

# curriculum descriptors

## **DRAMA (ACCESS 1)**

### **INTRODUCTION**

Students who are working with Access 1, for whom a complete Access 1 unit is not appropriate, will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation stage. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using the Performance Criteria as the Learning Targets.

Each unit at Access 1 is part of a set of units which are linked to a particular Access 2 unit.

### **GENERAL INFORMATION**

Drama at Access 1 comprises 4 units:

- Developing Drama Skills – Participating with Others
- Developing Drama Skills – Expressing Ideas and Emotions
- Developing Drama Skills – Using Resources
- Developing Drama Skills – Reviewing Participation

For students working within Access 1, these units provide a range of useful targets. The Performance Criteria form the basis for a number of Learning Targets and Success Criteria listed below.

### **RATIONALE**

Drama at Access 1 intends to offer opportunities for students to experience drama within a very supported environment. The units developed at Access 1 provide an excellent medium for personal and social development, the promotion of personal and interpersonal skills, and communication. At this level the focus of the activities should be very much on the enjoyment of the participants and the consequent development of self-confidence and self-esteem.

## DRAMA (ACCESS 1)

### CONTENT

#### **Access 1 unit: Developing Drama Skills – Participating with Others**

*Outcome: Participate with others in creative drama activities.*

This unit offers the student opportunities to develop skills and awareness of working with others and to actively respond to dramatic stimuli.

#### **Access 1 unit: Developing Drama Skills – Expressing Ideas and Emotions**

*Outcome: Express ideas and emotions in drama activities.*

This unit encourages students to respond in an individual way to a variety of dramatic situations or stimuli.

#### **Access 1 unit: Developing Drama Skills – Using Resources**

*Outcome: Use space and other drama resources in drama activities.*

This unit offers the student an opportunity to extend their response to dramatic stimuli by incorporating the use of props.

#### **Access 1 unit: Developing Drama Skills – Reviewing Participation**

*Outcome: Review and evaluate the experience of participating in creative drama activities.*

This unit offers an opportunity to record individual students' responses to a variety of dramatic stimuli and to assist students to evaluate their actions.

### CORE SKILLS

These units particularly lend themselves to the development of the core skills of:

- Oral communication
- Working with others
- Problem-solving

## **UNIT: DEVELOPING DRAMA SKILLS – PARTICIPATING WITH OTHERS**

**Outcome: Participates with others in creative drama activities.**

**PC(a): Learning target: Responds positively in terms of co-operating with others participating in the creative drama activities.**

### *Success Criteria*

P: Participates and co-operates with others in a planned drama activity.

A: Demonstrates awareness of the involvement of others in a dramatic task/activity.

E: Actively experiences the involvement of others in a creative drama task/activity.

**PC(b): Learning target: Offers some appropriate ideas for development in response to dramatic stimuli.**

### *Success Criteria*

P: Participates with support, in developing ideas in response to a range of dramatic stimuli.

A: Demonstrates awareness of different dramatic stimuli through a variety of responses.

E: Actively experiences a wide range of dramatic stimuli.

## **UNIT: DEVELOPING DRAMA SKILLS – EXPRESSING IDEAS AND EMOTIONS**

**Outcome: Express ideas and emotions in drama activities.**

**PC(a): Learning target: Expresses ideas which are appropriate to the simple role adopted in terms of register, style, movement and gesture.**

### *Success criteria*

P: Participates in expressing ideas which are appropriate to a familiar role.

A: Demonstrates awareness of the differences in a variety of roles in the context of a dramatic activity/event.

E: Actively experiences a variety of roles in the context of a dramatic activity/event.

**PC(b): Learning target: Expresses ideas which are appropriate to the dramatic situation.**

### *Success criteria*

P: Participates in expressing ideas which are appropriate to familiar situations.

A: Demonstrates awareness of different situations in the context of a dramatic activity/event.

E: Actively experiences a variety of situations in the context of a dramatic activity/event.

**PC(c): Learning target: Expresses emotions clearly in terms of feelings and attitudes appropriate to the role and dramatic situation.**

*Success criteria*

P: Participates in expressing feelings which are appropriate to a familiar role or dramatic situation.

A: Demonstrates awareness of different emotions in a variety of roles and dramatic situations.

E: Actively experiences a variety of emotions in the context of a dramatic activity or event.

**UNIT: DEVELOPING DRAMA SKILLS – USING RESOURCES**

**Outcome: Use space and other drama resources in drama activities.**

**PC(a): Learning target: Uses available resources effectively in terms of the dramatic activity and the needs of others.**

*Success criteria*

P: Participates, with support in using available resources co-operatively within the context of a dramatic activity.

A: Demonstrates awareness of the use of resources in a group dramatic activity.

E: Actively experiences the use of resources within the context of a group dramatic activity.

**PC(b): Learning target: Uses available resources appropriately in terms of the role adopted.**

*Success criteria*

P: Participates by using props appropriately in a familiar role.

A: Demonstrates awareness that props may be used in a familiar role.

E: Actively experiences the use of a variety of props in the context of a role/dramatic activity.

## **DRAMA: DEVELOPING DRAMA SKILLS – REVIEWING PARTICIPATION**

**Outcome: Review and evaluate the experience of participating in creative drama activities.**

**PC(a): Learning target: Review, with support, the experience of participating in the drama, in order to identify effectively the extent of personal enjoyment and to identify accurately knowledge gained.**

### *Success criteria*

P: Makes a personal response to the experience of participating in the drama in terms of personal enjoyment and/or knowledge gained.

**PC(b): Learning target: Evaluates accurately, and with support strengths and any weaknesses of own contribution to creative drama activities.**

### *Success criteria*

P: Takes part in simple self-assessment of own contribution.

Strengths and weaknesses would be identified by the teacher/lecturer during a review of the activity, involving the student in the review, and encouraging simple self-assessment where appropriate.

### **Range statement**

A wide range of contexts and activities in which to experience participation and co-operation with others. Also a wide range of dramatic stimuli should be used to enhance dramatic experiences and activities. At Access 1 level other participants may be regarded as a resource.

### *Experiences and activities*

These may include:

- improvisation
- storymaking
- play making
- role play
- dramatisation
- characterisation
- creative movement
- mime
- dance drama.

**Evidence**

As appropriate to the dramatic experience, activity or event:

- experience checklist
- stimuli checklist
- observation report completed by teacher/lecturer
- photographs
- video
- taped evidence
- supported written or word-processed evidence.

Further information on appropriate activities and methodology can be found in the Access 1 Drama Rationale and Unit Specifications.