



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Drama

leading to

Level 3 QQI Component: Drama 3N0922

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Drama	2. Component Name and Code Level 3 Drama 3N0922
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies in a range of drama skills for use in social, personal and work life, and to encourage the learner to have the confidence to use these skills in daily life.</p> 8. Objectives : <ul style="list-style-type: none"> • to enable the learner to gain confidence and skills in the communication of ideas, opinions and feelings through body language, movement and sound • to enable the learner to take part in group creation and communication of a plot or story • to enable the learner to put into practice basic drama and theatre techniques. 	
9. Learning Outcomes of Level 3 Drama 3N0922 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. describe emotional, physical and behavioural characteristics required in different roles 2. demonstrate a range of physical and mental warm up and cool down relaxation techniques 3. use the senses to practice enhancing concentration 4. make a sound-scape to communicate an idea or feeling using the personal preferred vocal or auditory range and stance 5. use movement to communicate an idea and feeling 6. present a dramatic response to a range of stimuli, including sound, colour, rhythm, and story-lines 7. communicate personal opinions with fluency, and structured and delivered appropriate to the audience and context, using role play, improvisation, or other preferred style 8. practise decision making, negotiation and compromise for a range of situations, using role play, improvisation, or other preferred style 9. agree a short plot to communicate a story as part of a small group or pair including contributing to plot development and structure 10. communicate a short story with a beginning, middle and end, in the personal preferred communicative style(s), using mime, gesture, speech, free or restricted movement, with or without props, costume, make-up or other visual elements 11. use some elements of theatre in a short production 12. review, with guidance, the presentation of the story, including peer feed-back 13. demonstrate the application of communication and team working skills when working in a drama environment. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations.</p>	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes as outlined in section 9.

Emotional, physical and behavioural characteristics required in different roles

Learning Outcome 1: Describe emotional, physical and behavioural characteristics required in different roles.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with learner the characteristics required for different roles, using visual and audio clips, discussion, and characters found in popular media ,for example,
 - soaps
 - drama
 - film
 - theatre
- ask the learner to describe what people (individuals or groups) depicted in a variety of poses and emotional states are feeling, thinking or doing. Use:
 - stills from visual clips
 - images form newspapers or magazine articles
 - pictures of emotions, facial expressions and stances
- explore with the learner how to convey an emotion or behaviour, include:
 - how to use a facial expression
 - how to stand
 - how to mime
 - how to use your voice
- ask the learner to describe how it makes them feel to be , for example,
 - happy
 - angry
 - strong
 - weak
 - confused
- encourage the learner to think about their voice and movement
- working in pairs and groups, use role play
- to act an emotion or behaviour, and see if the rest of the group can guess what it is. (cards can be developed for this).

Physical and mental warm up and cool down relaxation techniques.

Learning Outcome 2: Demonstrate a range of physical and mental warm up and cool down relaxation techniques.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore a range of warm up exercises including breathing, voice work and body movement

The purpose of warm up is to:

- relax and relieve any tension

- prepare the voice for speaking
- get creativity flowing
- focus your mind on the task
- communicate with others

The exercises below are examples and are not exhaustive.
With any exercises be aware of the learner profile.

To exercise your voice

- Alternate humming and speaking. Say mmmm until you feel your lips and nose really buzz. Then blend the "mmm" into the number one. mmm-one. Count to ten, mmm-one, mmm-two, mmm-three, etc.

Breathing exercises

- Inhale for 5 seconds, bringing in as much air as possible, exhale for 5 seconds. Inhale for 4, exhale for 4. Repeat until you get down to one second.

Stretching exercises (warm up and cool down)

- Feet shoulder distance apart gently and slowly raise your arms as high as they can go in front of you and breathe in counting to five. Lower your arms breathing out counting to five, this can also be done in a sitting position.
- With hands on hips gently lean to the right, return to centre and then lean to left.
- Gently raise your shoulders up towards your ears breath in, and then as you breathe out gently relax your shoulders.

Shaking out

- To relieve tension in your body gently shake out your hands and feet
- Walk around the room at different speeds
 - slow and creepy
 - fast and twitchy

Mind exercises: imagination using positive images

- Lying on the floor or sitting with feet shoulder distance apart and hands relaxed on lap with eyes closed, encourage the learner to imagine:
 - the warm sun on their skin
 - the feeling of rain on their face
 - the feeling of leaves or sand under foot
 - a happy day in their life.

Use of the senses

Learning Outcome 3: Use the senses to practice enhancing concentration.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- explain the five senses:
 - *sight*
 - *touch*
 - *smell*
 - *taste*
 - *sound*
- explore with the learner how the senses are used to communicate and concentrate, for example,

Explore with the learner an imaginary cup of coffee, get them to concentrate and describe their own cup of coffee. Explain how this type of exercise can help with acting.

What does it look like?

- the cup- shape, colour, horrible, pretty.
- the coffee, - type, colour, strong, milky, weak.

What does it feel like?

- the cup- shape, warm, cold
- the coffee, warm, cold.

What does it smell like?

- the coffee - warm, cold, comforting, strong, milky, weak.

What does it taste like?

- the coffee - warm, cold, hot, strong, milky, weak, sweet, bitter. What does it sound like?
- the cup- tinny, solid, does it make any sound at all?
- the coffee – slurps, sips, does it make any sound at all?

Use a range of drama exercises focusing on the senses, for example,

- hand to hand,
- mirroring
- breathing
- light exercise.

Make a sound-scape

Learning Outcome 4: Make a sound-scape to communicate an idea or feeling using the personal preferred vocal or auditory range and stance.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- list sound-scapes such as bustling city, calm sea or rushing river.
One group of learners creates the sound-scape using a variety of percussion instruments, found objects, voice in all its forms or other suitable sounds.
The other group has to guess what the sound-scape is.

Use movement to communicate an idea and feeling

Learning Outcome 5: Use movement to communicate an idea and feeling

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

use mime to communicate an idea or mime

- Learners working in pairs use facial expression and body shapes to portray feelings such as anger, disgust, joy, anxiety, etc.
- As a group, learners use movement to portray the elements earth, wind, fire and water.
- As individuals or in groups create a short sketch and perform for others to guess the story.
- Use sound to enhance the mime
 - Add sound to the mimes to enhance the movement.

Present a dramatic response to a range of stimuli

Learning Outcome 6: Present a dramatic response to a range of stimuli, including sound, colour, rhythm, and story-lines.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- explore with the learner the terms **dramatic** and **stimuli**
 - Dramatic:**
 - drama- to do with plays
 - exciting
 - Stimuli:**
 - something that causes a response, for example,
 - the smell of coffee
 - a smile
 - the colour yellow
 - a favourite song
- explore with the learner a range of stimuli and what could be a dramatic response, use different senses, possible memories and role play
- ask the learner to create a dramatic response to some of the following
 - show a number of visual images, for example,
 - airport
 - country
 - child
 - newspaper article
 - moving image
 - show colour cards
 - play different sounds, for example,
 - traffic
 - water
 - shopping mall
 - birds singing
 - music appropriate to learners
 - introduce smell boxes, for example,
 - cheese
 - coffee
 - perfume
 - wood
 - grass
 - spices
 - lemon
 - investigate texture boxes, for example,
 - silk
 - sandpaper
 - feather
 - cotton wool
 - sponge

Exercises: (examples below, this list is not exhaustive)

- after exploring the stimuli ask the learner to (working on their own or in groups) choose one or more of the stimuli and present a dramatic interpretation of it using movement and facial expression
- ask the learner to choose an item from a variety of props (provided) such as hats, scarves, bags, pieces of cloth, and create a story/character around it.
Consider colour, texture, condition, etc.

Communicate personal opinions with fluency

Learning Outcome 7 Communicate personal opinions with fluency, and structured and delivered appropriate to the audience and context, using role play, improvisation, or other preferred style

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- facilitate the learner to prepare and practise a solo or group piece or create an environment where improvisation can be used :
 - speaking for one minute to an audience on a chosen subject.
 - prepare a monologue around a chosen opinion and dramatise it (solo)
 - use role play or a short drama to communicate an opinion (group)
 - prepare a one minute mime to communicate an opinion

Practise decision making, negotiation and compromise

Learning Outcome 8: Practise decision making, negotiation and compromise for a range of situations, using role play, improvisation, or other preferred style.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- facilitate the learner to develop through role play, improvisation or other preferred style a given piece of script where each character has a clear objective, for example,
 - the persistent sales person at the door and the determined not to buy house occupier.
 - the charity collector
 - the market stall, bargain hunter
 - the person with the over weight case at the airport check in
 - the person late for an appointment or the person waiting

It is important to reach a conclusion during this exercise.

Agree a short plot to communicate a story

Learning Outcome 9: Agree a short plot to communicate a story as part of a small group or pair including contributing to plot development and structure.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- create a story one word at a time
The story is built by each learner contributing a word at a time until everyone is satisfied that it is complete.
- create a character where each person contributes some information such as hair colour, age, gender, etc.
The group has to agree on each new bit of information.
- develop a play or story around the created characters.

Communicate a short story

Learning Outcome 10: Communicate a short story with a beginning, middle and end, in the personal preferred communicative style(s), using mime, gesture, speech, free or restricted movement, with or without props, costume, make-up or other visual elements.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- facilitate each learner in creating a story board depicting a story that has been read/heard
Using the story board as a guide line, communicate the story to the group in the preferred personal style,

for example, mime, speech, movement, with or without costume, with or without make up or other visual elements.

Use some elements of theatre

Learning Outcome 11: Use some elements of theatre in a short production.

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

- as a group learners present a dramatic piece such as a poem, short story or a created piece using some elements of theatre, e.g., costume, makeup, set, freeze action, sound, asides, narration etc.

Review

Learning Outcome 12: Review, with guidance, the presentation of the story, including peer feed-back.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

- discuss the presentation, what worked, what did not, what was enjoyable, what was challenging
- after the discussion each learner should complete a worksheet or recording reviewing the experience and their participation.

Communication and team working skills

Learning Outcome 13: Demonstrate the application of communication and team working skills when working in a drama environment.

*In order to help the learner achieve **Learning Outcome 13** in particular, consider doing the following:*

- ask the learner to list 3 drama exercises that enhanced communication skills and team working, for example,, creating a story word at a time, role play, and working together to create and present a piece of dram
- ask the learner to list why the exercises enhanced communication skills, and team working, for example, it helped me to listen better, it helped the group to share ideas, it helped me to express my opinion
- working in small groups or pairs, under guidance, create a story, sketch or play around a variety of characters.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor's record of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>(A short dramatic piece performed by the class group should be evidenced by a visual/audio recording accompanied by a list of performers and a copy of the script.)</p> <p>The learner will compile a Collection of Work to include</p> <ol style="list-style-type: none"> 1. A description (written or audio/visual/photo) from the candidate of the character that they played in the group dramatic piece, and any other contributions that they made such as costume, music, script writing. <ul style="list-style-type: none"> either A: A visual /audio recording or audio recording of the learner performing one of the following: <ul style="list-style-type: none"> • Monologue; excerpt from script/ text where they are the main character; • Recitation; • Mime; • Song; • Dance/ movement to music <p>These pieces can be performed with or without costume and props.</p> or B: A visual /audio recording evidence of a candidate leading the group in a drama exercise. In the recording, the candidate should explain why the exercise is necessary and demonstrate clearly how the exercise is done. <ol style="list-style-type: none"> 2. Reflection on the learning process: a collection of the candidate's written or recorded thoughts on the learning process, to include: what they found challenging; what they enjoyed; what skills they have gained e.g. performance skills, team working skills; what they may have learned about themselves such as their creative ability, overcoming fears, enhanced confidence and self-belief. 3. Evidence of the application of communication and team working skills when working in a drama environment . 	

11.b Assessment - General Information – Drama 3N0922

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcomes to an Assessment Technique

Learning Outcome	Assessment Technique
1. Describe emotional, physical and behavioural characteristics required in different roles	Collection of Work
2. Demonstrate a range of physical and mental warm up and cool down relaxation techniques	Collection of Work
3. Use the senses to practice enhancing concentration	Collection of Work
4. Make a sound-scape to communicate an idea or feeling using the personal preferred vocal or auditory range and stance	Collection of Work
5. Use movement to communicate an idea and feeling	Collection of Work
6. Present a dramatic response to a range of stimuli, including sound, colour, rhythm, and story-lines	Collection of Work
7. Communicate personal opinions with fluency, and structured and delivered appropriate to the audience and context, using role play, improvisation, or other preferred style	Collection of Work
8. Practise decision making, negotiation and compromise for a range of situations, using role play, improvisation, or other preferred style	Collection of Work
9. Agree a short plot to communicate a story as part of a small group or pair including contributing to plot development and structure	Collection of Work
10. Communicate a short story with a beginning, middle and end, in the personal preferred communicative style(s), using mime, gesture, speech, free or restricted movement, with or without props, costume, make-up or other visual elements	Collection of Work
11. Use some elements of theatre in a short production	Collection of Work
12. Review, with guidance, the presentation of the story, including peer feed-back	Collection of Work
13. Demonstrate the application of communication and team working skills when working in a drama environment.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Level 3 Drama 3N0922	Learner Marking Sheet
-----------------------------	------------------------------

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. describe emotional, physical and behavioural characteristics required in different roles	describe what people (individuals or groups) depicted in a variety of poses and emotional states are feeling, thinking or doing copy their stance and facial expressions, add movement and sound		
2. demonstrate a range of physical and mental warm up and cool down relaxation techniques	use a range of warm up exercises including breathing, voice work and body movement		
3. use the senses to practice enhancing concentration	take part in a range of drama exercises focusing on the senses		
4. make a sound-scape to communicate an idea or feeling using the personal preferred vocal or auditory range and stance	take part in a group creation of a sound-scape (such as bustling city, calm sea or rushing river) using percussion or other appropriate instruments		
5. use movement to communicate an idea and feeling	use facial expression and body shapes to portray feelings such as anger, disgust, joy, anxiety, etc. use movement to portray the elements earth, wind, fire and water		
6. present a dramatic response to a range of stimuli, including sound, colour, rhythm, and story-lines	present an interpretation of a piece of music using movement and facial expression choose an item from a variety of props such as hats, scarves, bags, pieces of cloth, and create a story/ character around it		
7. communicate personal opinions with fluency, and structured and delivered appropriate to the audience and context, using role play, improvisation, or other preferred style	prepare and practise a solo or group piece or create an environment where improvisation can be used : <ul style="list-style-type: none"> • speaking for one minute to an audience on a chosen subject • prepare a monologue around a chosen opinion and dramatise it (solo) • use role play or a short drama to communicate an opinion (group) • prepare a one minute mime to communicate an opinion 		

8. practise decision making, negotiation and compromise for a range of situations, using role play, improvisation, or other preferred style	take part in developing a given piece of script through role-play, improvisation, or other preferred style		
9. agree a short plot to communicate a story as part of a small group or pair including contributing to plot development and structure	take part in developing a story and in creating a character		
10. communicate a short story with a beginning, middle and end, in the personal preferred communicative style(s), using mime, gesture, speech, free or restricted movement, with or without props, costume, make-up or other visual elements	create a story board depicting a story. using the story board as a guide line, communicate the story to the group in the preferred personal style, e.g., mime, speech, movement, with or without costume, with or without make up or other visual elements		
11. use some elements of theatre in a short production	take part in a group presentation of a dramatic piece such as a poem, short story or a created piece using some elements of theatre, e.g., costume, makeup, set, freeze action, sound, asides, narration etc.		
12. review, with guidance, the presentation of the story, including peer feed-back	take part in discussion of the presentation, comment on the following: <ul style="list-style-type: none"> • what worked • what did not • what was enjoyable • what was challenging complete a worksheet or recording reviewing the experience		
13. demonstrate the application of communication and team working skills when working in a drama environment.	list 3 drama exercises that enhanced communication and team working skills. show how the exercises enhanced these skills.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____