

## Advanced Higher Drama – Success Criteria

### Skills, knowledge and understanding:

- ✓ Exploring and investigating the influence, theory and practice of influential theatre Practitioners.
- ✓ Identifying and exploring a relevant performance issue.
- ✓ Analysing and evaluating the impact of key productions by influential theatre practitioners.
- ✓ Applying creative and critical thinking to synthesise ideas and arguments.
- ✓ Interpreting the historical, social, cultural and/or political contexts of complex texts.
- ✓ Analysing and interpreting the role and craft of the actor, director, and designer.
- ✓ Working independently to produce a theatrical concept.
- ✓ Applying skills in acting, directing, or design.
- ✓ Creating and presenting their own theatrical concepts.
- ✓ Investigating how meaning can be communicated to an audience.
- ✓ Using a range of complex creative problem-solving, planning and evaluation skills within the creative process.

Level: Advanced Higher	Drama. I can...
<b>Dissertation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes specific features of performance and aspects of theory relevant to their issue.</li> <li><input type="checkbox"/> Explains and develops these features regarding the issue (using examples, and/or contextual evidence).</li> <li><input type="checkbox"/> Uses valid sources, such as reference to theory, critical perspectives and performances.               <ul style="list-style-type: none"> <li>○ <b>A - Activity</b> <ul style="list-style-type: none"> <li>▪ Analysing theory and performance examples that explore a chosen performance issue.</li> </ul> </li> <li>○ <b>B – Activity</b> <ul style="list-style-type: none"> <li>▪ Synthesising by comparing and contrasting different ways the performance issue has been explored.</li> </ul> </li> <li>○ <b>C – Activity</b> <ul style="list-style-type: none"> <li>▪ Expressing an argument leading up to an evaluative conclusion.</li> </ul> </li> </ul> </li> </ul>
<b>Preparation for Performance:</b>	
<b>Assignment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge and understanding:               <ul style="list-style-type: none"> <li>○ Candidates demonstrate knowledge and understanding of theatre practice and at least one theatre practitioner in response to the question.</li> </ul> </li> <li><input type="checkbox"/> Analysis:               <ul style="list-style-type: none"> <li>○ Candidates analyse a professional theatrical production, with reference to at least one theatre practitioner involved in the production.</li> </ul> </li> <li><input type="checkbox"/> Structure and line of argument:               <ul style="list-style-type: none"> <li>○ Candidates present a line of argument leading to a conclusion in a structured manner, supported by evidence.</li> </ul> </li> </ul>
<b>Performance <u>OR</u> Directors <u>OR</u> Designers</b>	
<b>Performance</b>	<b>Actor:</b>

	<ul style="list-style-type: none"> <li>□ In the interactive role, candidates should: <ul style="list-style-type: none"> <li>○ Communicate an effective interpretation of the text by demonstrating a clear understanding of character through the use of textual and sub-textual clues.</li> <li>○ Portray a credible character that expresses appropriate emotions and conveys complex relationships through detailed interaction with other characters.</li> <li>○ Demonstrate an appropriate and effective use of voice.</li> <li>○ Demonstrate an appropriate and effective use of movement.</li> <li>○ Create an impact on the audience.</li> </ul> </li> <li>□ In the monologue, candidates should: <ul style="list-style-type: none"> <li>○ Communicate and portray an effective interpretation of a character through the use of textual and sub-textual clues.</li> <li>○ Demonstrate an appropriate and skilled use of voice.</li> <li>○ Demonstrate an appropriate and skilled use of movement.</li> <li>○ Create an impact on the audience.</li> </ul> </li> <li>• <b><u>Interactive:</u></b> <ul style="list-style-type: none"> <li>▪ Understanding and interpretation:</li> <li>▪ Communicates an effective interpretation of the text by demonstrating a clear understanding of character through the use of textual and sub-textual clues.</li> </ul> </li> <li>• <b><u>Portrayal:</u></b> <ul style="list-style-type: none"> <li>▪ Portrays a credible character that expresses appropriate emotions and conveys complex relationships through detailed interaction with other characters.</li> </ul> </li> <li>• <b><u>Voice:</u></b> <ul style="list-style-type: none"> <li>▪ Appropriate and effective use of voice.</li> </ul> </li> <li>• <b><u>Movement:</u></b> <ul style="list-style-type: none"> <li>▪ Appropriate and effective use of movement.</li> </ul> </li> <li>• <b><u>Impact:</u></b> <ul style="list-style-type: none"> <li>▪ Impact on audience.</li> </ul> </li> <li>• <b><u>Monologue:</u></b> <ul style="list-style-type: none"> <li>▪ Characterisation:</li> <li>▪ Communicates and portrays a creative interpretation of a character through the use of textual and sub-textual clues.</li> </ul> </li> <li>• <b><u>Voice:</u></b> <ul style="list-style-type: none"> <li>▪ Appropriate and skilled use of voice.</li> </ul> </li> <li>• <b><u>Movement:</u></b> <ul style="list-style-type: none"> <li>▪ Appropriate and skilled use of movement.</li> </ul> </li> <li>• <b><u>Impact:</u></b> <ul style="list-style-type: none"> <li>▪ Impact on audience.</li> </ul> </li> </ul>
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<b>Directing</b>	<ul style="list-style-type: none"> <li>□ Set the extract in the context of the whole play and demonstrate an understanding and interpretation of the text.</li> <li>□ Communicate directorial concepts.</li> <li>□ Interact, engage and respond throughout the process.</li> <li>□ Effectively direct movement — the acting space, positioning, characterisation and the visual communication of dramatic meaning.</li> <li>□ Effectively direct voice — characterisation, style, tempo, rhythms, dynamics and delivery of lines. <ul style="list-style-type: none"> <li>○ <b><u>Understanding:</u></b></li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Sets the extract in the context of a whole play and demonstrates an understanding and interpretation of the text.</li> <li>○ <b>Communication:</b> <ul style="list-style-type: none"> <li>▪ Demonstrates the communication of directorial concepts.</li> </ul> </li> <li>○ <b>Interaction:</b> <ul style="list-style-type: none"> <li>▪ Interacts, engages and responds throughout the process.</li> </ul> </li> <li>○ <b>Movement:</b> <ul style="list-style-type: none"> <li>▪ Effective use of the acting space in terms of positioning, characterisation, and the visual communication of dramatic meaning.</li> </ul> </li> <li>○ <b>Voice:</b> <ul style="list-style-type: none"> <li>▪ Effective direction of the textual extract in terms of characterisation, style, tempo, rhythms, dynamics and the delivery of lines.</li> </ul> </li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>□ Creative, effective and coherent design concepts for a production of the play for an audience of today, demonstrating a thorough understanding and interpretation of the text in terms of the setting, period, plot, themes and issues, mood and atmosphere and relevant environmental aspects.</li> <li>□ A scale model set for a specified performance space with appropriate reference to textual clues, demonstrating accuracy and clarity. It should demonstrate coherence with the overall concept and an awareness of practical considerations.</li> <li>□ Creative and effective notes/plotting sheets/plans/designs/cue sheets/drawings in relation to two additional roles. These should demonstrate coherence with the overall concept and an awareness of practical consideration.</li> <li>□ Candidates must choose two additional production roles from the following: <ul style="list-style-type: none"> <li>○ Lighting</li> <li>○ Sound</li> <li>○ Multimedia</li> <li>○ Props</li> <li>○ Costume</li> <li>○ Make-up and hair <ul style="list-style-type: none"> <li>▪ Design concept: <ul style="list-style-type: none"> <li>• In response to the chosen text produce creative, effective and coherent design concepts in relation to requirements for a production of the play for an audience of today.</li> </ul> </li> <li>▪ Scale model set: <ul style="list-style-type: none"> <li>• Produces a scale model set for a specified performance space with appropriate references to textual clues, demonstrating a strong visual impact.</li> </ul> </li> <li>▪ Scale model set: <ul style="list-style-type: none"> <li>• Produces a scale model set which takes into account practical considerations of the performance space for which it is designed, for example: <ul style="list-style-type: none"> <li>○ Sightlines.</li> <li>○ Entrances or exits.</li> <li>○ Use of materials.</li> <li>○ Scene changes.</li> <li>○ Weight and/or height restrictions.</li> <li>○ Moving parts of set.</li> <li>○ Technical requirements.</li> <li>○ Viability of set.</li> <li>○ Space for actors and action.</li> </ul> </li> </ul> </li> <li>▪ Scale model set:</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Produces a scale model set which is accurately made and clear in its design.</li> <li>▪ Additional role 1 <ul style="list-style-type: none"> <li>• Responds to the text to produce creative and effective notes/plotting sheets/plans/designs/cue sheets/drawings in relation to the additional role, selected from lighting, sound, multimedia, props, costume, make-up and hair. These designs should demonstrate coherence with the overall concepts and an awareness of practical considerations.</li> </ul> </li> <li>▪ Additional role 2 <ul style="list-style-type: none"> <li>• Responds to the text to produce creative and effective notes/plotting sheets/plans/designs/cue sheets/drawings in relation to the second additional role, selected from lighting, sound, multimedia, props, costume, make-up and hair. These designs should demonstrate coherence with the overall concepts and an awareness of practical considerations.</li> </ul> </li> </ul>
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**What will be taken into consideration when deciding on a teacher-estimated grade for Advanced Higher Drama?**

- **Project – Dissertation – 30%**
- **Assignment – 20%**
- **Performance – 50%**
- Commitment and Quality in class/homework.