Subject: Drama	Year Group: various	Unit: Live Theatre Evaluation (Various)

Unit objectives:

Pupils, across Year groups and Key Stages will be introduced to the formal elements that constitute formal analysis and evaluation of theatre production in line with the demands of the exam board at GCSE level. Pupils will be introduced to key components, terminology (key words), and approaches to analysing theatrical productions. This will be explored via analysis and evaluation of a variety of productions that have been selected to ensure relevance to further study and wider values of the school (e.g. PSHE and SMSC).

Pupils will be able to identify acting styles (e.g. naturalistic and non-naturalistic), dramatic techniques (freeze frames, asides etc.) and technical applications that have contributed to the final production.

Context for study:

In line with the live theatre evaluation section of the GCSE Drama exam, there are two questions, each worth 15 marks, from which **one question will be chosen**. Each question will focus on a different aspect of the production, so it is important to think about the performers' **vocal** and **physical interpretation of a character**, as well as the use of **set design**, **costume design**, **lighting design** and **sound design**.

Due to the use of Drama teaching spaces being used for timetabled examinations and assemblies, as well as ad-hoc whole school requirements, it is integral a formalised and structured plan is in place to support lessons held in the Lecture theatre that provide relevant content that holds relevance to the GCSE curriculum as well as wider cross curricular skills and elements of the PSHE/SMSC curriculum and values of the school.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Command words - analyse and evaluate

When reading the questions it is very important to understand exactly what is being asked. It can be useful to underline any key words in the question. Exam questions use command words that help define what is expected. For the live theatre evaluation the command words are:

- **analyse**

- **evaluate**

To **analyse** is to **look at the information provided** and **break it down** to identify and interpret the main points being raised. When analysing a performance, specific effects being created on stage should be talked about. For example, if an actor increased their volume, comments will need to be made on the performer's intention.

An example of effective analysis might look like this:

She walked across the stage tentatively, moving with a bold and fast pace that slowed down after the first few steps. This showed that she was determined to walk proudly in her shoes, but that by doing so she was putting herself in physical pain. She could no longer do the things she did as a younger and healthier woman.

This analysis is effective as it breaks down the actor's use of movement using accurate terminology and adjectives while also explaining the effect created for the audience.

To **evaluate** is to **make a personal judgment about the performance using the available evidence**:

- Was the aspect of the production referred to successful or not, and why?
- Were the company successful in communicating meaning to the audience?

An example of effective evaluation might look like this:

Her use of movement was effective in demonstrating to the audience that Maggie was an older woman who was finding it more difficult to move. Her use of movement and physicality helped to demonstrate her character's struggle and determination that her illness would not limit her. I found this a particularly emotive part of the production.

This evaluation is effective as it shows an understanding of the character within the play and provides a personal opinion on the actor's performance, ie that she was successful in demonstrating her character and that her performance evoked emotion.

Watching actively

When **evaluating** a live performance, specific points need to be made to ensure that the watching and listening were done actively - the show needs to be thought about while being enjoyed. As well as watching performers, attention should also be paid to the design elements:

In theatre, everything seen or heard is there for a reason and is intended to convey meaning to the audience. Examples of questions that can be asked of these elements include:

- Why has the lighting designer used that colour of light?
- Why did the performer increase their volume in that part of the scene?
- Why did the costume designer put the lead actor in a different costume?
- Why did the sound designer use sad string music during a performer's monologue?

set design

Shape of stage (configuration)
Colour
Set
Backdrop

Floor design

- <u>costume design</u>

Colour
Shape
Line/Silhouette
Characterisation
Style
Time Period

- <u>lighting design</u>

Colour
Type
Intensity
Style
Blackout
Composition
Projection
Mood

- <u>sound design</u>

Recorded music
Live music
Instruments on stage
Style

<u>**Special effects**</u>
Sound
Lighting
Projection

<u>**Props**</u>
Colour
Shape
Use

With regard to evaluation and analysis of acting, students will consider:

Vocal skills
movement
body language
facial expressions
gesture
characterisation

With regard to Interpretation and style, students will consider:
What style is the performance?
How has the director interpreted the play and the characters?

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.* Generalised, opinionated comments that do not link to specificity of the required evaluation. Identifying a PEE (point evident explain) approach to feedback with the class. Highlighting the link between the active viewing and it being purposeful and not 'we watched a film today'.	**Literacy and Oracy development opportunities:** *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.* Language in feedback highlighting and supporting the scaffolding of the PEE approach. Stopping to identify more complex terms and ensure understanding.
Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* Q&A at the start and end of lessons and, when appropriate, formal written assessment linked to stimulus.	