

## GCSE Drama Independent Study Framework

|               | Component 2   | Set Text  | Live Evaluation   |
|---------------|---|---|---|
| <b>Week 1</b> | Ensure script is broken down into Units and Objectives and you are off script | <p>Read set text through</p> <p>Analyse the original performance conditions for the text and the playwright's intentions</p> <p>What are the Social / Historical / Cultural aspects surrounding the play?</p>   | <p>Write an introduction for your live performance seen, include:</p> <ul style="list-style-type: none"> <li>• Title of the play</li> <li>• When you saw it</li> <li>• Where you saw it</li> <li>• Brief synopsis</li> </ul> <p>What are the Social / Historical / Cultural aspects surrounding the play?</p> |
| <b>Week 2</b> | Annotate a clean copy of your script for lighting / sound                     | Write a summary of what happens in each scene   | Watch "Things I Know to Be True" on Digital Theatre Plus making notes on the movement skills used in two key moments/scenes   |
| <b>Week 3</b> | Ensure all set / props have been sourced and brought into school              | Describe the mood and atmosphere in each scene and include any points at which the mood/atmosphere changes and why. Select a line of text that illustrates the mood/atmosphere.   | Analyse and evaluate the movement/physicality/gestures used in two contrasting moments/scenes   |
| <b>Week 4</b> | Ensure costume has been sourced and brought into school                       | <p>Create a character profile for each of the main roles in the play. Include:</p> <ul style="list-style-type: none"> <li>• Character's name</li> <li>• Facts about the character – age, gender, occupation, appearance, etc. (Do not be tempted to use opinions here. Stick to the facts.)</li> <li>• What other characters say about me. (Write down the actual words they say.)</li> <li>• What I say about other characters.</li> </ul> | Watch "Things I Know to Be True" on Digital Theatre Plus making notes on the vocal skills used in two key moments/scenes  |

## GCSE Drama Independent Study Framework

|                |  |   |   |
|----------------|--|---|---|
|                |  | <ul style="list-style-type: none"> <li>• What I say about myself</li> </ul>   |   |
| <b>Week 5</b>  | Additional rehearsal to programme lighting   | Make a list of rehearsal techniques and include examples of how and why they would be used in order to help an actor to prepare for a role  | Analyse and evaluate the vocal skills used in two contrasting moments/scenes  |
| <b>Week 6</b>  | Additional rehearsal to ensure timings are correct   | For each main character write down a clear 'through objective' that will keep them going throughout the performance text. It needs to be as precise as possible. Objectives like 'I want to be happy' are generally not much use to an actor. This is often a challenging exercise that helps you to think about the character more deeply. | Watch "Things I Know to Be True" on Digital Theatre Plus making notes on the design/technical skills used in two key moments/scenes |
| <b>Week 7</b>  | Additional Dress/Tech rehearsal in full costume  | Select a character of your choice and make notes on acting skills used to communicate their character in two contrasting scenes   | Watch "Things I Know to Be True" on Digital Theatre Plus Draw and annotate a set design for two key moments/scenes                  |
| <b>Week 8</b>  | <p><b><i>Practical Exam Thursday 28<sup>th</sup> February</i></b></p> <p><b><i>Ensure all design/tech elements have been organised and a dress/tech has been completed</i></b></p> |   |   |
| <b>Week 9</b>  |  | Select a second character of your choice and make notes on acting skills used to communicate their character in two contrasting scenes  | Analyse and evaluate how successfully the set was used in two key moments/scenes  |
| <b>Week 10</b> |  | How was the play originally staged and why? How does this compare to other staging configurations?  | Watch "Things I Know to Be True" on Digital Theatre Plus and make a list of the costume/accessories used in two key moments/scenes  |

## GCSE Drama Independent Study Framework

|                |  |   |  |
|----------------|--|---|--|
| <b>Week 11</b> |  | <p>Draw and label a set design for a chosen scene and configuration of your choice including scenery and props used and any movement within the scene</p> <p>How does this compare to the original staging?</p>           | <p>Analyse and evaluate how successfully the costume was used in two key moments/scenes</p>  |
| <b>Week 12</b> |  | <p>Draw and label a set design for a different chosen scene and configuration of your choice including scenery and props used and any movement within the scene</p> <p>How does this compare to the original staging?</p> | <p>Watch “Things I Know to Be True” on Digital Theatre Plus and make notes on the types of lighting (referring to specific names of lanterns) used in two key moments/scenes</p> |
| <b>Week 13</b> |  | <p>Go through each scene and analyse lighting choices, including lanterns, colour, positioning and gobos and the impact it will have on the audience</p>  | <p>Analyse and evaluate how successfully the lighting was used in two key moments/scenes</p>   |
| <b>Week 14</b> |  | <p>Go through each scene and analyse sound/music choices and the impact it will have on the audience</p>  | <p>Watch “Things I Know to Be True” on Digital Theatre Plus and make notes on the types of music/sound used in two key moments/scenes</p>  |
| <b>Week 15</b> |  | <p>Go through each character and analyse costume choices, including colours, fabrics and items – note down any costume changes/developments across the play as a whole</p>  | <p>Analyse and evaluate how successfully the sound was used in two key moments/scenes</p>  |