

# Year 11 Drama

The course you are completing is the Eduqas Level 1/2 Vocational Award in Performing Arts (Technical Award) Course – Drama. It is broken down into three Units: Performing, Creating and Performing Arts in Practice. You will all complete the same work and the grade that you achieve will decide if your work is Level 1 or Level 2 (Level 2 is equivalent to 4 and above at GCSE).

## **Unit 1: Performing (30%)**

You will develop and demonstrate knowledge and understanding of the skills and techniques needed to reproduce and perform an existing piece of professional / published work (Scripted Drama) from a given brief.

### 1.1 Research and Rehearsal

1.1.1 Research *Learners should be aware of a range of research required to understand the background to an existing piece of script. You should be able to review your findings and consider how this will impact on your performance.*

1.1.2 Rehearsal *Learners should know and understand methods used to plan and learn from rehearsals.*

### 1.2 Performance

1.2.1 Performance skills *Learners should be able to present the following Drama skills in their performance: Interpretation and development of character, clarity of acting style/genre, use of movement and gesture, use of text and response to text.*

### 1.3 Review and Reflect

1.3.1 Reviewing *Learners should be able to respond to feedback (from audience, peers, teacher etc.) and review whether the performance fulfilled its intention.*

1.3.2 Reflecting *Learners should be able to identify strengths and areas for future development, create action plans and targets for future performances, and refer to professional working practices, including appropriate health and safety.*

## **Unit 2: Creating (30%)**

You will develop and demonstrate knowledge and understanding of the skills and techniques needed to create, rehearse and perform an original work (Devised Drama) from a given brief.

### 2.1 Explore and Develop

2.1.1 Exploring *Learners should be aware of a range of research to explore when responding to a creative brief including intended purpose, effect, performance space/occasion, audience, themes and ideas, interests and previous experience, resources, styles and their demands, and the work of at least two practitioners.*

2.1.2 Developing *Learners should be able to explore the following in developing their original piece; voice, movement, interaction including scripting, blocking, improvisation development and narrative structure.*

### 2.2 Applying knowledge and skills to create original work.

2.2.1 Creating original work *Learners should be able to develop and present communication, creativity, development of ideas and appropriate health and safety. Skills required include knowledge and use of devising processes, communication of character, use of movement and gesture, use of voice in relation to the character, and interaction with other performers.*

### 2.3 Review, reflect and refine

2.3.1 Evaluating original work *Learners should be able to respond to feedback from the teacher and peers and audience. Evaluate the success of the original piece in terms of the brief and review their own skills and how these have been used and exemplified.*

2.3.2 Refining original work *Learners should be able to respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would be acted on.*

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## **Unit 3: Performing Arts in Practice (40%)**

You will be introduced to areas of the performing Arts that need to be considered when responding to an industry commission. You will draw on your knowledge learnt through Units 1 and 2 to plan, pitch and evaluate a Drama performance.

### 3.1 Planning Performance work

3.1.1 Factors influencing the creation of performance work *Learners should know and understand the need to consider: social, cultural, political and historical contexts, mood and style / genre, performance space / venue, themes and ideas, purpose, target audience, the work of practitioners who have created performance work, and different types of organisers that create performance work.*

3.1.2 Creating performance work *Learners should be aware of: selecting appropriate performance disciplines, selecting appropriate production disciplines, the production process (planning, rehearsal and presentation), resources and materials, budgeting, production schedules, job roles and responsibilities within organisations that create performance work.*

### 3.2 Promoting and pitching

3.2.1 Promoting *Learners should know and understand how events are advertised and marketed, the use of social media, a range of advertising tools and promotional materials.*

3.2.2 Pitching *Learners should know and understand the importance of presentation skills, clarity, communication, use of practical examples (including recordings of performed extracts and production designs) and use of tone.*

### 3.3 Evaluating and reflecting

3.3.1 Evaluating the success of planning, promoting and pitching *Learners should be able to respond to feedback from a commissioning panel, evaluate the planning, promoting and pitching of the event and review their own skills.*

3.3.2 Reflecting *Learners should be able to identify strengths and areas for future personal development and identify actions and targets for future creative proposals.*