



Highsted Knowledge Organiser

Subject Drama

Year 11 Terms 1-2

What I need to know

Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece. Students are also expected to have clear dramatic intentions for their devised pieces as a whole group and as individual performers.

Key Vocabulary

Evaluation	To evaluate is to make a personal judgement about the performance using the available evidence
Dramatic intentions	Refers to the decisions made by theatre makers to communicate meaning through their work
Audience Response	How the group of people watching the performance react in relation to the dramatic intentions, genre, style or characters.
Atmosphere	The interaction between the audience and the mood of a drama performance.
Analyse	Questioning the performance to gain a better understanding of the overall message, style, or even characters

Student reference point

You will need to write dramatic intentions for your upcoming devising performance. Below are some examples:

In the performance I aim to show...

A judge who aids the events of Diana's death by reacting to the evidence provided during the court scene to provoke thoughts in the audience by using facial expressions, using spass and breaking the fourth wall. To display this character I age myself into an old man with a deep and slight husk to my voice. This contrasts with my first role that is an audio recording where I am the newscaster. For this role I use an informative tone and deepen my voice, my aim is to be assertive and immediately gain the attention audience.

In this performance I want the audience to...

Question and evaluate whether Diana's death was an accident, I aim to provoke critical thinking in our audience and I want them to debate whether the monarchy are responsible for the death of Diana.

In the performance I aim to show...

That I am performing a renowned character, Prince Harry, to demonstrate a representation of the benefits of the Monarchy in Britain. Some skills I aim to show include deep pitch, maculine posture and Received Pronunciation accent. I also aim to be confident in breaking the fourth wall on numerous occasions to implement debate within the audience, as our piece is in the style of Epic Theatre. Additionally, I multirole as female reporters (where I use a more informative tone) to show my ability to have contrast in characterisation.

In this performance I want the audience to...

Respond to my demonstration of Prince Harry with critical thinking and evaluate the value of a Monarchy, as opposed to a Republic in this country. I would also like the audience to consider and question the impact of the media on the Monarchy.

In the performance I aim to show...

I am demonstrating a character should recognise: Dodi Al Fayed. I aim is to imply my love for Diana is strong and, in the first half, hold Henri Paul responsible for the accident. To make this character believable for the audience, I will use a range of physical and vocal skills to keep in the style of physical theatre, using a strong masculine gate and formal tone.

I also multi-role as the character Camilla, and as this character I have no dialogue, therefore I need to present my character acutely through my physicality. I will use an elegant posture and gait to show the difference between my feminine and masculine characters. As Camilla, I aim to show my love for Charles.

In this performance I want the audience to...

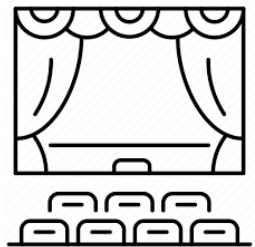
I want the audience to experience a moving performance and feel sympathy and empathy for Diana. I want them to feel emotionally connected to Diana and understand her fear by using my main character, Dodi Al Fayed, to aid their perception. I want to create a tense and dramatic atmosphere for the audience by demonstrating my physical and vocal skills.

Challenge question

- What are your individual dramatic intentions?
- How do you want to audience to respond to your performance?
- How successful where you in achieving your group aims?
- What would you like to develop further as a performer?

Suggested reading

AQA GCSE BBC Bitesize.



Year 11 Top Revision Tips for GCSE Drama!

Exam Breakdown:

Section A: Theatre Roles & Terminology

4 multiple choice questions (4 marks) 5 mins / 6 mins ET

Section B: Blood Brothers

06.1: Design Question (4 marks) 5 mins / 6 mins ET

06.2: Perform a line (8 marks) 10 mins / 13 mins ET

06.3 Grey Section & Performance Space (12 marks) 15 mins / 20 mins ET

06.4: Acting Skills for exam extract and the play as a whole (20 marks) 25 mins / 32 mins ET

06.5: IGNORE THIS QUESTION

SECTION C: Live Theatre Evaluation

Answer ONE Question – find the performance one!

(32 marks) 40 mins / 50 mins ET

Total time: 1hr 45 mins / 2hr 11 mins ET

Acting Skills:

Pitch
Power
Pace
Pause
Intonation
Expression
Articulation
Body Language
Facial Expressions
Gait
Gesture
Posture

Remember: describe your actions in detail! Make sure your examiner can IMAGINE your scene perfectly through your writing.

Help at Home

Ask a family member to ask you these questions:

What are the main themes explored?

What moments particularly stand out to you as an audience member and why?

Vocalise how you would act out this scene and why? Use key GCSE acting skill vocabulary.

What does the playwright/director want you to learn or understand about..?

What are we meant to feel/think/question as an audience member?

Evaluative Language (Live Theatre):

Clearly
Effectively
Immediately
Consistently
Concisely
Crucially
Accurately
Evocatively
Vitality
Meaningfully
Humorously
Engagingly
Impeccably,
Phenomenally
Intriguingly

Things you could be doing at home:

- Making Flashcards with key moments, quotes, themes in BB and Frankenstein
- Read Blood Brothers again
- Watch Frankenstein again, focussing on your three key scenes
- Make quizzes for Acts, characters and key quotations
- Attempt practise essay questions
- Create a glossary of techniques and key evaluative vocabulary
- Go through your previous work and improve

Useful GCSE resources:

<https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

<https://www.bbc.co.uk/bitesize/guides/ztpdbk7/revision/1>

<https://www.youtube.com/watch?v=YQkSHqfftd0>

Structuring Exam Answers

WHAT did the actor do?

HOW did they do it? (acting skills/METAL)

WHY did they do it? What does it show the audience?

Highlight what you need to work on in each Section to help guide your revision:

Section A

Revise theatre roles
Revise stage configurations
Revise stage directions (upstage/downstage/left/right etc).

Section B

Revise costume styles and materials of the 60's, 70's and 80's
Revise key drama acting skills terminology
Practise WHAT HOW WHY answers
Revise timings for exam
Revise METAL for Question 06.3

Section C

Learn what you will write in the introduction
Decide whether you will focus on one or more characters
Choose 3 key moments and know them WELL
Focus on vocal and physical skills in description
Practise timed writing tasks (you have about 40 minutes for this section)
Don't forget to answer the question!

Year 11 Top Revision Tips for GCSE Drama!

Blood Brothers Exam Practice

Choose a page in Blood Brothers, and answer the following questions in the WHAT HOW WHY structure:

- You are designing a costume for ____ in this extract. The costume must reflect the context of Blood Brothers, set in a Liverpoolian community in the late 1960s/70s/80s (extract depending!) Describe your design ideas for the costume.
- You are performing the role of _____. How would you perform the line '_____'? Write about your vocal and physical skills and explain the effects you want to create.
- You are performing the role of _____. Explain how you and the actor playing _____ might use the performance space and interact with each other to show the audience the emotional relationship/tension between the two characters.
- You are directing/performing the role of _____. Describe how you would use your acting skills to interpret the character. Explain how your ideas would be appropriate for:
 - *This extract*
 - *Your performance of your role in the play as a whole*

Sentence Starters:

Summarise the purpose of the character

If I were playing the role of _____ on the line '.....' I would...

Insert physical or vocal skills here

To show....

Furthermore....

This could show the audience...

Live Theatre Exam Practice

Describe how one **or** more actors used their vocal and physical skills **to interpret their character/create a memorable character/show their characters emotions.**

Analyse and evaluate how successful they were in communicating this to the audience.

You could make reference to:

- Vocal skills
- Physical skills
- A scene or section and/or the production as a whole

32 marks

Introduction – Moment 1 – Moment 2 – Moment 3

Key words: DESCRIBE, ANALYSE, EVALUATE