



Subject: DRAMA	Year Group: 11	Unit: BASELINE MONOLOGUE ASSESMENT
<p>Unit objectives: To undertake individual MONOLOGUE performance assessment with a short rehearsal period and final performance. This MONOLOGUE performance will be used as a GCSE baseline assessment and will inform additional teacher planning, text choices for component 2 and establish confidence and ability levels of students at the start of their KS4 journey. The assessment will mirror Component 2 and will use Component 2 marking criteria.</p> <p>Students will be assessed on acting skills. Students will participate in a performance of a monologue from a text of their choice. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. Learners are assessed on the final performance alone and must demonstrate their ability to:</p> <ul style="list-style-type: none"> • Apply performing skills to realise artistic intentions in live performance • Interpret their chosen text • Contribute as an individual to the live performance 		

<p>Context for study: This baseline assessment is the first unit of work students participate in at GCSE and acts as a bridge from year 9 KS3 lessons. It helps to establish students' ability, knowledge and understanding of key drama skills, mediums and elements which in turn will offer crucial assessment data use to support students through the start of their GCSE years. This component assesses Assessment Objective 2. (A02) of the Eduqas Drama GCSE specification</p>

<p>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)</p> <ul style="list-style-type: none"> • To Know the meaning of MONOLOGUE and to be able to effectively select and edit a MONOLOGUE appropriately to suit their individual performance skills • To know the meaning of GENRE and to understand the different elements that make up a genre in different performance texts • To know how to effectively apply a variety of drama skills MEDIUMS and ELEMENTS of drama to create an impactful and emotive piece of performance • To know the importance of varying VOCAL SKILLS such as PACE, PITCH, PROJECTION, PAUSE, TONE, EMOTION, EXPRESSION to clearly communicate meaning, mood, character and ATMOSPHERE in performance • To know how to use RESEARCH SKILLS effectively to develop a clear and detailed background knowledge of the chosen play, CONTEXT, CHARACTER and PLOT • To know how to apply a variety of PHYSICAL SKILLS in performance, such as GESTURE, POSTURE, GAIT, FACIAL EXPRESSION and BODY LANGUAGE to clearly communicate meaning, mood, character and ATMOSPHERE in performance • To know how to develop and individual CHARACTER INTERPRETATION based on research undertaken that shows a good knowledge and understanding of CONTEXT, TEXT AND SUBTEXT • To know how to effectively sustain audience interest and engage and audience within performance using a variety of DRAMA MEDIUMS and ELEMENTS • To know the meaning of SPACE, LEVELS and PROXEMICS and understand how to effectively apply these with a solo performance • To know how to effectively manage REHEARSAL time to enable excellent opportunities for responding to peer and teacher feedback and using drama skills

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Students will spend time at the start of the process researching and gaining knowledge of their chosen text, playwright and style. Teacher to support recap/retrieval of drama terminology taught at year 9 whilst also introducing new GCSE terminology throughout</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Students will approach, explore and read a variety of texts before choosing their preferred monologue. This will offer exposure to a multitude of GENRES, STYLES, FORMS and STRUCTURES to increase literacy fluency and breadth of reading</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students will be assessed on acting skills. Students will participate in a final assessed performance of a monologue from a text of their choice. This is assessed through A02 from the GCSE drama Eduqas specification using the Component 2 Criteria. Detailed verbal and written IACT teacher feedback, alongside peer feedback will enable students to reflect upon and further develop skills post assessment</p>	<p>Explicit teaching of Key drama GCSE VOCABULARY supported by Eduqas specification mark schemes will be regularly built into the rehearsal processes to consolidate learning of new vocabulary.</p> <p>Students will remain that EXPERT over Component One Rehearsals and be able to offer advice to students through the rehearsal period.</p>