

Higher Drama – Success Criteria

Skills, knowledge and understanding:

- ✓ Responding to stimuli, including text, when creating drama.
- ✓ Working with others to share and use drama ideas.
- ✓ Developing knowledge and understanding of historical, social, cultural and theatrical influences when creating drama.
- ✓ Exploring drama form, structure, genre and style.
- ✓ Gaining knowledge and understanding of complex production skills.
- ✓ Applying complex drama and production skills when presenting.
- ✓ Applying evaluative skills within the creative process.

Topic: Higher	Drama. I can...
Question Paper	<ul style="list-style-type: none"> <input type="checkbox"/> Acting concepts. <input type="checkbox"/> Design concepts. <input type="checkbox"/> Directing concepts. <input type="checkbox"/> Performance concepts. <input type="checkbox"/> Use of performance space. <input type="checkbox"/> A range of staging, settings and styles of production. <input type="checkbox"/> Applying concepts when responding to stimuli, including text and performance. <input type="checkbox"/> Historical, social, cultural and theatrical context. <input type="checkbox"/> Target audience. <input type="checkbox"/> Impact and audience appreciation. <input type="checkbox"/> Form, structure, genre and style. <input type="checkbox"/> Plot development. <input type="checkbox"/> Key moments or scenes. <input type="checkbox"/> A range of production roles. <input type="checkbox"/> Characterisation techniques. <input type="checkbox"/> Character status, motivation, personality, attitude and relationships. <input type="checkbox"/> Themes and issues. <input type="checkbox"/> Message/purpose. <input type="checkbox"/> Mood and atmosphere. <input type="checkbox"/> Creation of tension. <input type="checkbox"/> Dramatic features. <input type="checkbox"/> Rehearsal techniques. <input type="checkbox"/> Problem-solving and critical-thinking skills. <input type="checkbox"/> Analysis and evaluation of self and others.
Preparation for Performance:	
Information	<ul style="list-style-type: none"> <input type="checkbox"/> Preparation for performance review which covers: <ul style="list-style-type: none"> ○ Research into their chosen text(s). ○ Process (development and progression) of an acting or directing or design concept.
Performance OR Directors OR Designers	
Performance	Actors: <ul style="list-style-type: none"> <input type="checkbox"/> Communicating acting concepts by demonstrating an understanding of character through the use of textual clues. <input type="checkbox"/> Sustaining character and conveying relationships through credible interaction with other characters.

	<ul style="list-style-type: none"> <input type="checkbox"/> Using voice appropriately and effectively. <input type="checkbox"/> Using movement appropriately and effectively. <input type="checkbox"/> Creating an impact on an audience. <input type="checkbox"/> Communicates the agreed interpretation of the character with reference to textual clues. <ul style="list-style-type: none"> ○ Understanding: <ul style="list-style-type: none"> ● Communicates acting concepts by demonstrating an understanding of character through the use of textual clues. ○ Portrayal: <ul style="list-style-type: none"> ● Sustain character and conveys relationships through credible interaction with other characters. ○ Voice: <ul style="list-style-type: none"> ● Appropriate and effective use of voice. ○ Movement: <ul style="list-style-type: none"> ● Appropriate and effective use of movement. ○ Impact: <ul style="list-style-type: none"> ● Creates an impact on audience.
Directors	<ul style="list-style-type: none"> <input type="checkbox"/> Setting the extract in the context of the whole play and communicating their directorial concept, including establishing characterisation. <input type="checkbox"/> Directing the use of movement and stage proxemics within the blocking process, and communicating aspects of plot, themes and issues, the development of characterisation and relationships. <input type="checkbox"/> Directing the use of voice including delivery of lines to communicate aspects of the plot, themes and issues; development of characterisation and relationships. <input type="checkbox"/> Interacting, engaging and responding throughout the process. <input type="checkbox"/> Directorial impact through conducting a final run-through of the extract. <ul style="list-style-type: none"> ○ Understanding: <ul style="list-style-type: none"> ▪ Setting the extract in the context of the whole play and communicating directorial concepts including establishing characterisation. ○ Movement: <ul style="list-style-type: none"> ▪ Directing the use of movement and considering stage proxemics within the blocking process to communicate aspects of the plot, themes and issues contained in the extract and the development of characterisation and relationships. ○ Voice: <ul style="list-style-type: none"> ▪ Directing the use of voice, including delivery of lines to communicate aspects of the plot, themes and issues contained in the extract and the development of characterisation and relationships. ○ Interaction: <ul style="list-style-type: none"> ▪ Interaction, engagement and responsiveness throughout the process. ○ Impact: <ul style="list-style-type: none"> ▪ Directorial impact when showing the final run-through of the extract.
Designers	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence the development of their ideas from initial thoughts, research and designs to final design concept. <input type="checkbox"/> Produce creative and effective design concepts in relation to requirements of the drama and needs of actors. <input type="checkbox"/> Produce working and final designs and ground plans for the specified performance space including elevations, referring to textual clues. <input type="checkbox"/> For the selected additional production role candidates must: <ul style="list-style-type: none"> ○ Produce creative and effective notes/plotting sheets/plans/designs/cue sheets/drawings. ○ Demonstrate practical skills:

	<ul style="list-style-type: none"> ▪ Lighting. ▪ Sound. ▪ Props. ▪ Costume. ▪ Make-up and hair. ○ Ideas developed: <ul style="list-style-type: none"> ▪ Development of ideas from initial thoughts, research and designs to final design concept. ○ Design concept: <ul style="list-style-type: none"> ▪ In response to the chosen text, produce creative and effective design concepts in relation to requirements of the drama and needs of actors. ○ Ground plans: <ul style="list-style-type: none"> ▪ Produce working and final designs and ground plans for the specified performance space including elevations with reference to textual clues. ○ Additional production role: <ul style="list-style-type: none"> ▪ Responds to text to produce creative and effective notes/plotting sheets/plans/designs/cue sheets/drawings in relation to additional production role selected.
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What will be taken into consideration when deciding on a teacher-estimated grade for Higher Drama?

- **Questions Paper – 40%**
- **Performance – 60%**
- Commitment and Quality in class/homework.