

HIGHER DRAMA

SUPPORTING YOUR YOUNG PERSON



Faculty of Expressive Arts

SUPPORT YOU CAN OFFER

There are many ways in which you can support your young person in this highly practical and creative course.

Assist with their line learning at home.

All acting students are required to perform two acting pieces for their final assessment. If they have someone to rehearse with at home, this can be beneficial. Making an audio recording is also useful for learning lines and cues as your young person can listen back to it and memorise conversations between characters.

Encourage your young person to organise and attend lunchtime or afterschool rehearsals.

Extra rehearsals out with class time are the key to excelling in the final acting exams. Both drama studios are available for lunchtime and afterschool rehearsals. It is essential that students make regular use of these studios for exam preparation. Groups must agree upon a rehearsal time, then book their preferred studio with a drama teacher.

When possible, take them to see a play at the theatre.

Live theatre provides a great opportunity for your young person to witness their learning in action. After the performance, discuss with them their thoughts on the play's acting, plot, costumes, make-up, lighting, sound and set design.

Test your young person on their ability to recall and define drama vocabulary.

There are over two-hundred drama vocabulary terms in Higher Drama. At Higher level, all learners are required to know what they mean when using them to analyse plays. Flashcard sites such as Quizlet (QR code below) can help with this.

STUDY RESOURCES

[SQA Understanding Standards Website](#)

This site offers a range of completed past papers for your young person to study. It's useful for understanding how to gain marks in the written exam.

[SQA Past Papers](#)

This site offers a range of past papers for students to practice with under open-book and timed conditions.

[Quizlet](#)

An online resource for creating and using flashcards. Perfect for revising drama vocabulary. Note: Please create an account with your glow email address.

[BBC Bitesize](#)

Follow the links to A-Level Drama as well as Higher for drama revision resources.

[Show My Homework](#)

All homework tasks and resources are posted here online.

COURSE CONTENT

The course enables students to develop and use a range of complex drama skills and drama production skills.

At Peebles High School, Higher Drama consists of two units: Drama Skills and Drama: Production Skills. Students also spend a significant proportion of the course preparing for their practical performances and written essays.

Drama Skills

In this unit, students will explore and develop complex drama skills to communicate thoughts and ideas to an audience. Pupils will learn how to respond to scripts and stimuli so they can devise, direct and perform a piece of drama.

Drama: Production Skills

In this unit, students will practically explore a range of complex theatre production skills including; set design, lighting, sound, costume, props, make-up and hair. They will then apply these skills to a scripted or devised performance.

COURSE AIMS

This course enables students to:

- generate and communicate thoughts and ideas when creating drama.
- develop a knowledge and understanding of the historical, social and cultural influences on drama.
- develop complex skills in presenting and analysing drama.
- develop knowledge and understanding of complex production skills when presenting drama.
- explore drama form, structure, genre and style.

As students develop practical skills in creating and presenting drama, they will also analyse and evaluate how their use of self-expression, language and movement can enhance ideas for performance. Furthermore, learners will develop critical thinking skills as they investigate their class texts and performances.

ASSESSMENT

Performance (60 % of the course)

The performance consists of two sections:

Section 1: Preparation for Performance (10 marks)

Students write about their preparation for performances. Marks are awarded for research into their chosen texts as well as the development and progression of an acting concepts.

Section 2 - Performance (50 marks)

The performance allows students to draw on, extend and apply the skills, knowledge and understanding they have developed during the course. The performance consists of students presenting of a textual extract from a full-length play.

Students will perform two extracts (from different plays) to a live audience in front of an external SQA examiner.

Written Paper (40% of the course)

The written paper consists of three sections:

Section 1 — Theatre Production: Text in Context (20 marks)

Students answer from the perspective of an actor, director or designer while writing about a play they have studied in class. Students will explain how the content and context of the play could be communicated to an audience through performance. Students gain credit for their ability to make use of appropriate quotations and/or textual references.

Section 2 — Theatre Production: Application (10 marks)

Students answer structured questions on their understanding and application of two production roles, while explaining how they might apply them to a play they have studied in class. Students will pick two roles from the following list:

- Actor
- Director
- Designer

Section 3 — Performance Analysis (20 marks)

Students answer one extended-response question, from a choice of two, on a live performance they have witnessed. The questions require students to focus on two of the following production areas:

- Choice and use of performance space.
- Director's intentions and effectiveness.
- Acting and development of characters.
- Design concepts and their effectiveness.

HOMEWORK

Homework is an integral part of the course and will be issued on a regular basis to enhance and consolidate upon the work carried out in class. Homework may take the form of topical research, script reading, script writing, designing, evaluating, essay writing, and line learning.

PROGRESSION

Successful completion of this course may provide progression towards:

- Other qualifications in drama or related areas.
- Further study, employment and/or training.

EMPLOYABILITY SKILLS

Higher Drama is a thoroughly challenging course in which students exercise their imagination and creativity on a regular basis. While studying drama, students develop important skills in emotional intelligence, critical thinking, communication, presentation, cooperation, creativity and confidence. All of these skills are highly valued by employers.

This course challenges learners to express themselves in different ways. Learning through drama helps students to appreciate cultural values, identities and ideas. While working co-operatively in groups, students also learn how to negotiate with others sensitively.

Drama students often become more adaptable, mature and organised while working with others to produce creative content within set timescales.

ADDITIONAL INFO

Recommended Entry

The preferred level of entry to Higher Drama is a pass at A or B level in N5 Drama. Students without a pass or a pass at C level may be allocated a place at the discretion of the school. Consultation with a member of staff from the Drama Department is also recommended prior to entry.

Costs

Students undertake 5-6 theatre trips as part of their course. These will incur costs for tickets and transport, but financial support may be available if required.

SCQF (Scottish Credit & Qualifications Framework)

Level 6 (24 SCQF credit points)