

Year 10 – Performing and Evaluating

Term	Summer
Topic	Devising Drama – focus on finishing touches to performance and written component of evaluation
Big Question	<p><u>How can we create a performance based on a stimulus? How do we use creative interpretation to build a narrative, shape characters and sequence a performance?</u></p> <p><u>New question - How can we effectively document the rehearsal process to show a coherent and reflective narrative of the devising process?</u></p>
Concepts	<p>Naturalistic theatre Non-naturalistic theatre Emotional memory Stylised theatre Role on the wall Devising from a stimulus Hot seating Buzz Narratives Rope Method In the Gallery Character Arcs Developing exposition in a narrative Establishing semiotics Conveying meaning through proxemics Written portfolio Analytical interpretations Artistic vision Evaluation and reflection</p>
Knowledge	<p>Recap: Students have explored practically a variety of the key staging types, alongside key practitioners, such as Brecht and Stanislavski, and their unique styles of theatre.</p> <p>New knowledge: Students continue with the devising process in the summer term but focus more explicitly on documenting this process with their written portfolio. Homework tasks are set, as well as class work, where students are given plenty of opportunity to document their research, rehearsal process and write a formal written evaluation, with analysis, on strengths and weaknesses of their final performance. Students are shown and offered a wealth of exemplar material in rehearsals and are guided to how they can create a detailed and reflective devising journey that captures the different elements of their process. This includes major reflections on semiotics, such as sound / music, costume, lighting, props, set etc.</p>
Skills	<p>Develop ability to distinguish character in opposing styles of theatre – naturalistic and non-naturalistic.</p> <p>Develop ability to explore rehearsal techniques used by these practitioners, such as role on the wall, given circumstances etc to develop character.</p> <p>Develop communication skills when collaboratively working together to create and shape a performance. Students will explore the creative journey of starting with a stimulus, and through careful research, planning and embodiment, developing this into a performance.</p> <p>Students will also reflect upon mistakes made, and successes, in their previous mock portfolio, to create a more successful reflective journal to document each stage of their process.</p> <p>Students will layer their performance with technical elements, such as costume, sound, staging and props to enhance the professionalism that they create.</p>
Common Misconceptions	<p>You have to start with the first scene when devising a piece of theatre.</p> <p>When devising a performance, you always have to know where you are going and what happens along the way.</p> <p>Performances always have to be naturalistic and true to real life, using realism as the main convention of devising.</p> <p>There are limited ways on how to create material in a practical rehearsal.</p>

	<p>When devising and creating drama, characters perform at one level and are restricted to vocal and physical expression. Characters and narratives have to be fictional and an actor only relies on the script for information on how to play them. To evaluate and analyse a performance, you have to write written prose and focus on key moments, rather than the rehearsal process.</p>
Key Vocabulary	<p>Naturalistic Non-naturalistic Episodic Devising Stimulus Linear Characterisation Interpretation Embodiment Physical Embodiment Stimulus Semiotic Proxemics Lighting vocabulary – see KS4 lighting log</p>
Assessment Points	<p>Regular peer and self-reflection when watching the work of others Consistent verbal feedback offered by the teacher in class. Weekly homework based on pages in the portfolio which are reviewed and monitored by the teacher Mid unit: A further mid unit review of the portfolio and feedback given, personal and whole class. Students will also perform what they have created to the rest of the class and the teacher will offer a 'strengths' and 'improvements' table that identifies successes and areas to focus on moving forward. Students will continuously use a checklist and use this as criteria for what they have and have not included in their portfolio. This is a good guide for them to refer to and to compare against. Students are awarded a 'general' grade at the end of Year 10, and they are then given targeted feedback on how they can improve. This will then take some students into Year 11, although ideally, due to time constraints and pressures from other components, this will be completed by the end of the unit. End of unit: Students will be performing their real practical devising piece. This will be filmed, and assessed in accordance to real GCSE criteria, alongside the portfolio also being marked. Students will then have a combined estimated grade for the first devising unit, which contributes towards 1/3 of the final Drama grade.</p>
Diversity, Inclusion and Personal Development	<p>Devising in GCSE Drama from a stimulus allows students to explore diverse perspectives, experiences, and voices. It encourages the inclusion of various cultural elements, viewpoints, and themes in the performance, showcasing a broad spectrum of identities and stories. This process enables students to appreciate and represent diversity authentically, fostering an inclusive environment where different narratives and perspectives are acknowledged and respected. Students get a free choice out of 10 different stimuli and can choose the one that appeals to them most to explore. All students are heard, with their ideas equally voiced and practically explored which allows all pupils to feel included and valued.</p> <p>Critical Discussions - Facilitate discussions about how different emotions and narratives are depicted in the stimulus and how this can be used to develop the dynamics of character. Students can employ drama methods to explore their devised piece, using these to compliment the meaning behind the narrative.</p> <p>Real-World Connections - The themes of their chosen stimulus will be adjacent to real-world scenarios, encouraging students to think critically about their stimulus in various contexts (e.g., schools, governments, geographical settings, real life news and events, workplaces). This will employ authenticity and realism to performance.</p>
How parents can be of support	<p>Encourage pupils within their independent research for their chosen stimulus. Listen to practical and theory based ideas and give feedback. Monitor the success that pupils are making with their portfolio and ensure their homework deadlines are being met to allow further progress. Watch clips of other GCSE work on YouTube with students</p>

Extra Curricular Links – further/wider reading, TV or film, useful websites etc.

Students / parents could do the following to help skills in this unit:

- Watch a range of different performance styles on YouTube – Brecht and Stanislavski
- Follow the
- Watch devising steps and tips on YouTube <https://www.youtube.com/watch?v=0-QtSa4I>
- Look at examples of other GCSE Drama work <https://www.youtube.com/watch?v=7qTes9NYzmk>
- How to create a portfolio and devising log <https://www.bbc.co.uk/bitesize/guides/z6ydrj6/revision/4>
- Revision and tips on the devising process <https://www.bbc.co.uk/bitesize/guides/z6ydrj6/revision/1>