

# DRAMA GCSE



# Why Should I Study Drama?

“How many times in a day are your opinions and life experiences reflected or challenged?”

When was the last time you were encouraged to form and convey your own unique perspective to others, without simply stating the ‘right’ answer?

Drama is not just for self-expression but also critical analysis, and far more academically rigorous than presumed”

Frankie Richards – university of Cambridge



# Why Should I Study Drama? Cont...

The study of Drama can help you develop transferable skills, which you can take into any career or job....

- Thinking on your feet
- Being fearless
- Learning when to share ideas and when to listen
- Focus
- Reacting and adapting
- Creativity
- Confidence



# What Will I Study?



- Live Theatre Performances
- Acting Skills
- Physical Skills & Vocal Skills
- Devising
- Published Plays and playwrights
- Script writing
- Context of Plays and Writer's Intentions
- All design elements of Theatre:
  - *Costume design*
  - *Lighting design*
  - *Sound design*
  - *Set design*
  - *Props/Stage Furniture design*

# What Will Drama Lessons Be Like?

We will:

- Analyse play texts collaboratively through practical exploration.
- Watch digital theatre and/or visit the theatre to watch a live performance.
- Work in groups to devise a play from scratch.
- Record the process of devising in your own personal journal.
- Learn about all *design* elements in the theatre.
- Look at model sets taken from a professional set designer.
- Learn how to interpret script work and perform to a live audience.
- Have fun, express your views and build your confidence.
- There are also design options to replace all the performance aspects of the course if you prefer that side of theatre.



# How Will I Be Assessed?

## Component 1: Devising (\*Component code: 1DR0/01)

### Non-examination assessment

**40% of the qualification – 60 marks**

#### Content overview

- Create and develop **a devised piece from a stimulus** (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

## Component 2: Performance from Text (\*Component code: 1DR0/02)

### Non-examination assessment

**20% of the qualification – 48 marks**

#### Content overview

- Students will either perform in and/or design for **two key extracts** from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

## Component 3: Theatre Makers in Practice (\*Paper code: 1DR0/03)

### Written examination: 1 hour 45 minutes

**40% of the qualification – 60 marks**

#### Content overview

- Practical exploration and study of **one complete performance text**.
- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

## Component 1 – 40%

- Devising your own 20 minute play
- 10% performance
- 30% portfolio

## Component 2 – 20%

- Performing two extracts from a published play and performing to a visiting examiner

## Component 3 – 40%

- Exploring a play from POV of performer, director and designer
- Visiting the theatre and writing a review



# What Does Work Look Like In Drama?



## Component 1: portfolio

Question 1: what was your initial response to the stimuli and what were the intentions of the piece?

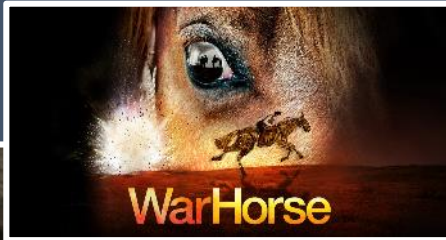
Our stimulus was 'men are from mars women are from Venus' this made me and my group immediately think about stereotypes, because of the fact it has grouped all men and all women so separately, using the stereotype that men and women are and should act very opposite to one another for example boys like blue and girls like pink, boys play sports and girls dance and boys are more violent than girls.

From this, we began to think about the stereotype that generally in society we judge men as being involved more in violent/abusive crimes. We thought about exploring this idea as a court scene because we could show different points of view unfold showing biased opinions. One of our aims was to change the audience's view on stereotypes and show that the stereotype is not always right. We decided to portray this idea by reversing the 'stereotypical roles' by making the female the abusive character and the male the manipulated/no dominant character. We then aimed to show to the audience how their gender (and the stereotypes that go with it) affected the judge's views on them.

Question 4: how did you consider genre, structure, character, form, style and language throughout the process?

We decided while creating our piece, to do it in the structure of a flashback that then progresses into the present. So we began with the present at Roisin's court case where Callum is charged guilty of man slaughter and possession of class A drugs. It then freezes and Roisin comes forward and talks to the audience about the fact that this was the court case of her death and how it all started in the summer of 2017. This then leads to us changing our places on stage as we flashback to a party Roisin went to in the summer of 2017. From that first flashback we then went in linear order back to the present going through the parties and drinks that Shayla is forcing Roisin to have, throughout the flashback the audience begin to grasp the concept that it was actually Shayla who was using alcohol and drug abuse as a way of getting back at Roisin for having an affair with her boyfriend and not actually Callum who we've found out in the first scene is the one charged as guilty. We decided to do it in this structure and repeat Callum's court case at the end to really highlight the inequality that was shown by the judge when charging Callum as guilty due to his gender and the stereotype that men are often the physical abusers in relationships.

# Live Theatre Visits





# How Do I Find Out More Details?

- Speak to the subject lead: Rebecca Crossingham
- Email [crossinghamr@wallingfordschool.com](mailto:crossinghamr@wallingfordschool.com)
- Speak to older students who are already taking the course