**Personalised Learning Checklist**

Subject: A-Level Drama

Year group: Year 12

Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

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| **Objective: Live Theatre** | My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident | Teacher RAG rating |
| To be able to watch live theatre performances and identify key performance skills | RED | AMBER | GREEN |  |
| I and You | RED | AMBER | GREEN |  |
| Girls Like That | RED | AMBER | GREEN |  |
| One Man, Two Guvnors | RED | AMBER | GREEN |  |
| The Importance of Being Earnest | RED | AMBER | GREEN |  |
| A Monster Calls | RED | AMBER | GREEN |  |
| Small Island |  |  |  |  |
| **Objective: Accidental Death** | My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident | Teacher RAG rating |
| To know who wrote the play, when it was written and first performed | RED | AMBER | GREEN |  |
| To know about the first performance, location, style and context | RED | AMBER | GREEN |  |
| To know about the playwright’s life and how that influenced his writing | RED | AMBER | GREEN |  |
| To be able to describe the political opinions of the playwright and how they are reflected in his work | RED | AMBER | GREEN |  |
| To be able to discuss the playwright’s intentions | RED | AMBER | GREEN |  |
| To be able to discuss the themes of the play in detail | RED | AMBER | GREEN |  |
| To be able to explain the social, cultural, historical and political conditions of the 70s in Italy | RED | AMBER | GREEN |  |
| To be able to explain the term satire and the conventions of this type of drama | RED | AMBER | GREEN |  |
| To be able to explain the term political satire | RED | AMBER | GREEN |  |
| To be able to explain how audience responded to the play when it was first performed | RED | AMBER | GREEN |  |
| To be able to explain how this play has been staged at different times - from first performed to today | RED | AMBER | GREEN |  |
| To be able to explain how Fo uses language to symbolise themes in the play | RED | AMBER | GREEN |  |
| To be able to describe and exemplify popular genres of the time | RED | AMBER | GREEN |  |
| To have a full summary of the action in each act and section | RED | AMBER | GREEN |  |
| To have character profiles of each character, using quotes to justify all your points | RED | AMBER | GREEN |  |
| To have an image bank of pictures of Hedda, past productions, characters, costumes and staging | RED | AMBER | GREEN |  |
| To be able to describe four or more staging types for the play | RED | AMBER | GREEN |  |
| To be able to explain the pros and cons of different staging types | RED | AMBER | GREEN |  |
| To be able to explain four different ways of using lighting with justification of how it impacts the performance | RED | AMBER | GREEN |  |