

Drama Personal Learning Checklist

Component 3

Paper 1 - "Theatre Makers In Practice"

| | Section A - An Inspector Calls A03 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. | Red | Amber | Green |
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| | Question (a) (i) - Mark out of 4 | | | |
| | I can comment on the delivery of specific lines. | | | |
| | I am able to explain how I would use Vocal/Physical Skills when playing a character on stage. | | | |
| | I can choose vocal/physical skills appropriate to the character | | | |
| | I can link my explanations. | | | |
| | Question (a) (ii) - Mark out of 6 | | | |
| | I can comment on the delivery of specific lines. | | | |
| | I am able to comment on performance skills. | | | |
| | I can indicate my understanding of stage directions. | | | |
| | I can refer to other relevant performance skills. | | | |
| | I can choose vocal/physical skills appropriate to the character | | | |
| | I can link my explanations to the demands of the question | | | |
| | Question (B) (i) - Mark out of 9 | | | |
| | Understanding of elements - sound, lighting, set, stage space, props/stage furniture, costume | | | |
| Level 1 | My response gives limited basic knowledge with limited understanding in relation to the chosen element | | | |
| | My response is mainly narrative and/or reported with an overall lack of focus in relation to the specifics of the question | | | |
| | My response uses examples but are underdeveloped or may not relate sufficiently to the extract or the chosen design element. | | | |
| | My reference to context is basic and may not always be appropriate, demonstrating limited knowledge and understanding | | | |
| Level 2 | My response is competent demonstrating appropriate and generally balanced knowledge and understanding in relation to the chosen element | | | |
| | My response is clearly expressed in some detail with consistent focus in relation to the question | | | |
| | My response uses examples that are developed and clearly supported by reasons that connect the response to the extract and the chosen design element | | | |
| | My reference to context is effective and appropriate, demonstrating clear and generally balanced knowledge and understanding | | | |
| Level 3 | My response is assured demonstrating comprehensive and balanced knowledge and understanding in relation to the chosen element | | | |
| | My response is coherent and detailed with a high level of focus in relation to the question | | | |
| | My response uses examples that are well developed and supported by reasons that fully connect the response to the extract and the chosen design element. | | | |
| | My reference to context is embedded and fully supports discussion, demonstrating a secure and balanced knowledge and understanding | | | |

| Question (B) (ii) - Mark out of 12 | | | | |
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| Level 1 | My response demonstrates basic knowledge. I have limited understanding of the ways in which a director might explore and develop the named elements. | | | |
| | My response demonstrates my basic knowledge. I have limited understanding of how the named elements are used to communicate with the audience. | | | |
| | My response is mainly narrative and reported with a lack of focus. There is uneven consideration of the named elements. | | | |
| | My response includes examples that do not fully support my ideas. | | | |
| | I have limited knowledge and understanding of the extract and the complete text shown. | | | |
| Level 2 | My response demonstrates my competent and generally balanced knowledge and understanding of the ways a director might explore and develop the named elements. | | | |
| | My response shows clear and generally balanced knowledge and understanding of how named elements are used in performance to communicate with the audience | | | |
| | My response is clearly expressed in some detail with consistent focus on the question and generally balanced consideration of the named elements | | | |
| | My response includes examples that are developed and clearly support my ideas | | | |
| | I have a competent and generally balanced knowledge and understanding of the extract and the complete text shown | | | |
| Level 3 | My response demonstrates a comprehensive and balanced knowledge and understanding of the ways a director might explore and develop the named elements | | | |
| | My response shows an assured and balanced knowledge and understanding of how the named elements are used in performance to communicate with the audience | | | |
| | My response is detailed and highly focused on the question with a comprehensive and balanced consideration of all the named elements | | | |
| | My response includes examples that are well developed and fully support my ideas | | | |
| | I have a comprehensive and balanced knowledge and understanding of the extract and the complete text shown | | | |
| Question (C) - Mark out of 14 | | | | |
| | Understanding of elements - sound, lighting, set, stage space, props/stage furniture, costume | | | |
| Level 1 | My response demonstrates my limited knowledge and understanding of the way a designer might explore and develop the chosen element. | | | |
| | My response shows limited knowledge and understanding of how the chosen element is used in performance to enhance the production and engage the audience | | | |
| | My response is mainly narrative and lacks focus. I use examples in a limited way and they only and tentatively relate to my idea | | | |
| | I can use technical and subject-specific language in a way that is limited and not always appropriate | | | |
| Level 2 | My response demonstrates a basic knowledge and some understanding of the ways a designer might explore and develop the chosen element. | | | |

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| | My response shows basic knowledge and some understanding of how the chosen element is used in performance to engage the audience | | | |
| | My response shows emerging clarity with some detail and focus. I use examples that partially support my ideas | | | |
| | I can use technical and subject-specific language in a basic way. | | | |
| Level 3 | My response demonstrates a competent and generally balanced knowledge and understanding of the ways a designer might explore and develop the chosen element | | | |
| | My response shows my competent and generally balanced knowledge and understanding of how the chosen element is used in performance to engage the audience | | | |
| | My response is clearly expressed and detailed, with generally consistent focus. The examples I choose are used effectively to support the discussion of my ideas | | | |
| | I can use technical and subject-specific language competently | | | |
| Level 4 | My response demonstrates my assured and balanced knowledge and understanding of the ways a designer might explore and develop the chosen element | | | |
| | My response shows my confident and balanced knowledge and understanding of how the chosen element is used in performance to engage the audience | | | |
| | My response is assured with comprehensive detail and sustained focus throughout. The examples I reference are well developed and fully support my ideas | | | |
| | I can use technical and subject-specific language confidently | | | |

| | Section B - Live Theatre Evaluation - "Frankenstein" | Red | Amber | Green |
|---------|--|------------|--------------|--------------|
| | A04 - Analyse and evaluate their own work and the work of others | | | |
| | Question 9 (a) - Mark out of 6 | | | |
| Level 1 | My response gives a limited and uneven analysis. I can demonstrate a basic knowledge and understanding of the named elements | | | |
| | My response is basic and tends to be mainly narrative and reported. The examples I use are underdeveloped and do not fully support my analysis | | | |
| | In my response, I demonstrate an overall lack of engagement with the performance. I have very little focus in relation to the specifics of the question. The examples I use are underdeveloped and the chosen key moment is not sufficiently defined | | | |
| | I use technical and subject-specific language in a basic way that is not always appropriate. | | | |
| Level 2 | My response is competent. I can offer a generally balanced analysis demonstrating an appropriate knowledge and understanding of the named elements. | | | |
| | My response is clearly expressed in some detail. The examples I use clearly support my analysis | | | |
| | In my response, I demonstrate a competent level of engagement with the performance and focus in relation to the specifics of the question | | | |
| | I can use technical and subject-specific language appropriately. | | | |
| Level 3 | I offer a confident, balanced and thorough analysis that demonstrates my assured knowledge and understanding of the named elements. | | | |

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| | My response is comprehensive and detailed. The examples I use are well-developed and fully support my analysis | | | |
| | In my response, I demonstrate a comprehensive level of engagement with the performance and focus relation to the specifics of the question | | | |
| | I use technical and subject-specific language confidently. | | | |
| Question 9 (b) - Mark out of 9 | | | | |
| Level 1 | I can offer a basic analysis and uneven evaluation demonstrating basic knowledge and understanding. | | | |
| | I can offer a basic response which tends to be mainly narrative and reported. The examples I use are underdeveloped and do not fully support my evaluation | | | |
| | My response demonstrates an overall lack of engagement with the performance in relation to the specific focus of the question | | | |
| | I use technical and subject-specific language in a basic way and not always appropriately. | | | |
| Level 2 | I can offer a competent and generally balanced evaluation based on adequate analysis which presents personal conclusions with some justification. I demonstrate appropriate knowledge and understanding. | | | |
| | My response is clearly expressed and in some detail. The examples I use clearly support my evaluation and conclusions | | | |
| | My response demonstrates a competent level of engagement with the performance in relation to the specific focus of the question | | | |
| | My use of technical and subject-specific language is appropriate. | | | |
| Level 3 | I can offer a confident, balanced and thorough evaluation based on an effective analysis. I present considered personal conclusions that are fully justified, demonstrating comprehensive knowledge and understanding. | | | |
| | My response is assured and detailed. The examples I use are well developed and fully support my evaluation and conclusions. | | | |
| | My response demonstrates a comprehensive level of engagement with the production in relation to the specific focus of the question. | | | |
| | My use of technical and subject-specific language is confident. | | | |

Component 2: Performance From Text

Live Performance/Realisation of Design to visiting examiner (March 2025)

| Performance From Text (2 Extracts) AO2: Apply theatrical skills to realise artistic intentions in live performance. | Red | Amber | Green |
|---|-----|-------|-------|
| Performance Roles | | | |
| I know and can apply within my performance choices the themes, issues, performance conventions of my selected text | | | |
| I know and can apply within my performance genre, structure, form, style, language and stage directions of my selected text | | | |
| I know and can apply within my performance character relationships | | | |
| I know and can apply within my performance character development. | | | |

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| I can communicate meaning through the use of voice, physical and non-verbal techniques | | | |
| I can communicate meaning through the use of space and spatial relationships | | | |
| I can present a character/roles | | | |
| I can communicate relationships between performer and audience | | | |
| I can communicate meaning through the use of production elements, such as set (including props), costume, lighting and sound. | | | |
| I can use effective characterisation | | | |
| I can communicate meaning through the use of voice: use of clarity, pace, inflection, pitch and projection | | | |
| I can communicate meaning through the use of physicality: use of space, gesture, facial expression, stillness and stance | | | |
| I can communicate creative intent to audience | | | |
| I can demonstrate communication with other performers and/or with the audience | | | |
| I can develop interpretations independently and collaboratively | | | |
| I can develop specific artistic intentions | | | |
| I can learn lines, rehearse, amend and refine text extracts in progress for performance | | | |
| I can perform to an audience..... | | | |
| In Performance... | | | |
| My vocal skills demonstrate understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging and dynamic | | | |
| I can demonstrate technical control in the use of vocal techniques (clarity,pace, inflection, pitch, projection). Vocal performance shows variation and range | | | |
| My physical skills demonstrate a comprehensive understanding of how creative choices communicate meaning to the audience. Physical delivery is engaging and dynamic | | | |
| I can demonstrate technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows variation and range | | | |
| My characterisation demonstrates understanding of the role and its context within the performance. | | | |
| My characterisation is accomplished, skilful and highly engaging, demonstrating focus, confidence and commitment | | | |
| My characterisation demonstrates rapport and communication with audience/other performers | | | |
| I can contribute to the realisation of the artistic intention in performance | | | |
| I can demonstrate control and understanding in relation to style, genre and theatrical conventions | | | |
| I can demonstrate interpretation of the text in performance | | | |
| My individual performance is refined, articulate and dynamic, creating impact with ability to drive the piece, showing energy and ease | | | |
| Design Roles | | | |

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| I know and can apply genre, structure, character, form, style, and language | | | |
| I know performance conventions | | | |
| I know the use of space and spatial relationships | | | |
| I know the relationship between performer and audience | | | |
| I know production elements | | | |
| I can develop interpretations independently and collaboratively | | | |
| I can develop specific artistic intentions | | | |
| I can rehearse, amend and refine text extracts in progress for performance | | | |
| I can make appropriate judgements during the development process | | | |
| I can interpret content, narrative, style and form | | | |
| I can respond and adapt designs in response to rehearsal work (to be done collaboratively with the teacher-director) | | | |
| I can use and apply design skills to contribute to the performance as a whole | | | |
| I can demonstrate the ability to apply design skills effectively within the context of the performance | | | |
| I can communicate intention to an audience | | | |
| In Performance.... | | | |
| I can create a design that demonstrates understanding of how creative choices communicate meaning to the audience | | | |
| I can use visual/audio elements to enhance mood, atmosphere and style and create impact | | | |
| I can combine and apply design skills to design creatively within time and resource constraints. | | | |
| My design shows understanding of the practical application of materials and production elements in performance | | | |
| My design shows understanding of its context and purpose within the performance | | | |
| My design concept is accomplished, skilful and highly engaging, demonstrating connections and choices made in relation to content of performance | | | |
| My design has cohesion with content of performance, demonstrating communication and collaboration with performers. | | | |
| My design contributes to the realisation of artistic intentions | | | |
| My design shows control and understanding in relation to style, genre and theatrical conventions | | | |
| My design demonstrates interpretation of the text, showing support for the performance of the extract | | | |
| My design is refined and dynamic with design considerations that have impact and enhance the overall production value | | | |