



# GCSE Drama Component 2 - Devising Drama.

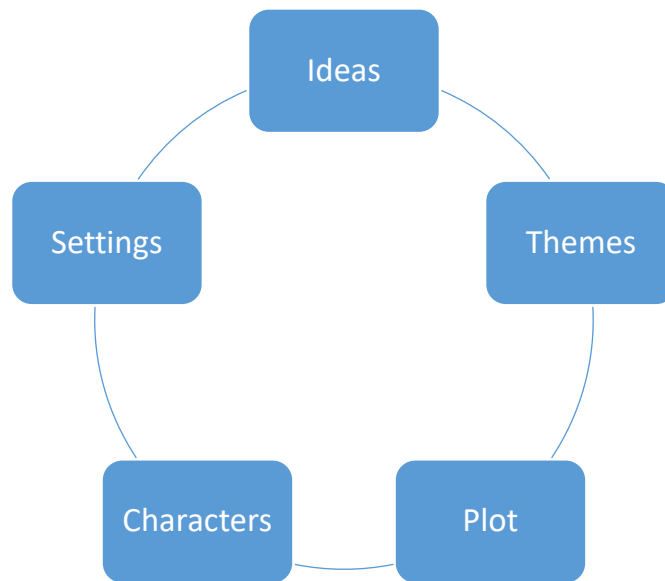
## Knowledge and Understanding

## Assessment

**A performance to a public audience between 2 and 20 minutes.**

**2500 word coursework analysing the process and the product.**

Learners should develop knowledge and understanding of :	Learners must know and understand:
<p><b>characteristics of performance texts and dramatic works</b></p>	<ul style="list-style-type: none"> <li>• genre</li> <li>• structure</li> <li>• character</li> <li>• form</li> <li>• style</li> <li>• language</li> <li>• sub-text</li> <li>• character motivation and interaction</li> <li>• the creation of mood and atmosphere</li> <li>• the development of pace and rhythm</li> <li>• dramatic climax</li> <li>• stage directions</li> <li>• the practical demands of the text</li> </ul>
<p><b>social, cultural and historical contexts</b></p>	<ul style="list-style-type: none"> <li>• the social, cultural and historical context in which the performance texts studied are set</li> <li>• the theatrical conventions of the period in which the performance texts studied were created.</li> </ul>
<p><b>how meaning is interpreted and communicated</b></p>	<ul style="list-style-type: none"> <li>• performance conventions</li> <li>• use of performance space and spatial relationships on stage</li> <li>• actor and audience configuration</li> <li>• relationships between performers and audience</li> <li>• design fundamentals such as scale, shape, colour, texture</li> <li>• the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying</li> <li>• the design of costume, including hair and make-up</li> <li>• the design of lighting such as direction, colour, intensity, special effects</li> <li>• the design of sound such as direction, amplification, music, sound effects both live and recorded</li> <li>• performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines</li> <li>• performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression</li> </ul>
<p><b>drama and theatre terminology and how to use it appropriately</b></p>	<ul style="list-style-type: none"> <li>• stage positioning (upstage, downstage, centre stage)</li> <li>• stage configuration</li> <li>• theatre in the round</li> <li>• proscenium arch</li> <li>• thrust stage</li> <li>• traverse</li> <li>• end on staging</li> <li>• promenade</li> </ul>
<p><b>the roles and responsibilities of theatre makers in contemporary professional practice.</b></p>	<ul style="list-style-type: none"> <li>• playwright</li> <li>• performer</li> <li>• understudy</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> <li>• technician</li> <li>• director</li> <li>• stage manager</li> <li>• theatre manager.</li> </ul>



Research and exploration



Developing and Refining



Performance and Analysis

### Specific Performer Skills Required

- learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances
- develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance
- develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking
- develop a range of physical skills and techniques eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement
- develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance