**Little Heath Sixth Form**

**Drama** Personal Learning Checklist

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

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| **Unit Name:** Unit 3: Exploration of Dramatic Performance | **Unit Code:** 6DR03 |
| **Unit Requirements:***60 Marks Total – internally examined, externally moderated.*15 Marks – Performance.15 Marks – Development and structure – the rehearsal process.30 Marks – Supporting Written Evidence Documents (SWED) including research and exploration (15 marks) and evaluation (15 marks).There is the opportunity to take a directorial option instead of being a performer. |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

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

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| **GCSE / Year 12 Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Skills needed in creating a piece of drama from a stimulus (Unit 3 at GCSE, Unit 2 at AS Level)
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| * Practical Skills for performance assessment (Unit 3 at GCSE, Unit 2 at AS Level).
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| * Knowledge of rehearsal methods and strategies for creating drama.
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| * Reflecting on process and evaluating impact through written notes (Unit 1 and 2 at GCSE, Unit 1 at AS Level).
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| * Working as a director, designer and performer.
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| * Creating a directors concept for performance (Unit 2 at AS Level).
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| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Engage and work as a member of a group understanding the need for collaboration.
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| * The ability to respond to initial material.
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| * To develop clear aims and intentions for your drama.
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| * To be able to research, develop, shape and refine ideas in the creating process.
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| * Be able to reflect and evaluate on the process of making drama.
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| * Be able to make creative decisions.
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| * To be able to use practical skills to create a certain effect / impact.
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| * To work as a performer, director and designer in order to create a performance.
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| * Independently research.
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| * Lead group rehearsals with a specific focus.
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| * To have excellent control of practical skills including voice, movement, characterisation and communication to create an intending effect.
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| * To be able to write and analytical piece of work reflecting on process and evaluating the impact.
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| **Knowledge/Specification** |  |  |  |  |
| * In depth knowledge of the stimulus chosen – play, theme, issue.
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| * Knowledge of any relevant theatrical styles and forms including practitioner and theatre companies.
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| * Knowledge of any relevant SCHP aspects including time of writing, context of original material, time of first performance and the context of the chosen audience.
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| * Knowledge of audience types and responses.
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| * Knowledge of relevant performance spaces.
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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* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*