

**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:

**EXA- 4- 12a I can demonstrate sensitivity, precision and depth in my portrayal of a character conveying relationships and situations in a setting.**

**EXA- 4-13a I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience.**

Learning Intentions:

- To develop understanding of character through doing practical activities.
- To develop performance skills through presenting a character with a performance concept.
- To develop confidence through presenting with a group to an audience.

Success Criteria:

- I can identify and use practical activities to develop my character.
- I can adapt my voice, movement and language to play my character.
- I can work with my group to present my scene and build my confidence.

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

**Personalisation and Choice**

Within the S3 Blood Brothers Unit pupils have the chance to work on an extract and chose what character they want to play.

**Challenge and Enjoyment**

They develop their understanding of theme, setting and plot through class and group discussions and individual research. Through practical activities they will develop their understanding of character by doing improvisation, hot-seating, thought tunnel and writing in role. They will also write a character card. They will have time to decide upon a group concept for the extract and rehearse with their group. They will present their extract to their peers and evaluate their success. They will also peer evaluate the performance of another pupil.

**Progression**

Continuation of scripted drama work from S1/2 with the added feature of deeper

characterisation and use of theatre arts.

**Relevance**

Links to real life/ career opportunities in studying production skills. Exploration of class division within the play and life choices. Cross-curricular links to English.

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

**Write:** Evidence of practical activities such as writing in role and character cards to develop character.

Evidence - role on the wall about how they will play their character and then develop this into a performance concept.

Evidence- self -evaluation of acting

**Do:** Video of pupil's group performance.

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

- Written and oral feedback was given in response to character activities.
- Teacher feedback sheet after performance indicates traffic lighting progress and next steps.

Pupil Voice:

*"I have built up confidence on playing a character on stage. I have learned how practical activities can develop my understanding of Mrs Johnstone- I have worked well with my group and shown 100% commitment. I know I need to work on my movement skills as an actor." Emma Wilkie*

- Pupils complete a Self- evaluation of their Acting and set a target after reading teacher feedback.

Did the learner successfully attain the outcomes? **YES/NO**

# Part 3: Selecting and Developing Ideas

## ACTING: Character Card

Full Name: ~~Stacey~~ Stacey Johnston

Age: 31

Background (family/social/economic): she met her husband at a dance club, then he left her, working class, used to work Mrs Lyons, has 8 kids (9 including Eddie) had twins but gave one away to Mrs Johnston Lyons. ✓

Personality (MEG format):

<p><u>lonely</u> her husband left her for another woman. we never see her with other friends "my husband walked out on me a month or 2 ago for a girl they looks a bit like Marilyn Monroe." ✓</p>	<p><u>depressed</u> about Mickey and Eddie being together wince something happens.</p>	<p><u>protective</u> at the end she sends Mickey away from Eddie to protect him from the truth on Superstition. "don't you ever come round here again!" ✓</p>
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Likes/Dislikes: her kids, Mrs Lyons — Next Step — expand why?

Key Relationships: her kids

Objective (What they want) Motivation (Why they want it): to change her family to be back together, so cause she feels like there's a part of her missing.

Purpose in the Drama: to change the ~~theme~~ storyline, to corrupt a friendship

✓ Good understanding of background personality.

## Part 3: Selecting and Developing Ideas

### Practical Task: Writing-in-Role

I'm speechless, I'm wordless, I have no words. What a hectic day, I saw him, I saw him, it was him, I just knew it was him, It was my son, My Eddie, I don't know much more other than I need to see him again, I know, I know I promised I wouldn't <sup>sr</sup> and yes it could cause a lot of hurt and anger but after seeing him today I don't think I can stay away, I know what I need to do, I'll start by telling Mickey that he and Eddie are twins, oh I don't know how he'll feel, if he'll still talk to me, still love me but I can't lie to him any longer, and I suppose he did like Eddie, they seemed to be getting along and they already call <sup>yes</sup> themselves blood brothers. But oh I don't know, I could cause so much destruction I could destroy Mrs Hyon's life, my children's <sup>yes</sup> lives, and Eddie's. Oh Eddie! how will he feel being told his whole life's a lie, I could get into trouble as well if the authority found out and then who would look after the children, what would happen to Mrs Hyon or Eddie, our Eddie, my Eddie oh help me what should I do?

- ✓ (\*) Good v. emotional and detailed writing in role (depth) <sup>strong</sup>
- (\*) you could do a slightly shorter version for your monologue - edit it with your group.

⊕ watch your use of the apostrophe in possession

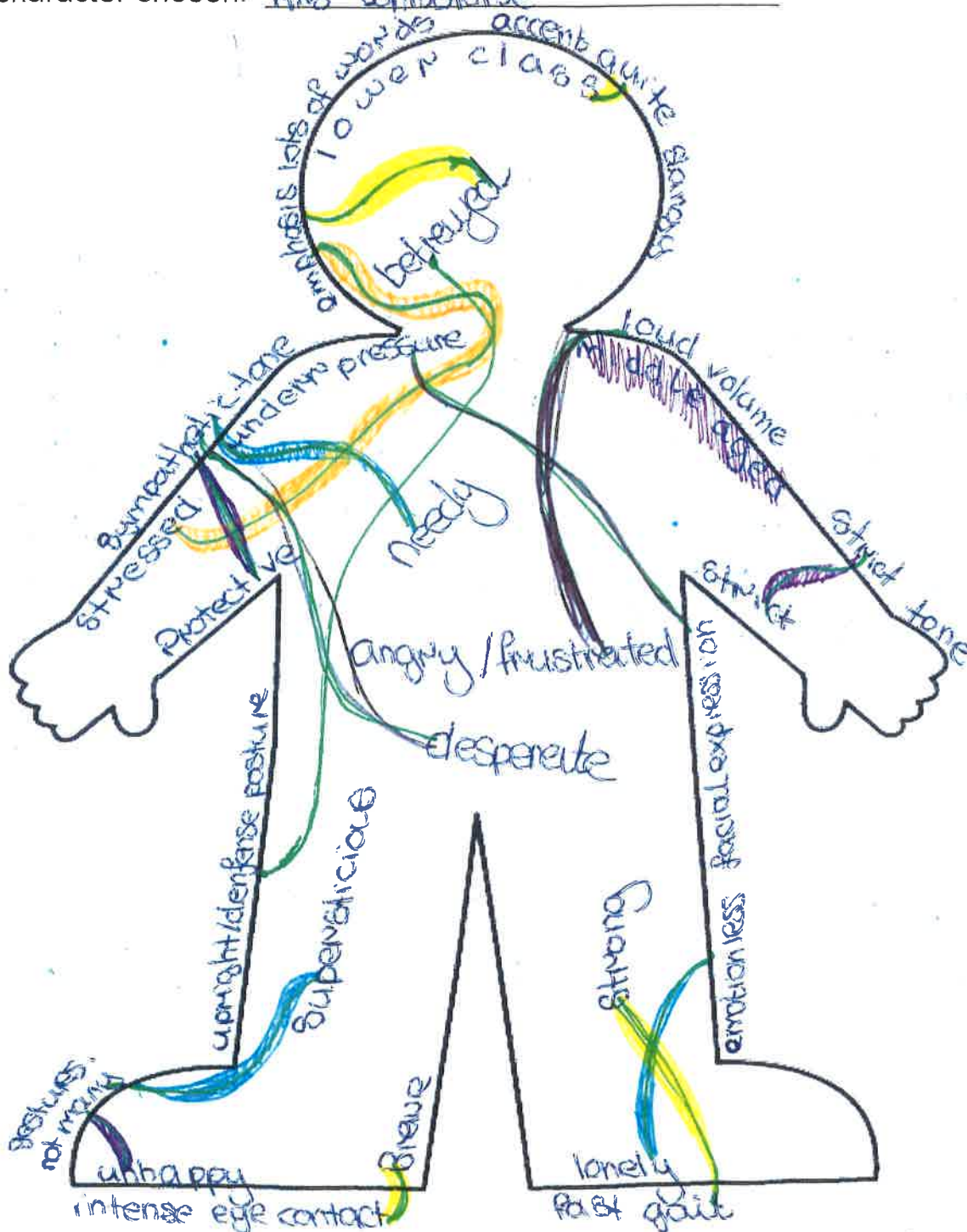
# Part 3: Performance Concept

## IDEAS FOR THE PRODUCTION: ACTING

Complete the **Role on the Wall** with **key information/words** about your character in the **middle**- this should be your interpretation of the character for example- young (25), **strong**, working class, single mother, **cheerful**, **optimistic**.

Then on the outside draw arrows which suggest how you will show this through voice/movement (also costume/ make-up/ props)

Name of character chosen: Mrs Johnstone



✓ \* Good ideas about what you want to communicate and how you will.

## Part 4: Final Performance Concept

### ACTING

Describe your **performance concept** for your character.

During my acting I will play the character <sup>of</sup> Mrs Johnstone as a lowerclass, frustrated, stressed and under pressure but at the same time I will also play her as strong and brave. ~~and~~ I will, <sup>also</sup> play her as betrayed and superstitious as I want to show all sides of her and all angles of her life.

✓ Good detail/  
understanding.

How did you communicate this to the audience? (Use of voice/movement **also** costume/props)

I will show that she is lowerclass by giving her an informal (sort of slangy) ~~tone~~ and register, I will show that she is a frustrated person by giving her a loud volume, I will show that she is stressed and under pressure by emphasising lots of words. I will then show that she is strong by giving her a fast gait and I will show that she is brave by giving intense eye contact. I will show that she is <sup>so</sup> betrayed by keeping an upright (almost defensive) posture, and finally I will show she is superstitious by acting paranoid and minimizing hand gestures.

Summative Acting Grade:   
paranoid

✓ Good use of  
drama terminology  
depth & detail



## Part 5: Evaluation

### SELF EVALUATION

Feedback on Acting- how successful was your performance concept?

I think as a character I played Mrs Johnstone pretty well, as I showed emotion and showed that I ~~worked well~~ had a connection with the other characters but I ~~could~~ also feel there are a couple of things I could improve and could have done better. I need to <sup>work</sup> on my hand gestures and movement as I feel at times I don't really know what to do and am fidgeting a lot. I also think I could improve my facial expressions and need to focus a bit more as I am breaking characters sometimes.

✓ Good reflection  
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Feedback on Backstage Skill- how successful was your design concept?

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Signature:

Print Name:

Date:

# Eastwood High School Cluster

## Blood Brothers – Fourth Level

E & O	I Can & I Know Statements	<u>Teacher Feedback</u>
EXA- 4-12a	I can demonstrate <b>sensitivity, precision and depth</b> in my portrayal of a character who has <b>believable relationships to other characters</b> from this play (setting)	G - good status as a mother to boys - This came across well.
EXA 4-13a	I can adapt my <b>voice and language</b> skills to create and develop an effective character	G - good loud volume and angry tone ⊕ watch speed/pace too fast at points
14a	I can adapt my <b>movement</b> to create and develop an effective character	A - Good eye contact & use of space ⊕ work on using gesture - control fidgeting
14b	I can <b>stay in character</b> during a performance without being distracted by the presence of an audience	G - Overall good - careful sound does not distract you.
	I can <b>bring a script to life</b> using my performance skills	G - you successfully did your scene.
	I can <b>work with others</b> when creating, rehearsing and refining or presenting dramas	G - you did well to motivate your group during rehearsals.
	I can <b>confidently present my script or improvisation to an audience</b> (teacher, peers, audience, parents etc)	G - confidence noted.
	I can independently select and use <b>lighting or sound or costume or props or set</b> to enhance a performance	G - good ideas on costume
EXA 4-15a	I peer evaluate the work of others, and offer constructive feedback, using appropriate vocabulary	G - good peer evaluation
	I can evaluate my own performance in Drama using appropriate vocabulary, and am aware of my strengths and areas for development	G - strong reflection.
	I can analyse how <b>lighting or sound or costume or props or set</b> are being used to enhance a performance (E.g. to create mood/atmosphere, suggest setting/period etc)	G - good understanding of theatre arts.

Teacher/Self or Peer Assess using Traffic Lights (R = Red, A = Amber, G = Green)

RW.

\* my main target is to work on hand gestures and movements

