama.</p>	<p>...discuss whether emotions are created in drama or not.</p> <p>...evaluate the effectiveness of your drama during the development stage and adapt it accordingly.</p>	<p>...use technical vocabulary to analyse how plots and characters are portrayed.</p> <p>...identify how a drama, theme or issue could be adapted for a different audience.</p>	<p>...discuss the use of the <b>elements</b> and <b>medium</b> of drama in your own and others' work.</p> <p>...discuss how the social, cultural and/or historical background has been explored in a performance.</p>