**Little Heath Sixth Form**

**Drama** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:** Unit 2: Theatre Text In Performance | **Unit Code:** 6DR02 |
| **Unit Requirements:**  *80 Marks Total – Externally Examined*  40 Marks – Section A – Performance of a monologue (30 marks) and written performance concept (10 marks).  40 Marks – Section B – Performance of a group scripted piece.  There is the opportunity to take design options for these two performances. | |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Practical Skills for performance assessment (Unit 3). |  |  |  |
| * Knowledge of rehearsal methods and strategies for creating drama. |  |  |  |
| * Working on creating your own play / performance (Unit 3). |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Vocal skills: sustained clarity, pause, pace, pitch, tone, inflection and projection. |  |  |  |  |
| * Movement Skills: ability to embody character, use gesture, poise and stillness with control and sensitivity. |  |  |  |  |
| * Characterisation Skills: show understanding of the role and it’s context, complete, consistent and fully committed. |  |  |  |  |
| * Communication Skills: excellent rapport with other performers, fantastic communication with audience and examiner and full awareness of audience response. |  |  |  |  |
| * To work on a script as an actor, director and designer. |  |  |  |  |
| * To show creativity and commitment. |  |  |  |  |
| * To write a brief, accurate and well researched concept. |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * Understanding of two chosen texts (including plot, characters, themes, issues etc.). |  |  |  |  |
| * Understanding of SCHP influence of two chosen texts (including playwright, time of writing, time of first performance and contextual knowledge relating to plot). |  |  |  |  |
| * Understanding of appropriate and creative performance styles, theatre companies and practitioners for practical application. |  |  |  |  |
| * Understanding of the purpose of and ability to create a directors concept. |  |  |  |  |
| * Understanding of the role an audience plays in a performance. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*