



Year 10 Drama – Performance Skills

Learning about this topic is important because: it underpins the whole of the GCSE course. You need to have an interest and understanding of how a performance is created as well as how you contribute as a performer or a technician.

This builds on:

Work in Year 7/8 and 9 – where you will have developed your understanding of the process of a performer and their use of voice and physicality. Plus, the work that you have completed in Year 9 on stage design elements.

This leads to:

Assessment in Year 10 (40%) – Devising where you can choose to be assessed as a performer or designers, later in Year 11, it will support your understanding of how to prepare a text for performance and your Texts in Practice assessment (20%).

HOWEVER, this is more than just the two assessments – it will influence everything that you do in the course right from the beginning. You will use the knowledge gained to support how you approach both the set text written work and also how you analyse performance in Live Production essays.

Whilst much of this work has a practical focus it will be tightly underpinned by theory – there is a lot of knowledge, research and theories regarding how we develop performance and you will have the chance to explore this.

We will learn:

- That drama is a practical art form that has a long history.
- You will learn how to create, respond and analyse performance elements based on your theoretical understanding.
- You will learn how to use your voice effectively in performance to create character, convey emotions and present relationships. You will develop your awareness of tone, pitch, pace, accent, volume, emphasis, intonation, delivery of lines to present sub-text etc.
- You will learn how to use physicality effectively to convey meaning, relationships and communicate with an audience. For example: use of space, posture, gait, proxemics, facial expression, gesture and interaction,
- You will learn that there are different styles of performance and will have the chance to explore this practically. You will learn about the work of Stanislavski and his approach to developing realism in theatre.

We will develop/practise skills including:

- Use of voice – during workshops you will explore how to use your voice appropriately to create roles – exploring projection, use of tone, pitch, pace, intonation, accent to convey character. You will also consider how to warm up your voice and how to protect your voice as a performer to avoid strain and injury.
- Physical skills – including the importance of physical warm up prior to performance. Your awareness of body language, how we communicate through physicality – eye contact, facial expression, use of gesture, use of space.
- You will develop your skill in making decisions based on your knowledge and understanding of role/style of play to present your performance ideas – for instance understanding what motivates a character to respond or speak in a certain way.
- You will develop your ability to communicate ideas when working with others or in justification of your own ideas to create performance.



Year 10 Drama – Performance Skills

The importance of receiving feedback on performance and how to take this and deliver it constructively to develop work.	- You will increase your confidence and experience in sharing ideas with a group both in discussion and presentation. - You will develop your ability to undertake relevant research into performance theory and how to be selective in your use to support ideas. - You will develop your ability to receive feedback, recognising the value of constructive criticism to make progress. - You will develop your ability to work as a team member and working independently. - You will develop your ability to understand human behaviours based on observation and listening. This will help to increase your emotional intelligence.
Some of the vocabulary that we will use includes: Role. Character. Status. Voice. Vocal. Interaction. Communication. Pace, Pitch, Volume, Tone, Emphasis, Accent, Idiosyncrasy. Style. Motivation. Sub-text. Phrasing. Facial expression. Use of space. Proxemics. Posture, Gait.	You could learn more about this topic by: Reading: Stanislavski - 'An Actor Prepares' Stanislavski - 'Building a Character' Watch: A Concise Introduction to Actor Training Digital Theatre+ (digitaltheatreplus.com) Actors' Institute - YouTube Search: understanding performance Digital Theatre+ (digitaltheatreplus.com) How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize
Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:	



Year 10 Drama – Performance Skills



West Kirby
Grammar School

- Monologue/duologue performance at the beginning of the course.
- Devising in Year 10 as a performer or designer.
- Text in Practice in Year 11.



YEAR 10 DRAMA– DEVSING

Learning about this topic is important because: It will develop your knowledge and understanding of the process of creating original pieces of theatre based on an initial stimulus.

This builds on:

Work in Year 7/8 and 9 – where you will have developed your understanding of the improvisation the skills required to make a short scene. Your work in Year 7 and 8 on role play and the creation of performance material. The work in Year 9 where you created your original piece of theatre that is inspired by a stimulus and explores the ideas or principles of a key theatre practitioner.

This leads to:

A final performance of your devised piece where you will be assessed as an actor/designer before the end of Year 10. Throughout the devising process, you will document and reflect upon your journey in your Devising Log.

It will also help you with your work in Year 11 when you make practical decisions for the set text or your text in practice assessment.

We will learn:

- How theatre/performance is created through a process of exploration, rehearsal development, and refinement.
- How we communicate meaning for an audience based on our practical choices.
- Research is essential to add depth to a performance and that this will continue throughout the process.
- The importance of collaboration. How it is important to be willing to share ideas when working as a group and how sometimes you may have to use the ideas of others in order to develop your piece.
- How we create mood and atmosphere on stage using acting, lighting, sound and set.
- How we analyse and evaluate our work and process and that of group members.
- About different dramatic techniques and devices that can be used to enhance our performance for example: use of placards, use of projections, direct address, ensemble work etc.

We will develop/practise skills including:

- Research – and selecting appropriate research.
- Teamwork – how we work with others to share ideas and accept the ideas of others.
- Refinement – the process of creating effective theatre takes time and needs to be refined, rehearsed and reflected on to ensure you achieve your aims.
- Performance – actor – developing the vocal/physical skills to convey character, time period, location.
- Designer (if opted for) to create location, atmosphere, support the action of the play.
- You will increase your confidence and experience in sharing ideas with a group both in discussion and presentation.
- You will develop your ability to undertake relevant research into performance theory and how to be selective in your use to support ideas.
- You will develop your ability to receive feedback, recognising the value of constructive criticism to make progress.

Some of the vocabulary that we will use includes:

You could learn more about this topic by:





YEAR 10 DRAMA– DEVISING

Style. Genre. Physical theatre. Political theatre. Satire. Dramatic devices
Storytelling theatre. Audience. Dramatic Intention. Interpretation. Dramatic
aim. Dramatic intention.

Role. Character. Status. Voice. Vocal. Interaction. Communication. Pace,
Pitch, Volume, Tone, Emphasis, Accent, Idiosyncrasy. Style. Motivation. Sub-
text. Phrasing. Facial expression. Use of space. Proxemics. Posture, Gait.

Staging: Staging. Theatre in the round. Proscenium Arch. Traverse. End on.
Promenade. Upstage, downstage, centre stage. Stage left/right. Rake.

Technical aspects: Lighting, set, costume, sound. Cyclorama. Stage.

Reading:

Chapter on Devising in:

[AQA GCSE Drama Student Book - Revised Edition - Illuminate Publishing](#)

[Devising Theatre: 7 Quick Tips for Your First Devising Project : PerformerStuff More
Good Stuff](#)

[Devised theatre: ten tips for a truly creative collaboration | Culture professionals
network | The Guardian](#)

[Devising Theatre - Drama Resource](#)

Watching: Range of past devised performance work on the WKGS Drama Intranet.

Look on Digital Theatre Plus (WKGS subscribes to this and so is free)

[Search: devising theatre | Digital Theatre+ \(digitaltheatreplus.com\)](#)

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

The key pieces of work in this topic are:

Creation of a devised performance as an actor or designer working in a group of between 2-6 members. **This is worth 10% of your entire GCSE.**

The submission of a 3-part Log which presents your process from start to finish. **This is worth 30% of your entire GCSE.**

The Devising unit will be completed in Year 10. It is marked internally and submitted to AQA in Year 11.



Year 10, 11 Drama – Set Text

Learning about this topic is important because: It will develop your knowledge and understanding of your set text and how through practical exploration you can move a script from the page to the stage, both as a performer and/or designer.

This builds on:

Work in Year 7/8 and 9 – where you will have developed your understanding of the process of a performer and their use of voice and physicality. Plus, the work that you have completed in Year 9 on stage design elements.

Work in 7, 8 and 9 on scripts where you made practical decisions for moving a text of the page onto the stage.

This leads to:

A final examination in Year 11 on the set text. It will consist of 4 questions. Q1 (4 marks) on design. Q2. (8 marks) on performance of a line from your text. Q3. (12 marks) Performance and interaction, use of stage space of short extract from chosen text. Q4. (20 marks) You will have the option to answer as an actor or a designer where you present your performance ideas for the extract based on your knowledge of the whole play.

We will learn:

- The importance of research into the setting and context of a play and how this will inform our decisions for performance.
- How a playwright presents dialogue within a script.
- How a script looks on the page. How stage directions can be used to make your practical decisions.
- How a play is structured to communicate meaning for an audience.
- How we can interpret plays in different ways if we back this up with our wider knowledge and understanding. To do this we will consider previous interpretations of the play and consider how these fit with our own ideas.
- How a playwright develops characters through the play and how a character is shown through both the language they use, what is said about them/or to them and the information that may be given in stage directions. (The Given Circumstances).
- How we also must use imagination to develop character beyond the information provided in the given circumstances.
- How we create mood and atmosphere on stage using acting, lighting, sound and set.

We will develop/practise skills including:

- Research into context, social, cultural and historical aspects of the play. You will how to be selective in your research to inform your practical decisions.
- Creativity – you will work practically to explore various interpretations of the script to inform your final decisions – both for acting and design elements.
- Use of voice – during workshops you will explore how to use your voice appropriately to create roles – exploring projection, use of tone, pitch, pace, intonation, accent to convey character. You will also consider how to warm up your voice and how to protect your voice as a performer to avoid strain and injury.
- Physical skills – including the importance of physical warm up prior to performance. Your awareness of body language, how we communicate through physicality – eye contact, facial expression, use of gesture, use of space.
- You will develop your skill in making decisions based on your knowledge and understanding of role/style of play to present your performance ideas – for instance understanding what motivates a character to respond or speak in a certain way.



Year 10, 11 Drama – Set Text

- How we can present practical ideas clearly and concisely within our written work.

- You will develop your ability to communicate ideas when working with others or in justification of your own ideas to create performance.
- You will increase your confidence and experience in sharing ideas with a group both in discussion and presentation.
- You will develop your ability to undertake relevant research into performance theory and how to be selective in your use to support ideas.
- You will develop your ability to receive feedback, recognising the value of constructive criticism to make progress.
- Written skills – presenting ideas clearly and concisely to communicate your ideas to a reader.
- Working under timed conditions.

Some of the vocabulary that we will use includes:

Script. Text. Style. Genre. Social and historical context. Language. Dialogue. Structure. Semiotics.

Role. Character. Status. Voice. Vocal. Interaction. Communication. Pace, Pitch, Volume, Tone, Emphasis, Accent, Idiosyncrasy. Style. Motivation. Sub-text. Phrasing. Facial expression. Use of space. Proxemics. Posture, Gait.

Staging: Staging. Theatre in the round. Proscenium Arch. Traverse. End on. Promenade. Upstage, downstage, centre stage. Stage left/right. Rake.

Technical aspects: Lighting, set, costume, sound, puppetry,

You could learn more about this topic by:

Looking at past answers on the AQA website. [AQA | GCSE | Drama | Assessment resources](#)

[Preparing for the written exam - How to answer set text exam questions - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

Watch versions of the play at professional venues or on Digital Theatre plus or Drama online.



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

The key pieces of work in this topic are:

Research into the context and setting of your set text. Research into costume for character. Presentation of costume sketches. Presentation of set sketches.

In Year 10: submission of practice answers on Q1 (DESIGN), Q2 and Q3.



Year 10, 11 Drama – Set Text



West Kirby
Grammar School

In Year 11 submission of Q1/2/3 and 4.



YEAR 10/11 DRAMA LIVE THEATRE ANALYSIS



West Kirby
Grammar School

Learning about this topic is important because: A key aspect of Drama GCSE is responding to live theatre. You will develop your appreciation of theatre, learn to describe the performances you see, analyse meaning and evaluate impact.

This builds on:

RESPONDING work from KS3.

Research you have undertaken in KS3 and how this has helped you to understand context and meaning.

Work in Year 9 where you looked at how meaning is created in performance on stage through watching a production together as a group.

This leads to:

A final written examination in Year 11 on the analysis of one production seen. You will answer ONE question on ONE play seen either live or streamed. You will have a choice of questions to choose from.

At A Level you will be able to continue to watch and analyse theatre further.

We will learn:

- Meaning is created on stage by an actor/company.
- How practical choices made impact on the impact upon the audience – for instance the choice of staging, devices employed etc.
- The importance of research into the setting and context of a play and how this will inform our decisions for performance.
- How a play is structured to communicate meaning for an audience.
- How we can interpret plays in different ways if we back this up with our wider knowledge and understanding.
- How skills are presented by a performer and how successful they are in presenting their skill.
- How skills are presented by a designer and how successful they are in presenting their skill.
- How we create mood and atmosphere on stage using acting, lighting, sound and set.
- How we watch a performance and how we read performance. Plus, we will learn how we should behave in as an audience member.
- How to take and keep notes on a production – so they act as a useful aide memoire.

We will develop/practise skills including:

- Research into context, social, cultural and historical aspects of the play.
- Communication: Prior to seeing the play you will undertake research into the production – looking at a copy of the text if it exists, reading reviews etc. As a whole group you will start to form your initial ideas on what to expect.
- Following the performance – you will continue to explore ideas in class discussion, working practically to recreate moments.
- Note taking – the importance of creating useful notes that will aid revision and assist memory in recollecting the production.
- **Describing** performance work you have seen.
- **Analysis** – asking questions of how, what and why– to help understand the intentions of the actor/company/design.
- **Evaluation** – using your own judgements to make evaluative comments about the level of skill displayed.

Some of the vocabulary that we will use includes:

Analysis. Evaluation. Company. Director. Intention.

You could learn more about this topic by:





YEAR 10/11 DRAMA LIVE THEATRE ANALYSIS

Script. Text. Style. Genre. Social and historical context. Language. Dialogue. Structure. Semiotics.

Role. Character. Status. Voice. Vocal. Interaction. Communication. Pace, Pitch, Volume, Tone, Emphasis, Accent, Idiosyncrasy. Style. Motivation. Sub-text. Phrasing. Facial expression. Use of space. Proxemics. Posture, Gait.

Staging: Staging. Theatre in the round. Proscenium Arch. Traverse. End on. Promenade. Upstage, downstage, centre stage. Stage left/right. Rake.

Technical aspects: Lighting, set, costume, sound. Cyclorama. Stage.

Looking at past answers on the AQA website. [AQA | GCSE | Drama | Assessment resources](#)

[Watching actively and making notes - Live theatre evaluation - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

Watch a range of productions either live (we will organise visits throughout the course) or independently using streaming sites such as Digital Theatre plus or Drama online.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

The key pieces of work in this topic are:

Live Production essays submitted following Live Production visits over the two years. Prior to the final examination in Year 11 – all of you will have attempted at least 3 questions on Live Productions.



YEAR 11 DRAMA – TEXT IN PRACTICE

Learning about this topic is important because: It will develop your knowledge and understanding of how we practically create meaning in performance.

This builds on:

Work in Year 7/8 and 9 – where you will have developed your understanding of the process of a performer and their use of voice and physicality.

Work in 7/8/9 on script where you made practical decisions for moving a text of the page onto the stage. In Year 7 this includes Shakespeare and Harry Potter, in Year 8 Melodrama and Script Work and in Year 9, exploration of a range of texts in your understanding of status and tension.

This leads to:

A final practical examination in Year 11. You will choose if you wish to be assessed as an actor or designer. You can work alone or in a small group of between 2 and 6 members. You select one script and choose TWO extracts for assessment.

We will learn:

- How to interpret a text following your reading and research.
- How you create and communicate meaning for an audience.
- The importance of research into the setting and context of a play and how this will inform our decisions for performance/whether as an actor or designer.
- How a playwright presents dialogue within a script.
- How a script looks on the page. How stage directions can be used to make your practical decisions.
- How we can interpret plays in different ways if we back this up with our wider knowledge and understanding. To do this we will consider previous interpretations of the play and consider how these fit with our own ideas.
- How as an actor you develop your ideas for performance through rehearsal and refinement.
- As an actor how we show character development in performance through our choice of extracts selected.
- How we also must use imagination to develop character beyond the information provided in the given circumstances.
- How we create mood and atmosphere on stage using acting, lighting, sound and set.

We will develop/practise skills including:

- Research into context, social, cultural and historical aspects of the play. You will how to be selective in your research to inform your practical decisions.
- Creativity – you will work practically to explore various interpretations of the script to inform your final decisions – both for acting and design elements.
- Use of voice – during workshops you will explore how to use your voice appropriately to create roles – exploring projection, use of tone, pitch, pace, intonation, accent to convey character. You will also consider how to warm up your voice and how to protect your voice as a performer to avoid strain and injury.
- Physical skills – including the importance of physical warm up prior to performance. Your awareness of body language, how we communicate through physicality – eye contact, facial expression, use of gesture, use of space.
- You will develop your skill in making decisions based on your knowledge and understanding of role/style of play to present your performance ideas – for instance understanding what motivates a character to respond or speak in a certain way.
- You will develop your ability to communicate ideas when working with others or in justification of your own ideas to create performance.
- You will increase your confidence and experience in sharing ideas with a group both in discussion and presentation.



YEAR 11 DRAMA – TEXT IN PRACTICE

- You will consider how to present the performance under stage lighting and if necessary, with sound/projections.
- The importance of rehearsal in the creation of the final piece.

- You will develop your ability to undertake relevant research into performance theory and how to be selective in your use to support ideas.
- You will develop your ability to receive feedback, recognising the value of constructive criticism to make progress.

Some of the vocabulary that we will use includes:

Script. Text. Style. Genre. Social and historical context. Language. Dialogue. Structure. Semiotics.

Role. Character. Status. Voice. Vocal. Interaction. Communication. Pace, Pitch, Volume, Tone, Emphasis, Accent, Idiosyncrasy. Style. Motivation. Sub-text. Phrasing. Facial expression. Use of space. Proxemics. Posture, Gait.

Staging: Staging. Theatre in the round. Proscenium Arch. Traverse. End on. Promenade. Upstage, downstage, centre stage. Stage left/right. Rake.

Technical aspects: Lighting, set, costume, sound, puppetry.

You could learn more about this topic by:



Read a range of plays beyond the set text.

Watch the variety of performances by previous WKGS students on the Drama Intranet page.

Watch a range of performances at professional venues or on Digital Theatre plus or Drama online.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

The key pieces of work in this topic are:

A mid-way assessment of your chosen text to the teacher/peers who will provide feedback and advice.

A final assessment to an external examiner from AQA in the final year.