

## IGCSE DRAMA

### UNIT 5: DRAMATIC TECHNIQUES 1

#### **Recommended Prior Knowledge:**

This unit builds on the skills developed in Unit 2 to encourage a practical approach to the creation of pieces of drama. It assumes that all students have completed one devised piece which has been recorded and marked according to the coursework assessment criteria in the syllabus.

#### **Context:**

It would be best if this unit were taught after the completion of the second and third units since it develops skills and approaches established in these units. It is also intended that this unit be taught alongside Unit 4; the rationale for this being that devised work and text-based study should develop side by side. At this stage, it is assumed that students will be gaining familiarity with methods for creating original performance pieces and are able to handle rudimentary methods of creating scenario, structure, character (both physically and vocally) and developing the inflections and shapes of spoken English to support this.

#### **Outline:**

At the end of this unit, students will have produced a group performance of a text-based piece and will have developed their ability to reflect on, and write about, drama practice and performance. The group sizes now need to be within that allowed by the syllabus (between 2 and 6) and if they are felt by teachers to be of a suitable standard, the piece(s) need to be videoed in order to build up a collection of pieces suitable for submission as coursework.

Learning Outcomes		Suggested Teaching Activities	Resources
1	Review of devised work in Unit 3	<p>The original devised piece performed in Unit 3 should be reviewed and evaluated so that students can make a judgement as to how successful they were in:</p> <ul style="list-style-type: none"> <li>• establishing a clear dramatic intention for each piece</li> <li>• creating a scenario and structure that will enable this to be realised</li> <li>• creating credible characters, dialogue and use of physical space</li> <li>• clarity of diction and articulation</li> <li>• the pacing and inflections of spoken English</li> <li>• the relationship between spoken word, facial gesture and bodily posture.</li> </ul>	McGuire, B. (2003). <i>Student Handbook for Drama</i> . Pearson Publishing: London
2	Demonstrate skills in interpreting a piece of dramatic text	<p>Work in groups to devise an original piece of drama based on a style chosen from the list in the syllabus. The length of the piece should be no more than 15 minutes in total. An audience should be invited to the performance of the piece.</p> <p>The options in the 2007 syllabus are as follows:</p> <p>Dramatic styles or genres:</p> <ul style="list-style-type: none"> <li>• documentary drama</li> <li>• physical theatre</li> <li>• a piece of satire</li> <li>• musical theatre</li> <li>• entertainment</li> <li>• comedy.</li> </ul>	

Learning Outcomes	Suggested Teaching Activities	Resources
	<p>Issues:</p> <ul style="list-style-type: none"> <li>• a social issue</li> <li>• a political issue.</li> </ul> <p>Extra-dramatic stimuli:</p> <ul style="list-style-type: none"> <li>• a picture</li> <li>• a poem</li> <li>• a photograph</li> <li>• an event in the history of your own country.</li> </ul> <p>Students should undertake thorough research into the style they are working in and understand the dramatic conventions associated with it.</p>	
3	<p>Understand the performance process and develop skills in writing about it</p> <p>Students practise short answer questions such as those found in Section A of Paper 1 to allow them an opportunity to reflect on the way they have approached the work. In devised work they should be aware at all times of the impact they wish to make on their audience.</p> <p>They should take an integrated approach to the creation of drama and should consider not just the function of the actors but also that of Costume, Set and Lighting Designer as well as the way in which the Director might wish to bring out aspects of the play within a given performance space.</p>	