Drama Subject Checklist

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| Topic | Subject Learning checklist | School | Home |
| DNA | To understand the context of the play and how it affects the Playwrights intention |  |  |
| To analyse how the context and themes are evident in the characters in the play |  |  |
| To analyse the cyclical structure of the play |  |  |
| To analyse the language used and the rhythm and pace of the piece |  |  |
| To analyse significant moments in the play in preparation for the exam extract |  |  |
| To look at different technical and design elements that create mood and atmosphere on stage |  |  |
| To analyse the use of lighting in the play. |  |  |
| To analyse the use of costume in the play. |  |  |
| To analyse the use of staging in the play. |  |  |
| To analyse the use of sound in the play. |  |  |
| To understand how to apply PEEL to a 4 marker essay question. |  |  |
| To understand how to apply PEEL to a 6 marker essay question. |  |  |
| To understand how to apply PEEL to a 9 marker essay question. |  |  |
| To understand how to apply PEEL to a 12 marker essay question. |  |  |
| To understand how to apply PEEL to a 14 marker essay question. |  |  |
| To look at the different characters and understand their actions |  |  |
| Explore significant moments through the use of role play and script work |  |  |
| Live Theatre Evaluation | To understand what an audience can analyse from a live performance |  |  |
| To analyse the use of costume and props |  |  |
| To analyse the lighting and sound |  |  |
| To analyse the set and props used in the piece |  |  |
| To analyse the acting in the piece, referring to GEMS |  |  |
| To understand how to apply PEEL to a 6 marker live theatre essay question. |  |  |
| To understand how to apply PEEL to a 9 marker live theatre essay question. |  |  |
| Component 1: Devised | To understand what the explorative strategies are and how they are used |  |  |
| Explore and analyse 3 different stimuli |  |  |
| Use explorative strategies to develop initial ideas |  |  |
| Use GEMS to support practical realisation of intent |  |  |
| Work collaboratively on a single idea |  |  |
| Consider health and safety |  |  |
| Complete tasks in workbook to support with portfolio |  |  |
| Use assessment criteria to inform you of requirements for the piece |  |  |
| Use mock performance and feedback to strengthen your work |  |  |
| Perform to an audience |  |  |
| Evaluate performance |  |  |
| Complete draft version of portfolio |  |  |
| Complete final version of portfolio, using feedback from first draft. |  |  |
| Analyse and evaluate process and outcome |  |  |
| Component 2: Performance from a text | Understand the requirements of the component 2 exam. |  |  |
| Use GEMS to support practical realisation of intent |  |  |
| Brief exploration of play |  |  |
| Exploration of Character |  |  |
| Basic blocking of each scene |  |  |
| Learning of lines |  |  |
| Explore how to use vocal techniques of pitch, pace, pause, tone and volume to interpret character on stage |  |  |
| Experiment with gestures |  |  |
| Focus on use of facial expression during verbal and non verbal acting |  |  |
| Experiment with the stage space and proxemics to show character relationships and status |  |  |
| Use of levels to show status |  |  |
| Communication with audience |  |  |