**Little Heath Sixth Form**

**Drama** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:** Unit 1:Exploration of Drama and Theatre | **Unit Code:** 6DR01 |
| **Unit Requirements:**  *60 Marks Total – internally examined, externally moderated*  30 Marks - Practically assessed in lessons.  30 Marks - 2 pieces of coursework: 1. Live Theatre Evaluation, 1000 words (10 marks). 2. Exploration Notes, 3000 words combined (20 marks). | |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Practical assessment style (as with Unit 2, Looking for JJ) |  |  |  |
| * Writing a Live Theatre Evaluation (as with Unit 2, Looking for JJ). |  |  |  |
| * Writing Exploration Notes (as with Unit 2, Looking for JJ). |  |  |  |
| * Bringing relevant knowledge such as drama strategies, practitioner, experience as actor, designer and director etc. |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Be able to use elements of drama as well as strategies and mediums to support practical work and explore text. |  |  |  |  |
| * To show a strong level of creativity in practical work. |  |  |  |  |
| * To show outstanding levels of commitment and focus in all lessons. |  |  |  |  |
| * To work as an actor to create pieces of drama. |  |  |  |  |
| * To work as a director to create pieces of drama. |  |  |  |  |
| * To work as a designer to create pieces of drama. |  |  |  |  |
| * The ability to create characters which show the intentions for the piece. |  |  |  |  |
| * To CREATE appropriate drama. |  |  |  |  |
| * To PERFORM appropriate drama. |  |  |  |  |
| * To RESPOND to drama (including performed, texts studied, ideas given, research, personal experience etc.) |  |  |  |  |
| * The ability to write in a concise, analytical, structures and accurate way embedding practical examiners. |  |  |  |  |
| **Knowledge/Specification** | | | | |
| * Understanding of text: Arthur Miller’s The Crucible (including plot, characters, themes, issues etc.). |  |  |  |  |
| * Understanding of SCHP influence on Arthur Miller’s The Crucible (including playwright, time of writing, time of first performance and contextual knowledge relating to plot). |  |  |  |  |
| * Understanding of text: Sophocles’ Antigone (including plot, characters, themes, issues etc.). |  |  |  |  |
| * Understanding of SCHP influence on Sophocles’ Antigone (including playwright, time of writing, time of first performance and contextual knowledge relating to plot). |  |  |  |  |
| * Understanding of related Practitioners (Stanislavski, Artaud etc.). |  |  |  |  |
| * Understanding of two varying texts and related theatrical styles. |  |  |  |  |
| * Aware of a range of production values. |  |  |  |  |
| * Ability to analyse impact on performance. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*