

**USING THE VOICE IN A DRAMATIC CONTEXT - 6320**

**Unit Aim:** This unit aims to help the learner to acquire the skills to use the voice across a range of situations, characters and moods in a dramatic context.

**Credit Value:** 3

**Evidence must include:**

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
<b>ENTRY 2 (E2)</b>	Be able to use contrasting vocal skills in contrasting situations	<b>AC1.1</b> Identify different types of vocal skills <b>AC1.2</b> Use different types of vocal skills in different situations	✓ The learner needs to identify and use <b>two</b> different types of vocal skills, appropriate to various situations. These would include either volume or tone.	<ul style="list-style-type: none"> <li>• Audio or video recording (<b>essential</b>)</li> <li>• Worksheet (optional)</li> </ul>
		<b>AC1.1</b> Identify contrasting types of vocal skills <b>AC1.2</b> Use contrasting types of vocal skills in contrasting situations	✓ The learner needs to identify and use <b>three</b> contrasting types of vocal skills, appropriate to various situations. These would include volume and tone.	
<b>ENTRY 3 (E3)</b>	Be able to use voice skills to show contrasting moods/emotions	<b>AC2.1</b> Identify vocal skills to portray different moods/emotions <b>AC2.2</b> Use vocal skills to portray different moods/emotions	✓ The learner needs to identify and use <b>two</b> different types of vocal skills appropriate to various moods and emotions. These may include pace, pitch or pause.	<ul style="list-style-type: none"> <li>• Audio or video recording (<b>essential</b>)</li> <li>• Worksheet (optional)</li> </ul>
		<b>AC2.1</b> Identify vocal skills to portray contrasting moods/emotions <b>AC2.2</b> Use vocal skills to portray contrasting moods/emotions	✓ The learner needs to identify and use <b>three</b> contrasting types of vocal skills appropriate to various moods and emotions. These would include pace, pitch and pause.	
<b>ENTRY 3 (E3)</b>	Be able to present contrasting roles through the use of voice skills	<b>AC3.1</b> Identify vocal skills to portray different roles <b>AC3.2</b> Use vocal skills to portray different roles	✓ The learner needs to identify and use <b>two</b> different types of vocal skills appropriate to various roles. These would include accent, status or age.	<ul style="list-style-type: none"> <li>• Audio or video recording (<b>essential</b>)</li> <li>• Worksheet (optional)</li> </ul>
		<b>AC3.1</b> Identify vocal skills to portray contrasting roles <b>AC3.2</b> Use vocal skills to portray contrasting roles	✓ The learner needs to identify and use <b>three</b> contrasting types of vocal skills appropriate to various roles. These would include accent, status and age.	

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**USING THE BODY IN A DRAMATIC CONTEXT - 6321**

**Unit Aim:** This unit aims to help the learner to acquire the skills to use their physical self/body across a range of situations, characters and moods in a dramatic context.

**Credit Value:** 3

**Evidence must include:**

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
<b>ENTRY 2 (E2)</b>	Be able to use the body to show contrasting moods/emotions	<b>AC1.1</b> Identify body movements to portray different moods/emotions <b>AC1.2</b> Use body movements to portray different moods/emotions	✓ The learner needs to identify and use at least <b>two</b> different types of movement appropriate to various moods/emotions. These may include being happy, tired, relaxed, sad, energetic, tense, etc.	<ul style="list-style-type: none"> <li>• Video recording or photographs <b>(essential)</b></li> <li>• Worksheet (optional)</li> </ul>
		<b>AC1.1</b> Identify body movements to portray contrasting moods/emotions <b>AC1.2</b> Use body movements to portray contrasting moods/emotions	✓ The learner needs to identify and use at least <b>three contrasting</b> types of movement appropriate to various moods/emotions. This may include happiness/sadness, tired/energetic, relaxed/tense, etc.	
<b>ENTRY 3 (E3)</b>	Be able to use the body to show contrasting characters/roles	<b>AC2.1</b> Identify body movements to portray different characters/roles <b>AC2.2</b> Use body movements to portray different characters/roles	✓ The learner needs to identify and use at least <b>two</b> different types of movement appropriate to various characters/roles. These may include royalty, forces, various professions, etc.	<ul style="list-style-type: none"> <li>• Video recording or photographs <b>(essential)</b></li> <li>• Worksheet (optional)</li> </ul>
		<b>AC2.1</b> Identify body movements to portray contrasting characters/roles <b>AC2.2</b> Use body movements to portray contrasting characters/roles	✓ The learner needs to identify and use at least <b>three contrasting</b> types of movement appropriate to various characters/roles. This may include royalty, forces, various professions, etc.	
<b>ENTRY 3 (E3)</b>	Be able to use mime to show contrasting situations	<b>AC3.1</b> Identify mime skills to portray different situations <b>AC3.2</b> Perform a mime portraying different situations	✓ The learner needs to identify and use at least <b>two</b> different types of mime appropriate to various situations. This may include eating a meal, gardening, shopping, etc.	<ul style="list-style-type: none"> <li>• Video recording or photographs <b>(essential)</b></li> <li>• Worksheet (optional)</li> </ul>
		<b>AC3.1</b> Identify mime skills to portray contrasting situations <b>AC3.2</b> Perform a mime portraying contrasting situations	✓ The learner needs to identify and use at least <b>three contrasting</b> types of mime appropriate to various situations. This may include eating a meal, gardening, shopping, etc.	

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**CONTRIBUTING TO A DRAMATIC IMPROVISATION - 6322**

**Unit Aim:** This unit aims to help the learner to acquire the skills to contribute to an improvised or devised piece of drama based on a variety of stimuli.

**Credit Value:** 4

**Evidence must include:**

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
<b>ENTRY 2 (E2)</b>	Be able to use the body and voice to portray character	<b>AC1.1</b> Identify and use body movements to portray different characters <b>AC1.2</b> Identify and use different vocal skills to portray different characters	✓ The learner needs to identify and use body movements and vocal skills to portray at least <b>two</b> characters. These may include gesture, facial expressions, volume, tone, pace, pitch.	<ul style="list-style-type: none"> <li>• Video recording (<b>essential</b>)</li> <li>• Worksheet (optional)</li> </ul>
		<b>AC1.1</b> Identify and use body movements to portray contrasting characters <b>AC1.2</b> Identify and use different vocal skills to portray contrasting characters	✓ The learner needs to identify and use body movements and vocal skills to portray at least <b>two contrasting</b> characters. These may include gesture, facial expressions, volume, tone, pace, pitch.	
<b>ENTRY 2 (E2)</b>	Be able to use starter lines to create an improvised scene	<b>AC2.1</b> Respond to different starter lines <b>AC2.2</b> Develop short scenes and/or characters from different starter lines	✓ The learner needs to use at least <b>two</b> starter lines to create an improvised scene based on character and situation. This may include discussion and planning.	<ul style="list-style-type: none"> <li>• Video recording (<b>essential</b>)</li> <li>• Worksheet or diary or photographs/pictures (optional)</li> </ul>
		<b>AC2.1</b> Respond to contrasting starter lines <b>AC2.2</b> Develop short scenes and/or characters from contrasting starter lines.	✓ The learner needs to use at least <b>two contrasting</b> starter lines to create an improvised scene based on contrasting characters and situations. This may include discussion and planning.	
<b>ENTRY 3 (E3)</b>	Be able to structure an improvised drama based on a stimulus	<b>AC3.1</b> Include a beginning and an ending to an improvised drama in response to a stimulus <b>AC3.2</b> Sequence ideas within an improvised drama	✓ The learner needs to use at least <b>two</b> stimuli to structure an improvised scene which has a clear beginning and ending. This may include planning and rehearsing.	<ul style="list-style-type: none"> <li>• Video recording (<b>essential</b>)</li> <li>• Worksheet or diary or photographs/pictures (optional)</li> </ul>
		<b>AC3.1</b> Include a beginning, middle and an ending to an improvised drama in response to a stimulus <b>AC3.2</b> Sequence the ideas logically within an improvised drama	✓ The learner needs to use at least <b>two</b> stimuli to structure an improvised scene which has a clear beginning, middle and ending. This may include planning and rehearsing.	
	Be able to work with others to structure an improvised drama based on a stimulus	<b>AC4.1</b> Work collaboratively with others to allocate roles <b>AC4.2</b> Work collaboratively with others to include a beginning and an ending to an improvised drama <b>AC4.3</b> Work collaboratively with others to sequence the ideas within an improvised drama	<b>AC4.1</b> Work collaboratively with others to allocate roles within the group <b>AC4.2</b> Work collaboratively with others to include a beginning, middle and an ending to an improvised drama <b>AC4.3</b> Work collaboratively with others to sequence ideas logically within an improvised drama	✓ The learner needs to be able to work with others to decide on roles, plot and development of an improvised drama, which is stimulus based. This may include responding to a picture, a poem, a song, etc.  ✓ The learner needs to be able to work with others to decide on roles, plot and development of an improvised drama, which is stimulus based. This may include responding to a picture, a poem, a song, etc.

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**CONTRIBUTE TO THE CREATION OF A GROUP DRAMA PRESENTATION - 6323**

**Unit Aim:** This unit aims to help the learner to acquire the skills and understanding to contribute to the creation and presentation of drama performances as part of a group.

**Credit Value:** 5

**Evidence must include:**

	LO1	Assessment Criteria	Amplification of Content	Examples of Evidence
<b>ENTRY 2 (E2)</b>	Be able to contribute to the planning of a drama presentation	<b>AC1.1</b> Make contributions to group discussions <b>AC1.2</b> Contribute to the development of a storyline or plot <b>AC1.3</b> Work collaboratively with others to allocate roles <b>AC1.4</b> Work collaboratively to sequence ideas showing a clear start and ending to a drama	✓ The learner needs to contribute to the planning of the structure of the group presentation including a clear start and ending. This includes suggesting and deciding upon characters, plot and development of the piece.	<ul style="list-style-type: none"> <li>Worksheet or response sheet or diary or storyboard <b>(essential)</b></li> <li>Witness statement (optional)</li> </ul>
		<b>AC1.1</b> Make contributions to group discussions <b>AC1.2</b> Contribute to the development of a storyline or plot <b>AC1.3</b> Work collaboratively with others to allocate roles within a group <b>AC1.4</b> Work collaboratively to sequence ideas showing a clear start, middle and ending to a drama	✓ The learner needs to contribute to the planning of the structure of the group presentation including a clear start, middle and ending. This includes suggesting and deciding upon characters, plot and development of the piece.	
<b>ENTRY 2 (E2)</b>	Be able to use costume and props to enhance character and performance	<b>AC2.1</b> Select a costume for an individual role to be performed <b>AC2.2</b> Select personal props for an individual role to be performed	✓ The learner needs to select and use appropriate costumes and props, in order to enhance the overall performance of their own character.	<ul style="list-style-type: none"> <li>Worksheet or response sheet or diary or storyboard <b>(essential)</b></li> <li>Witness statement (optional)</li> </ul>
		<b>AC2.1</b> Select a costume for an individual role to be performed <b>AC2.2</b> Suggest costumes for other roles to be performed <b>AC2.3</b> Select personal props for an individual role to be performed <b>AC2.4</b> Suggest props for other roles to be performed	✓ The learner needs to select and use appropriate costumes and props, in order to enhance the overall performance of their own character and other characters.	
<b>ENTRY 3 (E3)</b>	Be able to rehearse in preparation for performance as part of a group	<b>AC3.1</b> Work on skills to perform a role <b>AC3.2</b> Rehearse collaboratively with others within a group	✓ The learner needs to work on the development of a character, incorporating speech and movement, in conjunction with others in the group, i.e. rehearse, respond and interact.	<ul style="list-style-type: none"> <li>Video recording of a rehearsal <b>(essential)</b></li> <li>Spider diagram or worksheet or photographs or witness statement (optional)</li> </ul>
		<b>AC3.1</b> Work on skills to perform a role expressively <b>AC3.2</b> Rehearse collaboratively with others within a group	✓ The learner needs to work on the development of a character, incorporating speech and movement, in conjunction with others in the group, i.e. rehearse, respond and interact.	
	Be able to perform to an audience as part of a group	<b>AC4.1</b> Perform a role as planned, in front of an audience <b>AC4.2</b> Work collaboratively with others within a performance	✓ The learner needs to perform their role as part of a group, offering support to others, in front of an audience.	<ul style="list-style-type: none"> <li>Video recording of the final performance <b>(essential)</b></li> </ul>
	<b>AC4.1</b> Produce a focused performance of a role as planned, in front of an audience <b>AC4.2</b> Work collaboratively with others within a performance	✓ The learner needs to perform their role as part of a group, offering support to others, in front of an audience.		

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