



Year 11 – GCSE Drama Knowledge Organiser-Presenting and Performing



What is Presenting and Performing texts?

You will perform 2 extracts from a single play and perform it back to a visiting examiner. The extracts can be in a form of- a monologue and a group performance, a duologue and a monologue, 2 duologues, or 2 group performances. Your teachers know you well enough now to know what kind of style, character and what type of performance will suit you best. However, will take into consideration your own wishes and creativity/challenge.

Ways to learn lines	How to Do it
Practice with someone at home	Have someone test lines with you, especially if you have other characters in the scene
Learn lines from writing them down then re writing them out	Reading your lines, writing them down, then speaking them out loud, then re writing them back down
Recording yourself	Speak your lines into a recording device and listening to them back
Reading and speaking them out	Reading them to a mirror and memorizing them out loud on your own

All the different elements of the component you will need to know in order to reach your full potential

Top tips: TRY ALL OF THEM- you will be surprised what may work best for you

Presenting and performing texts		
Learners should:	Learners should know and understand:	Learners should be able to:
<ul style="list-style-type: none"> study two extracts from one performance text describe their artistic intentions for a performance present two extracts in a showcase. 	<ul style="list-style-type: none"> why the extract is significant in the context of the whole text the structure of the whole text and the extracts' place within it the social, cultural or historical context of the text the features of the text including: <ul style="list-style-type: none"> genre structure character form and style dialogue the role of stage directions how to communicate effectively using: <ul style="list-style-type: none"> the semiotics of drama the skills of a performer or designer performance conventions how performance texts can be presented to an audience the intention of the playwright theatrical conventions how to interpret character through voice, movement and language the use of performance space the semiotics of theatre as exemplified by the text studied the relationship between performer and audience how the different aspects of design impact on the whole creative experience for both performer and audience the importance of rehearsal including time management and preparation. 	<ul style="list-style-type: none"> interpret the texts so that the playwright's intention can be communicated demonstrate the principles that will underpin their response to the key extracts through performance or design apply their knowledge of genre, style and theatrical conventions to the way they will perform or design use performance space effectively develop a character or design and demonstrate the way it interacts with other characters or with stage artefacts either: present a complete performance of the extracts with lines learnt, performance rehearsed and refined, performance skills used, intention of the playwright demonstrated and audience engaged or: present a complete realised design for both extracts with final designs, artefacts, models or sets completed, as appropriate, intention of the playwright demonstrated and audience engaged use rehearsals effectively to rehearse or make, and to adapt and refine their performance or design as appropriate.



How will the external examiner will mark you....

External assessment marking grid – Performance: Performing skills

Learners are expected to demonstrate their ability to show:

AO2	Communicating meaning and intention	Performing skills
Band 5:	17–20 marks Highly developed realisation of artistic intention in the performance. Accomplished communication of meaning to an audience. Accomplished ability to create mood and atmosphere throughout the performance.	17–20 marks Accomplished characterisations through roles that are highly developed. Demonstrates a highly developed rapport with other members of the cast sustained throughout the performance. Accomplished control of the use of vocal and physical techniques throughout the performance.
Band 4:	13–16 marks Developed realisation of artistic intention in the performance. Confident communication of meaning to an audience. Developed ability to create mood and atmosphere throughout the performance.	13–16 marks Developed characterisations through roles that are thoughtfully crafted. Demonstrates a developed rapport with other members of the cast during most of the performance. Developed control in the use of vocal and physical techniques assured throughout the performance.

Artistic Intention

The artistic intention means what the Playwright intends not only for that character in that moment but what is happening in the scene but also as a whole in general and how you show this

Communication of meaning

This is how you as a performer show themes and context within your performance. For example, if there is a Theme of status and hierarchy how would you show this in your performance?

Creating Mood and atmosphere

The way you perform to create the correct mood and atmosphere for your play/scene. For example if your piece is comedy and breaking the fourth wall how you perform this OR if its emotional and hard hitting what are you doing to create this atmosphere

Character is highly developed

You know your character and how it should be performed to the audience and the examiner. You are off script and understand the stage directions given for your character as well as embracing all characteristics of the character given to you

Rapport with other members in stage

This section is about how you use reactions on stage with the other characters in your scene. Some of you actors may not have a low of lines and this isn't a bad thing. Some of our best results have been from purely physicality and people reacting in the scene.

Vocal and physical Techniques

This is everything you have learned in Drama since Year 7- How you are using your facial expressions, body language, gestures, movement, and also your voice- accent, pace, pitch, volume and pauses.