

## **Project 1: Review writing project - Due Date W/B October 17<sup>th</sup> 2011**

You must write two reviews on different genres of films or plays. These reviews are purely to help you develop the skill of reviewing performance and aimed at preparing you to write the response to live performance for Unit 2. You will be graded. Minimum word count 550 words. Look at GCSE Bitesize Drama and study these pages to help you:

BBC Bitesize GCSE Drama

### **Evaluating a theatrical performance Page 1 of 2**

**In the Live Theatre Evaluation part of Unit 2 you need to write about a live theatrical performance that you have seen.**

**This Revision Bite tells you what to watch out for in the productions you go to see.**

### **Requirements**



A live theatre production

For the Live Theatre Evaluation for Unit 2 you may write up to 2,000 words. So it's important when you have been to the live performance to make plenty of notes about the production. You can include sketches and diagrams too, so do get as much detail as soon as possible after the performance.

Some people take a small notebook to the performance and make a quick sketch of the set if the stage is open before the play begins, and make notes in the interval of what they've seen. This can be very useful too.

This is from the webpage, so make sure you study page 2 of this web site to help you, along with the pages from the text book I have given you.

In your reviews include diagrams, pictures and your own personal views of the film or play. Do not simply retell the story, but rather analyse the features of the play/film that made it an exciting piece of entertainment.

Study the assessment criteria below before you begin writing your first review.

### **AO3 Response to live Performance**

The evaluation of a live performance is outstanding. There are coherent and critical judgements that are informed and extremely well justified.

Quality of written communication (QWC): there is an outstanding application of written communication. Spelling, punctuation and grammar are faultless and the selected form and style are appropriate.

17-20

The evaluation of a live performance is excellent with evidence of informed and justified critical judgements.

QWC: there is an excellent application of written communication. Spelling, punctuation and grammar show only minor errors and the selected form and style are suitable.

13-16

The evaluation of a live performance is good. There is evidence of the inclusion of some appreciation of the narrative and identification of some performance elements.

QWC: there is a good application of written communication. Spelling, punctuation and grammar show some errors and the selected form and style are acceptable.

9-12

Comments on the live performance are adequate and may have token references to production elements and unsupported evaluation, but will be mainly descriptive and concentrate mainly on narrative rather than performance.

QWC: there is an adequate application of written communication. Spelling, punctuation and grammar show a number of errors and the selected form and style are acceptable.

5-8

Evaluation of a live performance will be limited with little or no reference to drama media or elements.

QWC: there is a limited application of written communication. Spelling, punctuation and grammar show few accuracies and the selected form and style are basic.

1-4

Evaluation of a live performance will offer no reference to drama

media or elements.

QWC: there is insufficient application of written communication. Spelling, punctuation and grammar show no accuracies and the selected form and style are inappropriate. 0

## **Project 2: Writing/modifying, directing, producing and performing your own play.**

**Due Date W/B December 12<sup>th</sup> 2011**

I would like you to form groups of 3/4 to complete this project. I am asking you to complete this task as a preparation for the Unit 3 exam. The performance must be no more than 30 minutes in length and all of you must be involved on stage throughout the piece. You may:

- use part of a play and develop it further
- Take an idea from a film
- Take an idea from Shakespeare
- Any genre
- Use costume
- Music
- Staging/levels
- Video equipment

Study the assessment criteria below before you begin this task. This must be completed in your own time, so you will have to meet up after school or at the weekends. You will be graded. I look forward to seeing your performances.

### **Assessment Objectives:**

**voice and movement**  
**roles and characterisation**  
**communication**  
**content, style, form.**

## **Assessment criteria — performers**

### **A02 Voice and Movement**

Vocal skills demonstrate an outstanding use of pace, pitch, pause and tone.

Movement demonstrates an outstanding use of gesture, stillness, fluency and expression.

17-20

Vocal skills demonstrate an excellent use of pace, pitch, pause and tone.

Movement demonstrates an excellent use of gesture, stillness, fluency and expression.

13-16

Vocal skills demonstrate a good use of pace, pitch, pause and tone.

Movement demonstrates a good use of gesture, stillness, fluency and expression.

9-12

Vocal skills demonstrate an adequate use of pace, pitch, pause and tone.

Movement demonstrates an adequate use of gesture, stillness, fluency and expression.

5-8

Vocal skills demonstrate a limited use of pace, pitch, pause and tone.

Movement demonstrates a limited use of gesture, stillness, fluency and expression.

1-4

Vocal skills demonstrate no apparent use of pace, pitch, pause and tone.

Movement demonstrates no apparent use of gesture, stillness, fluency and expression.

0

### **A02 Roles and characterisation**

There is an outstanding demonstration of the creation of role/character showing complete commitment and imagination.

17-20

There is an excellent demonstration of the creation of role/character showing significant commitment and imagination.

13-16

There is a good demonstration of the creation of role/character showing variable commitment and imagination.

9-12

There is an adequate demonstration of the creation of role/character showing some commitment and imagination.

5-8

There is a limited demonstration of the creation of role/character showing little commitment and imagination.

1-4

There is no evidence of role/character, showing no commitment or imagination.

### **A02 Communication**

There is outstanding communication with other performers, audience members and the visiting examiner.

The sense of rapport with all members of the ensemble is outstanding.

17-20

There is excellent communication with other performers, audience members and the visiting examiner.

The sense of rapport with all members of the ensemble is excellent.

13-16

There is a good communication with other performers, audience members and the visiting examiner.

The sense of rapport with all members of the ensemble is good.

9-12

There is adequate communication with other performers, audience members and the visiting examiner.

The sense of rapport with all members of the ensemble is adequate.

5-8

There is limited communication with other performers, audience members and the visiting examiner.

The sense of rapport with all members of the ensemble is limited.

1-4

There is no evidence of communication with other performers, audience members and the visiting examiner.

There is no evidence of rapport with other members of the ensemble. 0

### **A02 Content, style, form**

There is outstanding control over the appreciation of the chosen style and form.

There is an outstanding understanding of the content of the performance.

17-20

There is excellent control over the appreciation of the chosen style and form.

There is an excellent understanding of the content of the performance.

13-16

There is good control over the appreciation of the chosen style and form.

There is a good understanding of the content of the performance.

9-12

There is adequate control over the appreciation of the chosen style and form.

There is an adequate understanding of the content of the performance.

5-8

There is limited control over the appreciation of the chosen style and form.

There is a limited understanding of the content of the performance 1- 4

There is no evidence of control over the chosen style and form.  
There is no evidence of understanding of the content of the  
performance. 0

## **Home Learning Yr 10 Drama      March – May 25<sup>th</sup> 2012**

Pupils in groups of 3 to 5 working on different scenes, parables, monologues and dialogue for The Passion play. Groups have been specifically chosen to work on the areas that particular pupils are involved with. For example Elliot will be playing Pontius Pilot/Home Secretary and working with Aiden who is playing a CEO.

The pupils will be given deadlines to prepare particular ideas or written work for certain lessons.

Deadline for work - Friday April 27<sup>th</sup>

Checking progress - Friday March 30<sup>th</sup>

## **Home Learning Yr 11 Drama      February – May 14<sup>th</sup> 2012**

Pupils learning lines and working on improving their character for their exam pieces on May 14<sup>th</sup> 2012. Pupils perfecting their lines at home and writing out a plan of their play as a flow chart of when and where there need to be.

Word perfect - Thursday March 22<sup>nd</sup>

Flow chart- Friday April 20<sup>th</sup>