



EMMANUEL COLLEGE CORE KNOWLEDGE

What I will know and understand when studying GCSE Drama .

This year in Drama we will be learning:		This links to:	Key Vocabulary:	
1	Acting Skills Development & Drama Terminology - Apply theatrical skills to realise artistic intentions in live performance (AO2). - Students will use varied vocal and physical skills appropriate to character in all performance work and recognise how professional actors use vocal skills - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (AO3) - Students will understand the work of theatre-makers, the roles within the theatre as well as understanding directorial and actor intentions and stage configurations.	Students will have studied 'The skills of an actor' at Key stage 3. Students should have some knowledge of stage directions and configurations from Key Stage 3, and these will be developed in this unit, understanding purpose and meaning behind these. Acting Skills Development & Drama Terminology is taught primarily to develop a skilled base and 'language of theatre' terminology. This will be built on skills learnt throughout KS3. The 'language of theatre' is utilised throughout all 3 GCSE components, so students will need a clear understanding before beginning each of the components.	Vocal skills: pitch, pace and pause, projection, accent, tone, intonation, emphasis, enunciation. - Stage configurations; end on, thrust stage, traverse stage, in the round, proscenium and promenade stage.	Physical performance skills: posture, gait, demeanour, gesture, facial expression including eye contact, spatial relationships and positioning on stage. - Director, actor, costume, set, light, and sound designer, producer, stage manager, Front of House,
2	Component 2: Devising Drama - Create and develop ideas to communicate meaning for drama performance. (AO1) - Creating devised original drama from a selection of 3 stimulus (Year 10: Secrets and Lies, Year 11: 21st Century Teens). - Developing plot, and character, message, style and practitioner - naturalistic and non-naturalistic, practitioner, directorial intentions. - Practitioners: Brecht, Stanislavski, Frantic Assembly, Godber.	Students will have studied practitioners throughout Key stage 3, allowing them to implement styles and techniques learnt in this unit focusing on chosen style and structuring. Students will have been introduced to the key devising techniques throughout key stage 3 and be well accustomed to collaboration and improvisation. Students will implement prior devising techniques, developing them to make their own original piece of theatre.	- Improvisation - Plot, narrative development - Vocal and Physical skills - Episodic Structure - Linear Structure - Brecht, Stanislavski and practitioners.	- Stimulus and dramatic intentions - Synchronisation - Freeze Frame - Thought Tracking - Circle of conscience - Split Stage - Brechtian Verfremdungseffekt
3	Component 3: Texts in Practice - Apply theatrical skills to realise artistic intentions in live performance (AO2) Using varied vocal and physical skills appropriate to character in all performance. - Casting and how well the role fits them, in terms of playing age, character requirements for example, intimacy, extremes of emotional performance. - Students will work on genre, acting style, period, cultural, social and economic context, plot, act and scene, character, Dramatic Irony, climax and denouement. All using script. - Staging, blocking, special relationships, creative ideas for set, lighting and sound. - Full use of performance skills to create character and fulfil dramatic intentions. - Line learning techniques	Students were introduced to design elements in Year 9 and how these affect purpose and meaning through performance. Students will develop their knowledge base into practise when developing their scripted performances. In addition, students have studied individual scenes throughout key stage 3 and will utilise their understanding of practical and analytical exploration of scripts to interpret the playwright's dramatic intentions, words, character and plot for the whole play.. Students will utilise performance skills developed in the devising and acting skills schemes.	- Period, social, cultural and historical reference. - Characterisation - Genre - Contextualisation - Vocal Skills - Physical skills - Stage configuration	- Practitioners - Directorial Intentions - Dramatic Irony - Denouement/ dramatic climax - Set, lights and sound design. - Naturalistic, non-naturalistic. - Symbolism, expressionism, juxtaposition.
4	Component 1: Written paper set text <i>Blood Brothers</i> - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (AO3) - Practical and analytical exploration of the scripted play in which students interpret a playwright's dramatic intentions, words, character and plot is developed through the scripted performance. - Understand how to design a scene through set design, lighting, sound and set design - Understand how to describe practical application of skills from both a single line and an extract - Develop understanding of character development when comparing skills used throughout the play.	Develop their understand of how to contextualise text utilising their experience in practically interpret text throughout key stage 3 and the scripted performance unit. , Students explore the text over the two years ensuring they have thorough knowledge of the whole play in preparation for their examination. Alongside studying the play practically, students will begin learning how to answer the examination questions using knowledge learnt in term 1.This means knowledge is embedded throughout the whole GCSE course.	- Playwright - Cultural, Social and Economic context - Genre, Period, style, Social divide - Characterisation - Protagonist, - Acting skills	- Received Pronunciation - Scouse accent and dialect - Nurture and nature - Motherhood - Spatial Relationships - Dramatic Irony
5	Component 1: Written paper Live Theatre Review - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (AO3) - Analyse and evaluate their own work and the work of others. (AO4) - How to evaluate how actors use vocal and physical skills to create dramatic effect for an audience. - How to analyse the success of intentional directorial intentions.	Students will have studied a variety of texts throughout Key Stage 3 and will be able to utilise contextualising techniques learnt. They will have completed a design unit in year 9 that will be utilised in answering a 4-mark design question. In term two students will complete a scripted performance unit, understanding writer intentions that will be valuable to this unit. Describing how to use acting skills to interpret character is asked in the GCSE written paper, students have been learning this from the start of key stage 3. Throughout all drama units, students are encouraged to watch each other's work, reflecting and structure feedback to their peers.	- Directorial Intentions - Textual reference / Quotation - Adaptation - Design - Performance analysis - Performance evaluation - Audience response.	- Dialogue - Production - Characterisation - Stage Presence - Describe, analyse, evaluate. - Interpretation

Target Grade:

AP1:

AP2:

AP3: