

DR1 Theatre language, acting and directing



Personal learning checklist | 1 of 2

Eduqas GCSE Drama C690QS | Components 1 & 2 & 3 · Specification 2; 2.1; 2.2; 2.3; Appendix C

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Use your actual centre-approved stimulus, practitioner or genre, contrasting play and qualifying live production.
Practical work and extended writing need evidence and teacher judgement.

I can	Red	Amber	Green
Theatre and meaning			
Explain an artistic intention and distinguish the roles of theatre makers.	☐	☐	☐
Distinguish form, genre, style and theatrical conventions.	☐	☐	☐
Apply agreed safe and respectful ensemble practice.	☐	☐	☐
Voice and character			
Use pitch and tone to express changing character intentions.	☐	☐	☐
Use pace, pause and emphasis purposefully within dialogue.	☐	☐	☐
Project supported, clearly articulated speech for the venue.	☐	☐	☐
Movement and interaction			
Use posture, gait, gesture and facial expression to interpret character.	☐	☐	☐
Use focus, proxemics and status changes to communicate relationships.	☐	☐	☐
Identify objectives, obstacles and subtext and test playable tactics.	☐	☐	☐
Listen and respond actively within a rehearsed exchange.	☐	☐	☐

My next revision priority _____

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Space and directing			
Interpret dialogue and stage directions within the wider text.	☐	☐	☐
Plan motivated blocking, levels and safe movement.	☐	☐	☐
Compare proscenium/end-on, thrust, traverse and in-the-round staging.	☐	☐	☐
Adapt scenery and focus to preserve sightlines on several audience sides.	☐	☐	☐
Rehearse beats and transitions that sustain dramatic rhythm.	☐	☐	☐
Justify a practical extract interpretation using located evidence.	☐	☐	☐

My next revision priority _____