**Little Heath Sixth Form**

**Drama** Personal Learning Checklist

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

|  |  |
| --- | --- |
| **Unit Name:** Unit 3: Exploration of Dramatic Performance | **Unit Code:** 6DR03 |
| **Unit Requirements:**  *60 Marks Total – internally examined, externally moderated.*  15 Marks – Performance.  15 Marks – Development and structure – the rehearsal process.  30 Marks – Supporting Written Evidence Documents (SWED) including research and exploration (15 marks) and evaluation (15 marks).  There is the opportunity to take a directorial option instead of being a performer. | |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **GCSE / Year 12 Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Skills needed in creating a piece of drama from a stimulus (Unit 3 at GCSE, Unit 2 at AS Level) |  |  |  |
| * Practical Skills for performance assessment (Unit 3 at GCSE, Unit 2 at AS Level). |  |  |  |
| * Knowledge of rehearsal methods and strategies for creating drama. |  |  |  |
| * Reflecting on process and evaluating impact through written notes (Unit 1 and 2 at GCSE, Unit 1 at AS Level). |  |  |  |
| * Working as a director, designer and performer. |  |  |  |
| * Creating a directors concept for performance (Unit 2 at AS Level). |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Engage and work as a member of a group understanding the need for collaboration. |  |  |  |  |
| * The ability to respond to initial material. |  |  |  |  |
| * To develop clear aims and intentions for your drama. |  |  |  |  |
| * To be able to research, develop, shape and refine ideas in the creating process. |  |  |  |  |
| * Be able to reflect and evaluate on the process of making drama. |  |  |  |  |
| * Be able to make creative decisions. |  |  |  |  |
| * To be able to use practical skills to create a certain effect / impact. |  |  |  |  |
| * To work as a performer, director and designer in order to create a performance. |  |  |  |  |
| * Independently research. |  |  |  |  |
| * Lead group rehearsals with a specific focus. |  |  |  |  |
| * To have excellent control of practical skills including voice, movement, characterisation and communication to create an intending effect. |  |  |  |  |
| * To be able to write and analytical piece of work reflecting on process and evaluating the impact. |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * In depth knowledge of the stimulus chosen – play, theme, issue. |  |  |  |  |
| * Knowledge of any relevant theatrical styles and forms including practitioner and theatre companies. |  |  |  |  |
| * Knowledge of any relevant SCHP aspects including time of writing, context of original material, time of first performance and the context of the chosen audience. |  |  |  |  |
| * Knowledge of audience types and responses. |  |  |  |  |
| * Knowledge of relevant performance spaces. |  |  |  |  |

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

**Grade tracking:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |

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