

GCSE DRAMA Year 10 Knowledge organiser – Evaluation of devised play-

After the performance of your mock and final performance you need to Analyse and evaluate :

- **What went well?**
- **What didn't go as planned ?**
- **Why?**
- **And why not?**



For the top marks it is essential to focus on key moments of your performance (for actors) or design(for designers) and analyse (PULL APART and dissect) what happened on stage and the reasons why your intention for your audience worked or didn't .

The **formula** for each paragraph :

- Describe and analyse a key moment of your acting OR design using drama key words.
- Explain your aim for the audience at this point.
- Now evaluate what worked and what didn't - fully justifying your opinion.
- Evaluate what could be improved if you were to perform again and how it would be better,

Band 5: 17–20 marks	<p>Highly developed analysis and evaluation during the devising process with amendments reflecting the decisions made.</p> <p>Highly developed justifications of the changes made during development of the devised performance.</p> <p>Highly developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience.</p> <p>Highly developed evaluation of their final performance with outstanding analysis of how to improve for future performances.</p>
Band 4: 13–16 marks	<p>Developed analysis and evaluation during the devising process with amendments reflecting the decisions made.</p> <p>Confident justifications of the changes made during development of the devised performance.</p> <p>Developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience.</p> <p>Developed evaluation of their final performance with skilful analysis of how to improve for future performances.</p>
Band 3: 9–12 marks	<p>Competent analysis and evaluation during the devising process with amendments reflecting the decisions made.</p> <p>Clear justifications of the changes made during development of the devised performance.</p> <p>Competent analysis of how their own work will create meaning and explanation of how this will be communicated to the audience.</p> <p>Competent evaluation of their final performance with competent analysis of how to improve for future performances.</p>
Band 2: 5–8 marks	<p>Basic analysis and evaluation during the devising process with amendments reflecting the decisions made.</p> <p>Basic justifications of the changes made during development of the devised performance.</p>

Things that may not have gone as planned :

The scene change took too long	The multi role was not clear enough.
You came out of role.	The emotion of your role wasn't clear.
The audience didn't respond as you had aimed.	The mime used wasn't fully developed.
There were too few drama conventions used.	A cue was missed.
There was a key prop / piece of staging missing which affected the performance.	The group forgot to react .
The plot was too confusing.	Synchronisation was out of time

Notice there is NO " I forgot my lines!" the examiner doesn't want to know this 😊

What does ' the aim for your audience mean?'

This is where you analyse how you want your audience to respond to a key moment. For example :

Do you want them to relate to a character?

Sympathise with a character?

Laugh at a comical moment.

Have an emotional connection.

Be educated about a topic/ issue or time in history?

Be entertained.

Work out the plot for themselves.

Be distracted from scene change .

Be intrigued by an interesting drama convention



Sentence starters for actors :

The scene was creative because...
I was proud of my characterisation because...
This worked well because ...
We need to work on the transition by...
To develop my characterisation here I could have...
If we had added the convention ofthis would have ...
I am proud of this moment because ...
To improve it even further I could have added a...
Our audience responded how I hoped by...
If I could perform again, I would try to develop my performance by.....
We could have engaged our audience more if we added a ..



Sentence starters for designers.

My design worked well with the scene because ...
The style I designed suited the play because ...
My timing could have been improved by...
If I had more time and money, I would have ...
I am proud I was able to create...
My design added to this moment by...
My design would have been more successful if...
The most challenging part of the design process was...
I am pleased with the materials used because...
The intended effect didn't work because...
My aim for the audience was that...



• Drama Conventions

- Thought track
- Split stage
- Characterisation
- Multi role
- Still image
- Rewind
- Cross cutting
- Mime
- Breaking the fourth wall
- Physical theatre
- Synchronisation
- In canon
- Marking the moment

• Useful words

- Foreshadowing
- Symbolism
- Comic relief
- Tension
- Communicates
- Connection with audience
- Impact on my audience
- Dramatic irony
- Semiotics (visual clues)
- Transitions
- Original
- Creative
- Positioning
- Transitions
- Flow of scenes

• Acting skills

- Body language
- Eye contact
- Communication with audience
- Hand gestures
- Facial expressions
- Reactions
- Movements
- Gait
- Vocal techniques :
 - Accent
 - Tone
 - Pace
 - Pause
 - Volume
 - Pitch
 - Articulation
 - Stutter
- Status / levels
- proxemics

• Design vocabulary

- Timing
- Shape
- Colour symbolism
- Scale (size)
- Adaptations
- Materials
- Inspiration
- Impact of research
- Key moments
- Visual impact
- Atmosphere