

IGCSE DRAMA

UNIT 4: TEXT INTO PERFORMANCE 1

Recommended Prior Knowledge:

This unit builds on the skills developed in Unit 2 to encourage a practical approach to the realisation of dramatic texts into performance. It assumes that all students have completed one text-based 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 unit since it develops skills and approaches established in that unit. It is also intended that this unit should be taught alongside Unit 5: Dramatic Techniques 1; the rationale for this being that text-based study and devised work should develop hand in hand. At this stage, it is assumed that students are gaining familiarity with methods for creating performance from dramatic texts and are able to apply rudimentary methods of creating character (both physically and vocally), developing the inflections and shapes of spoken English to support this. If these skills require further support during this unit or if it is felt by the teacher that students need to work on particular skills it may be necessary to revisit some workshop work from Unit 1.

Outline:

At the end of this unit, students will have produced a group performance of two text-based pieces and will have developed their ability to reflect on, and write about, drama practice and performance. An audience must be invited for at least one of the performances. The group sizes continue to be within that allowed by the syllabus (between 2 and 6) and, as in Unit 2, if the pieces are felt by teachers to be of a suitable standard they need to be videoed in order to build up a collection from which the final submission for coursework may be chosen.

Learning Outcomes		Suggested Teaching Activities	Resources
1	Review of text-based work in Unit 2	<p>The video of the piece performed in Unit 2 should be reviewed and evaluated by students. Since the process of drama is cyclical they should focus on the same aspects of drama identified in Unit 2:</p> <ul style="list-style-type: none"> • making the dialogue meaningful in performance • having clarity of diction and articulation • understanding the pacing and inflections of spoken English • the relationship between spoken word, facial gesture and bodily posture • the way in which text is transplanted into performance space. <p>Longer texts than in Unit 2 should be chosen, that allow students to develop further their understanding of :</p> <ul style="list-style-type: none"> • Characterisation and Role • Physicality • Pacing, Contrast and Dynamics • Tension • Spatial awareness and proxemics. 	<p>For an example of how a text may be analysed in terms of performance and technique visit: http://www.universalteacher.org.uk/drama/vievwfromthebridge.htm</p>
2	Develop and refine skills in interpreting a piece of dramatic text	<p>Work in groups on interpreting two extracts from contrasting dramatic texts. These should be from stage plays and call for a variety of skills appropriate to this point in the course. The length of the pieces should be no more than 15 minutes in total.</p> <p>To enable students to develop effective skills in approaching</p>	

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	<p>texts from different periods, one of the two extracts chosen should be from a play written before 1900 and the other should be from a play written after 1900.</p> <p>Students should practise studying the extracts before commencing work on their realisation. This study should enable them to develop skills in the realisation of a text required for Paper 1. Additionally, they should also consider the period when the play was written and the extent to which this is reflected in the dialogue.</p>	
3	<p>Understanding how dramatic texts may be realised and developing skills in writing about them</p> <p>Students practise further short answer questions (such as those found in Section A of Paper 1) and two longer answer questions on each extract (such as those found in Section B) to allow them an opportunity to reflect on the way they have approached the two texts. The longer answer questions should focus at this stage on two chosen roles for each student.</p> <p>As in Unit 2, students should take an integrated approach to the creation of performance 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> <p>Students should reflect on the audience reaction to their performance and the extent to which they achieved the response they intended.</p>	