**GCSE Drama PLC: Component 3**

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| **Component 3**  **Section A**  **DNA** | How confident do I feel? | | | What can I do to improve my understanding? | **I have made revision notes on this topic** | **I have revised this topic** | **I have applied my knowledge to practice questions** | **I am confident in this topic** |
| Why smiley face emojis should never be used in work emails | London Evening  Standard | Evening Standard | Confused Face Emoji (U+1F615) | Thank You for the Sad Face Emoji in My Time of Crisis |
| Identify/describe the main themes in DNA |  |  |  | Read over notes in your folder/book  DNA revision guide, page 6-14  <https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-dna-the-main-themes/zdkfbdm> |  |  |  |  |
| Identify/describe the structure/style of DNA |  |  |  | Read over notes in your folder/book  DNA revision guide, page 16-18 |  |  |  |  |
| Understand key moments in the play  *Develop a good wider knowledge of the text* |  |  |  | Re-read text. Look over annotated script from year 10  DNA revision guide, page 4 and page 56-64  <https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-dna-plot/zf6kjhv> |  |  |  |  |
| Identify/describe the Original Performance Conditions of DNA   * *When/where* * *Design features* * *Position of audience* |  |  |  | <https://simondaw.com/portfolio/dna/>  DNA revision guide, page 12-13 |  |  |  |  |
| Understand and interpret the locations of the scenes |  |  |  | Read over notes in your folder/book  Look for images of past productions to inspire |  |  |  |  |
| Understand character personalities and motivations in DNA |  |  |  | Re-read text  DNA revision guide, page 26-41  <https://www.youtube.com/watch?v=xOfjZFxcS9A> |  |  |  |  |
| Understand relationships between characters in DNA |  |  |  | Re-read text  <https://www.youtube.com/watch?v=xOfjZFxcS9>A |  |  |  |  |
| Describe and analyse how relationships can be shown onstage   * *Use of space* * *Movement* * *Use of voice* |  |  |  | <https://www.youtube.com/watch?v=RKh3T9A4uBE>  GCSE Drama revision guide, page 20-31 |  |  |  |  |
| Interpret costume design for the characters   * *Clothing* * *Hair* * *Make-up* |  |  |  | Look at notes in folder/costume design drawings from year 10.  Look for images from past productions for inspiration.  DNA revision guide, page 52  GCSE Drama revision guide, page 38 |  |  |  |  |
| Describe and analyse how props can be used in each scene |  |  |  | Re-read scenes, post it note prop ideas/mind map ideas |  |  |  |  |
| Describe and analyse how sound can be used in each scene |  |  |  | DNA revision guide, page 50  GCSE Drama revision guide, page 36 |  |  |  |  |
| Describe and analyse how lighting can be used in each scene |  |  |  | DNA revision guide, page 48  GCSE Drama revision guide, page 34 |  |  |  |  |
| Describe and analyse how set can be used in each scene |  |  |  | DNA revision guide, page 45  GCSE Drama revision guide, page 32 |  |  |  |  |
| Identify/describe stage space configurations |  |  |  | <https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1>  DNA revision guide, page 43  GCSE Drama revision guide, page 15-18 |  |  |  |  |
| Adapt set design ideas for different space configurations   * *Proscenium arch* * *Thrust* * *Traverse* * *In the round* |  |  |  | DNA revision guide, page 43-45 |  |  |  |  |
| Understand how performance skills could be used to meet intentions.  Analyse decisions. |  |  |  | Re-read text and annotate key scenes with performance ideas. Look over annotated script from year 10.  GCSE Drama revision guide, page 20-31  DNA revision guide for characterisation help |  |  |  |  |
| **Component 3**  **Section B**  **Live Theatre** | How confident do I feel? | | | What can I do to improve my understanding? | **I have made revision notes on this topic** | **I have revised this topic** | **I have applied my knowledge to practice questions** | **I am confident in this topic** |
| Why smiley face emojis should never be used in work emails | London Evening  Standard | Evening Standard | Confused Face Emoji (U+1F615) | Thank You for the Sad Face Emoji in My Time of Crisis |
| Give details of title, name of theatre and style of play you saw. |  |  |  | <https://www.dramaonlinelibrary.com/login?recentUrl=/>  Login details on SMHW/Teams  Speak to Drama teacher if you have issues logging in  Once logged in: National Theatre Collections/One Man Two Guvnors  <https://www.nationaltheatre.org.uk/sites/default/files/national-theatre-at-home-one-man-two-guvnors-resource-pack.pdf> |  |  |  |  |
| Have a good knowledge of narrative of the play and key characters. |  |  |  |  |  |  |  |
| Have 5-6 key moments from the performance that you know well |  |  |  |  |  |  |  |
| Analyse the use of vocal skills, pitch, pace, tone etc. ***From key moments*** |  |  |  | Re-watch the play. See link above  See notes in file/marked essays  See Teams site/files section for resources from lockdown.  Use key moment grids to mind map performance/design details and their impact. |  |  |  |  |
| Analyse use of movement, gesture, posture etc. ***From key moments*** |  |  |  |  |  |  |  |
| Analyse the use of lighting and how it impacted on audience. ***From key moments*** |  |  |  |  |  |  |  |
| Analyse the use of sound and how it impacted on audience. ***From key moments*** |  |  |  |  |  |  |  |
| Analyse the use of set design and how it impacted on audience. ***From key moments*** |  |  |  |  |  |  |  |
| Analyse and evaluate director’s intentions  ***From key moments*** |  |  |  |  |  |  |  |
| Analyse and evaluate the overall impact of the performance. |  |  |  |  |  |  |  |

**Component 3, Section A and B** For both sections of the written exam, having a secure knowledge of drama vocabulary will help you to write with confidence and accuracy. **Complete SMHW vocabulary quizzes, make flashcards, use your revision guide and look at resources on Teams to help you**

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| Acting vocabulary  ***Vocal skills*** |  |  |  | Acting vocabulary  ***Physical skills*** |  |  |  |
| Lighting vocabulary |  |  |  | Costume vocabulary |  |  |  |
| Set vocabulary |  |  |  | Sound vocabulary |  |  |  |