



# Year 10 – GCSE Drama Knowledge Organiser- Creating and Developing



What is the "Creating and Developing" part of the Portfolio?

The Creating and Developing section in your portfolio shows the journey of your creative process from the beginning up until you make it to your final performance. This is also where we see how you have utilised your research, acting skills and Drama conventions to create the play and characters you are/have created.

Top tips for this section- In everything you do always describe "why and how" you are going to do something in detail and relate back to why you are doing it for the audience. You also want the flow of your narrative of the jourey to read how you got to these certain points

Things to include in your portfolio that are going to get you the top band of this section.

Character research- (this could mean you have a character with a certain trait e.g mental illness, a job role you need to look into, or they are a historical/ and or are in the public eye.

Role on the wall- Using the research you have found about your character how are you then going to perform this? Role on the wall allows you to express how your character is feeling on the inside then on the outside you describe how as an actor you are going to perform this and why.

Script- Create your own script including stage directions, and annotations of how you want your character to react and perform the scene-

A monologue- Similar to a script in your where you write a monologue soley for your character and write why you are going to perform it in a certain way.

Drama conventions- A page that describes Drama Conventions you have used so far, how and why you have used them. How have these contributed to your plot, performance, and characters.

## Internal assessment marking grid – Portfolio section 2: Creating and developing drama

Learners are expected to demonstrate their ability to show:

AO1 Creating and developing drama	Band 5: 9–10 marks	Highly developed narrative of the learners' journey through the development process. Accomplished development of their devised performance throughout the creating and developing process.
AO1 Creating and developing drama	Band 4: 7–8 marks	Developed narrative of the learners' journey through the development process. Confident development of their devised performance throughout the creating and developing process.
AO1 Creating and developing drama	Band 3: 5–6 marks	Clear narrative of the learners' journey through the development process. Competent development of their devised performance throughout the creating and developing process.
AO1 Creating and developing drama	Band 2: 3–4 marks	Basic narrative of the learners' journey through the development process. Basic development of their devised performance throughout the creating and developing process.
AO1 Creating and developing drama	Band 1: 1–2 marks	Limited narrative of the learners' journey through the development process. Limited development of their devised performance throughout the creating and developing process.
AO1	0 marks	No response or no response worthy of credit.

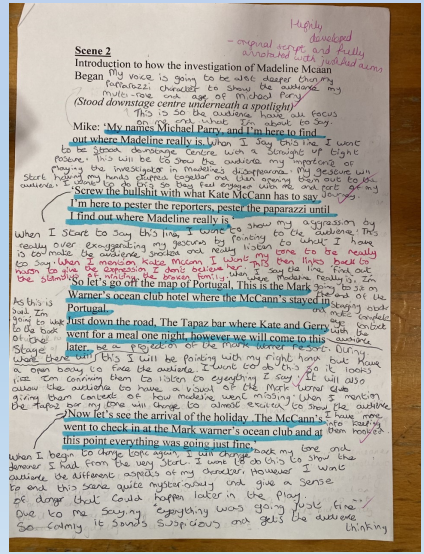
# Year 10 – GCSE Drama Knowledge Organiser- Devising Creating and Developing



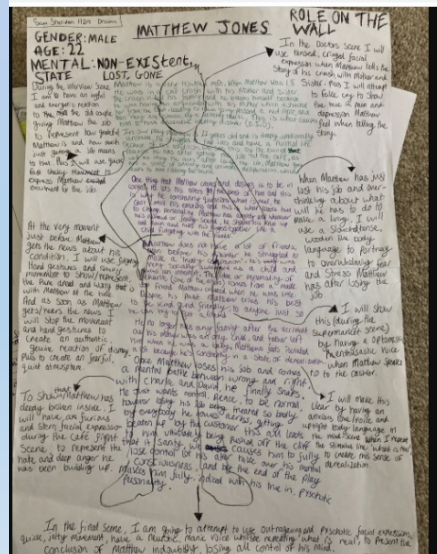
## Reminder of Drama conventions you can use...

Drama convention	Definition
Cross cutting	Cutting between scenes , back or forth in time or to a different location.
Split stage	Two scenes on the same stage.
Mark the moment	An important ‘moment’ is directed to stand out- such as with a music / sound cue, change of pace, lighting change , exaggerated action etc. to add significance to a pivotal moment you want the audience to notice.
Still image	The actors freeze in an image that represents something about the characters/ situation on stage.
Thought track	The action on stage freezes and one actor steps out to confide their character’s inner thoughts with the audience.
Narration	An actor has direct address with the audience- commenting on the action or setting the scene . ( Think of Blood brothers)
Breaking the Fourth Wall	The imaginary line between actor and audience is blurred as the actors perform in the audience’s space - they can entre through he audience, sit in the audience etc. to engage them.
Rewind	Replaying a significant moment for your audience to view again.
Monologue	Where your character speaks to the audience only on there own.
Slow motion	Slowing down a scene to make the audience have the illusion that its in slow motion
Multi-role	Playing more than one character in a performance

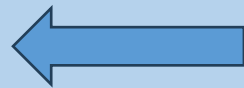
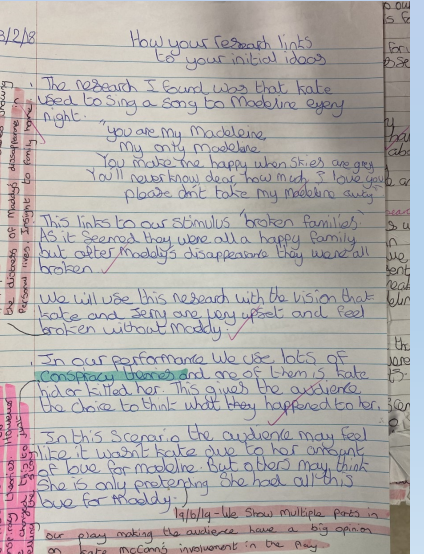
1.



2.



3.



Examples of top band work for

1. Script with annotation
2. Role on the wall
3. How you use your research to help inspire character and plot