**Drama Learner Journey**

**Higher**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Textual Analysis** | Pupils are learning to analyse text in the context of theatre production.  Pupils learn to discuss and apply performance concepts from the perspective of an actor, director and designer.  Pupils will develop a knowledge of social, historical and cultural influences on Drama. | Demonstrate knowledge of the selected text they have studied in terms of content and context  Offer insight and developed understanding of both characters and plot of their chosen text.  Show an understanding of how the text could be communicated to an audience.  Use correct Dramatic vocabulary. | Our chosen text is “The Crucible” by Arthur Miller.  Pupils will be issued a copy of this play and will be expected to read it at home.  Pupils will complete essays or sections of essays at home. | Support materials will be made available on Google Classroom. | Textual analysis will be assessed in Section 1 and Section 2 of the question paper.  **Section 1** asks pupils to choose 1 question and complete an essay (extended response). This question is worth 20 marks, equalling 16% of their overall grade.  **Section 2** asks pupils to answer structured questions on their understanding and application of two production roles for The Crucible. This is worth 10 marks, equalling 8% of their overall grade.  **In total, Textual Analysis of The Crucible is worth 24% of a candidates overall grade.** |
| **Passport of Skills**   * Communication * Working with Others * Planning, managing, organising * Taking responsibility for self-development |

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Performance Analysis** | Pupils are learning to analyse a theatrical performance.  Pupils are learning to consider how acting, design and directorial concepts are communicated and how this impacts an audience. | Pupils will be able to respond to two of the following production areas:   * choice and use of the performance space * director’s intentions and effectiveness * acting and development of characters * design concepts and their effectiveness | Pupils will complete essays or sections of essays at home.  Pupils will create study notes.  Pupils will be expected to fairly contribute to collaborative notes on the performance we have seen, sharing their observations with the rest of the class. | Support materials will be made available on Google Classroom. | Performance Analysis will be assessed in Section 3 of the question paper.  **Section 3** asks pupils to choose one question and complete an essay (extended response) This question is worth 20 marks, equalling 16% of their overall grade.  **Performance Analysis combines with Textual Analysis to account for 50 marks worth 40% of the overall grade for Higher Drama** |
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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Performance** | Pupils are learning to prepare and present a performance, creatively exploring performance concepts with response to themes, issues and context of their chosen play(s)  They will learn to use a range of performance skills to effectively communicate this to an audience | All will be able to demonstrate skills by:   * responding to themes and issues of the chosen text * developing characters and their relationships within the chosen text * understanding the historical, social, cultural and theatrical context of their chosen text * using a complex range of acting or directing or design skills   Pupils will also complete a short piece of written work detailing their research, development and progression of their performance concept. | * Pupils will be expected to read the full play text(s) at home. * Learn lines, annotate scripts, take notes * Read reviews, read academic literature/articles and research chosen play texts. * Complete work on their Preparation For Performance (PFP) written response. | Support materials will be made available on Google Classroom.  Pupils would also benefit by having someone practice lines with them in preparation for rehearsals. | SQA will assess the performance through an external examination in March/April.  Performance is worth 50 marks equalling 50% of the overall grade.  Preparation for Performance is worth 10 marks, equalling 10% of the overall grade.  **Together, this element of the course combines to equal 60% of the overall grade.** |
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