

Elements we will focus on-

Rehearsal techniques / Practitioners / Style / Individual contribution / Research / Stimulus / Devising / Performance skills / Analysis / Evaluation / Spelling, Punctuation and Grammar

Foundation
Some drama skills / partial success / some conviction / inconsistent / reasonable interpretation of character / sustained for some time / describe / simple analysis / beginning to use the language of drama.

Developing
Securely use drama skills / secure and generally confident / interpretation of character is mostly effective and coherent / audience interest is sustained / insightful comments / practical examples / some justification / securely use the language of drama.

Good
Effectively and convincingly use a range of drama skills / engaging and consistent / interactions / interpretation of character is creative / very good communication with the audience / analyse a performance in detail / provide detailed examples which are well justified / confidently and fluently use the language of drama.

Exceptional
Exceptional flair / sustained throughout / engaging and mesmerising / interactions with other performers is faultless / highly original interpretation / powerful communication with the audience / analysis and evaluation / insightful and perceptive comments / specific, detailed practical examples / extremely well justified / outstanding understanding of the language of drama.

Assessment

You will take part in several peer and self assessment tasks over the project, as well as receiving feedback from your teacher. There will be fortnightly mini assessments by your teacher to observe progress. Your final assessment for this term will be on showing devising skills to create your own piece of drama work and written work to support this.

Thinking Questions

- What skills do I need to use today?
- How am I communicating with others?
- How am I communicating to the audience?
- Is my effort allowing me to meet my target?
- Am I working to the best of my ability?
- What do I need to do next to allow me to keep improving?
- What do I need the teacher to know so that they can best help me next lesson?

**DRAMA
Year 9
PORTFOLIO
Term 1.2**

A good portfolio ...

Will include imaginative ideas developed in response to the chosen stimulus, an excellent range of relevant techniques, clear practitioner, and a range of rehearsal techniques.

Core skills

Confidence, Creativity, Leadership, Organisation, Resilience, Initiative, Communication

Topic

PORTFOLIO

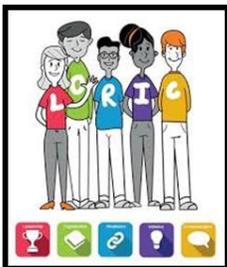
You will be looking at how to create a good portfolio, track how you create theatre and the contributions that YOU make to the process and performance of theatre.

Rights

12 – Respect your views and the views of others / 28 – Right to education / 29 – Education should develop your skills and talents

Vocabulary

Effective / stimulus / practitioner / genre / contribution / sustained / research / relevant / imaginative / communicate / audience / scene / devising / atmosphere / coherent / artistic / intention / design / incorporated / characteristics / techniques / focus / exploration / blocking



Homework Tasks

Task 1

Create a first draft for your portfolio section 1. Use the support booklets to aid you as these contain helpful questions, exemplar answers and the mark scheme. Remember to stick to the word count!

Task 2

Draw and annotate either a costume design, or a set design for your Component 1 performance. You must ensure that the drawing is in full colour, detailed and realistic. Your annotations must explain what the item of clothing is, its condition and why you have chosen it / what each piece of set is, the condition, placement choices and reasons...

This should show that at least 1 hour has been spent on it and so should be detailed, fully annotated, include key drama terms and should be accurate to your piece.

Task 3

Compile a 'research folder' which contains ideas, topics, news articles, pictures, stories and any other relevant information that will support you while devising. They are designed to help you come up with new ideas, extend your scenes and / or support what you have already done. You should include a bibliography which has at least 10 different sources (they are NOT allowed to all be websites!). This will form the secondary stimulus information needed in your portfolio and so is essential.

Task 4

Create your own glossary that includes a minimum of 50 key terms. These should have full definitions and should cover drama skills, key performance terms, design terms / evaluative and analytical terms and any other key words that may be useful during this course. These can be written in your books or typed.

Task 5

Pick a performance technique that you have not used before in performance. Watch some YouTube video's of the technique in action and create a help guide aimed at KS3 students. It should include what it is, how it can be used, it's purpose, pros and cons, etc. It should be done in language that younger students will understand, include pictures and be interesting.

What is the assessment on?

- A 900 word portfolio written in 3 sections (30 marks total)
- A performance in groups of 2-5 lasting 5-16 minutes depending on group size. (15 marks)



A real theatrical experience shakes the calm of the senses, liberates the compressed unconscious and drives towards a kind of potential revolt...

— Antonin Artaud —

AZ QUOTES

Extension work

Look at all of the feedback and comments made by your teacher or peers about your portfolio. If you carry on to Year 10 you will need to write a *real* portfolio.

Make yourself a 'helpsheet' or 'cheatsheet' on how to get top marks on the portfolio and what the teacher is looking for.