

Pupil A is wearing glasses - Charlotte is playing the Narrator & the Duke in the radio play.

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

"I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language."

EXA 3-12a

"I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work."

EXA 3-15a

Learning Intentions: I will learn...

- **To create, develop and sustain a realistic or stylised character through the use of vocal techniques.**
- **To present a realistic or stylised character through effective use of vocal techniques**
- **To give constructive comment on my own work during self-evaluation**
- **To give constructive comment on others' work during peer-evaluation**

Success Criteria:

- I can experiment with a range of vocal techniques in rehearsal to create, develop and sustain a character.
- I can present and evaluate my use of voice by using terminology to identify what I have done well and what I need to improve on.
- During peer evaluation I can use terminology to highlight effective use of voice and identify improvements in others.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Breadth- Students provided with the opportunity to explore creating and developing voice skills through improvisations and a radio play.

Challenge: opportunity to explore increasingly complex pieces of work and evaluate their

use of voice through more complex pieces of work and technology

Application-opportunity to apply techniques learned in a variety of contexts- live presentation and recorded presentations

- demonstrating increasing skills and confidence while working with new forms and technology unfamiliar to them such as recording radio plays
- In different groups pupils have demonstrated performing and communication skills in a range of contexts to create, develop, present and evaluate characters
- Pupils have been involved in peer evaluation and selecting the day they wish to lead oral evaluation in response to the work of others by using subject specific terminology to identify strengths and areas for improvement.
- Pupils have been involved in self-evaluation by listening to their radio play. They have been given the opportunity to use subject specific terminology to identify strengths and areas to improve (constructive criticism)

Lesson One:

Pupils explore 3 situations and experiment with PROJECTION, ARTICULATION and CLARITY ensuring they change character every time in terms of how you will use your voice. Each group will select one, present and peer evaluate use of these three vocal techniques

- consider characters status when doing this
1. A TV journalist is interviewing an OAP and a Glaswegian “Ned” is “prowling” in the back ground
 2. A butler is serving his employer their morning tea and then goes into the kitchen to talk to the cook
 3. An army trainer is making some new recruits do physical training

Lesson 2:

Responding to the stimulus of the theme of “Peer Pressure” and the genre- socio-drama (exploring cause and effect of real life conflicting situations) Pupils create and develop characters using the vocal techniques of PACE, PITCH, VOLUME and TONE. Each group will present and peer evaluate use of these four vocal techniques

Lesson 3:

Responding to the Stimulus of the title “the interrogation” and the setting- a police interview room; pupils create and develop characters using the vocal techniques of REGISTER, INTONATION, ACCENT and PAUSE. Each group will present and peer evaluate use of these four vocal techniques

Lesson 4-8

Pupils are introduced to radio plays and sound effects: music, foley and sound effect. Pupils read through and cast their radio plays and are challenged to use at least four vocal techniques to create their characters. They rehearse their scenes trying to develop and sustain their characters and complete a sound list and brief analysis of the script. A sound cue sheet and annotation of sound effects on their scripts follows. The teacher then leads each group to identify and down load sound effects and music from online music library and in school sound effects library on MacBook. The teacher introduces each group to the application garage band on the MacBook and the record their vocal track. They then upload their sound effects to iTunes and load into garage band to mix and edit to create

their radio plays. They then listen to their use of vocal techniques and choices of sound effects to self evaluate the radio plays

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

- **Say** (evidence recorded) – Peer evaluation after three improvised presentations which focused on use of voice within different contexts.
 - Pupils chose when they wanted to participate in the peer evaluation
 - All pupils encouraged to offer constructive criticism use terminology
- **Write** – (self-evaluation of use of voice in a radio play)
 - Written response to listening to their own presentation
- **Make** – (4x presentations- rehearsed improvisation x3 and radio play (from a scripted presentation)
 - Pupils developing a variety of characters and given opportunity to create, develop and sustain characters in different context.
- **Do-**
 - Pupils present characters with appropriate vocal techniques (improvisation and a radio play)

**For criteria used to evaluate how judgements about strengths and development needs were arrived at see (estimated) benchmarks*

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

- Oral feedback given on all presentations by peers and the teacher
- Next steps (improvements) identified by the pupil, peers and the teacher after presentations
- Written comments on written evaluations indicate successful use of language to express evaluation ideas and where improvements can be made in relation to the learning intention and the success criteria

**See videos for Pupil A*

**See teacher comments on Pupil A's evaluations*

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- I have learned how to create, develop and sustain (in presentation) a stylised or realistic character through use of voice through exploring different characters in different contexts and different forms of drama. Developing drama skills (as an actor)
- I have learned how to identify effective use of voice and improvements in myself and others through live performances and listening to recorded radio plays. Evaluation skills have developed
- See written and recorded evidence

Did the learner successfully attain the outcomes? YES/NO

YES voice element (language and movement assessed through other units of work)
YES evaluation of self and others

Aim: I can respond to the experience of drama by discussing my thoughts and feelings, I can give and accept constructive comment on my own and others' work



ST. NINIAN'S HIGH SCHOOL
DRAMA DEPARTMENT

Very good use of fluency to evaluate your use of voice

NAME: _____

2nd Year Evaluation of self and sound choices

well done!

1. On a scale of one to ten, how happy are you with your vocal techniques in this drama presentation?
(Please circle your answer)

1 2 3 4 5 6 7 8 **9** 10

2. Give a reason for your answer?

I sustained an English accent throughout the play.

3. What character(s) did you play?

sp Hughes (narrator) Duke Lambert.

4. If you had to describe them in one word what would it be?

Narrator and Protective.

5. Give a quotation from the radio play which supports this

"No harm should come to anyone in this house" (Duke Lambert)

6. Describe how you used 2 vocal techniques to portray your character? For example: I used **accent incredibly well** because I **sustained a Southern American accent** to show **I was from Texas**

* I think you used a variety of tones
Charlotte Lot's
listen again
for also had excellent clarity

Hughes - I sustained a ~~pitch~~ ^{monotone} ~~tone~~ ^{accent} tone throughout to show I was a narrator.
Lambert - I used a deep pitch all through the play to show I was playing a male character.

7. Describe how you could have used **ONE** vocal technique to make an improvement to your character? For example: I could have used **clarity better** because **at some moments I mumbled and was not very clear**

Hughes
~~Lambert~~ - I could have used ^{fluency} ~~frequency~~ better as I sometimes stumbled over my words.
good observation of your presentation

8. You used the production theatre art of sound to enhance the tension, mood and atmosphere in your radio play. What moment was the tensest in your drama?

When the clock struck twelve and Grazia left with Prince Shadow. ✓

9. What was the mood of your character at this moment?

Mr Lambert was distraught. ✓

10. What was the atmosphere like in the play at this moment?

The atmosphere was easy and ~~is~~ creepy and intense. ✓

11. What sound effect did you use to show this?

We used the strokes of midnight. ✓

12. Describe whether or not this was effective when you listened to your radio play.

This was effective because it gave more depth to the play. ✓

What do you mean?

13. Are there any ways you would like to improve on how your sound choices worked when you listened back to your radio play

I would make the background music last longer. ✓

14. Is there any way you have learned more about how drama could be useful within the world of work through doing this unit of work? Give an example.

I have learned how to use garage band. Good; can you think of a job that this package could be useful in? ✓

Observation Notes: take some notes on your use of voice when listening to the presentation for the second time.

projection, volume, clarity, articulation, accent, pitch, pace, emphasis, intonation, register, pause, tone

be useful in?