

## IGCSE DRAMA

### UNIT 8: TEXT INTO PERFORMANCE 2

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

This unit builds on the performance skills developed throughout the IGCSE course. It assumes that all students have completed three text-based pieces which have been recorded and marked according to the coursework assessment criteria in the syllabus.

#### **Context:**

It would be best if this unit were taught towards the end of the course since it represents the full development of skills and approaches achieved throughout the IGCSE course. It is also intended that this unit should be taught alongside Unit 9; the rationale for this being that text-based study and devised work should be developed side by side. At this stage, it is assumed that students have worked extensively with methods of creating performance from dramatic texts and are able to apply tried and tested methods of creating character (both physically and vocally), developing the inflections and shapes of spoken English to support this. It is not anticipated that further skills development workshops will be necessary in this unit.

#### **Outline:**

At the end of this unit, students will have produced a group performance of two text-based pieces, one of which will be the performance based on the pre-released material from CIE. This will not be assessed but will form the basis of the written examination in Paper 1. The second performance will be videoed for assessment as part of Paper 2 and will be submitted on the moderation tape along with two performances from earlier units. In the case of the first piece, a mock examination for Paper 1 should be taken about two weeks before the date of the written examination in order to allow students an opportunity to gain practice in reflecting on the pre-released material. The group sizes should continue to be within that allowed by the syllabus (between 2 and 6) and, as in Unit 2, both pieces need to be videoed although only the second piece may be submitted as part of coursework. The video of the first piece should be used as a revision tool for the written examination.

Learning Outcomes		Suggested Teaching Activities	Resources
1	Review of text-based work in Unit 4	<p>The video of the piece performed in Unit 4 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 4:</p> <ul style="list-style-type: none"> <li>• making the dialogue meaningful in performance</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> <li>• the way in which text is transplanted into performance space.</li> </ul> <p>More challenging texts should be chosen that allow students to develop further their understanding of</p> <ul style="list-style-type: none"> <li>• Characterisation and Role</li> <li>• Physicality</li> <li>• Pacing, Contrast and Dynamics</li> <li>• Tension</li> <li>• Spatial awareness and proxemics.</li> </ul>	<p>For an example of how a text may be analysed in terms of performance and technique visit:</p> <p><a href="http://www.universalteacher.org.uk/drama/viewfromthebridge.htm">http://www.universalteacher.org.uk/drama/viewfromthebridge.htm</a></p>
2	Develop and refine skills in interpreting a piece of dramatic text	<p>Work in groups on interpreting the pre-released extract and a further text of the Centre's choosing from contrasting dramatic texts. This should call for more advanced skills than previously in the course. The length of the pre-released piece will be determined by CIE. The second piece should be no more than 15 minutes in total.</p> <p>An audience should be invited to both performances and</p>	

Learning Outcomes		Suggested Teaching Activities	Resources
		<p>video recordings made.</p> <p>To enable students to demonstrate the way their skills in realising texts have developed. It is recommended that the second piece should be from a country other than the one in which the school is based.</p> <p>Students should study the extracts thoroughly before commencing work on their realisation. They should make extensive notes on the pre-released text and add to these on a session-by-session basis in order to amass a set of revision notes for the examination.</p>	
3	Understanding how dramatic texts may be realised and developing skills in writing about them	<p>Students should attempt a mock examination on the pre-released material for Paper 1.</p> <p>Students should reflect on the audience reaction to their performance and the extent to which they achieved the response they intended.</p>	