



### Foundations of Critical Response

- How did I develop my understanding of the language and conventions of film and theatre (camera, editing, sound, lighting, staging and performance)?
- How did I learn to recognise key features of genre, period, style and form in the work I explored?
- How did studying the work of others help me understand how film and theatre productions are created?
- How did I explore the impact of direction, design and technical choices on audience response?
- How has my learning about genres, periods, styles, forms and practitioners influenced my own creative work?

### Appraising and Responding



- What was my immediate emotional response to this piece?
- Which moments were most memorable and why?
- What features of the genre, period, style or form did I observe?
- How did the piece compare with other films or performances I have seen?
- How did the design, lighting or sound affect my experience of the piece?
- How did I use peer feedback to improve my work?
- What did I learn from others' work that I can apply to my own?
- How confident am I in expressing my response using theatre and film language?



### Refining and Evaluating

- How has analysing the piece of film/theatre influenced my own creative decisions?
- Which insights from learning about film/theatre have helped me in my current task?
- How has applying a critical lens help me refine/evaluate my work?
- How has my engagement with the work of others prompted me to question my attitudes, values and assumptions?
- How has observation and critique changed my initial response?
- How will I consider audience response to evaluate my work?
- How can I use my portfolio to document and develop my reflections?

### Analysing and Interpreting



- What features and conventions of film/theatre support my understanding of this piece?
- How did the creative decisions affect my understanding of this piece?
- How will my understanding of genre, period, style, form influence my engagement with this piece?
- How will my understanding of the historical, social and/or cultural context support how I analyse and interpret this piece?
- How does my understanding of technology and technological developments shape my engagement with this piece?
- How did discussion with others change my interpretation?
- How has the work of others influenced my creative choices?



### Evaluating

- To what extent did I achieve the goals I set for this work?
- How important was collaboration in completing the work?
- Where can I see the influence of others in my final work?
- What did I learn about myself through this process?
- What did I learn about how well I work with others in this process?
- How can I apply these skills and experiences to future work or in other areas of my life?
- What did I learn about myself in the role I took in this process? What were my responsibilities and how did I overcome challenges?
- Which role would I like to explore further and why?

### Foundations of Performance and Production



- How did I contribute to a collaborative and supportive creative environment?
- How did reflection and feedback influence my work?
- Which theatre or film roles did I explore and what did I learn about their responsibilities?
- How did my performance skills develop during this process?
- What technical or production skills did I learn and how did they contribute to my work?
- How did using my portfolio support my reflection and learning?
- What did I learn about myself as a creative collaborator, and how will I apply this in future projects?



### Producing and Performing

- What did I learn about producing or performing the final piece for an audience?
- How did I apply my learning from Drama, Film and Theatre Studies to the final work?
- How did I consider accessibility or audience engagement in my performance or screening?
- Which aspects of the final work am I most proud of and why?
- What challenges did I encounter in the final work and how did I address them?
- What did I learn from the audience response to my work?

### Imagining and Conceptualising



- How did I develop my main idea or concept for my work?
- How was I inspired/influenced by the work of others?
- Which source materials or stimuli, such as artefacts, images, costumes or music, inspired and influenced my work?
- How did I develop and use my research skills to support my ideas?
- Was my idea realistic for the timeframe and resources available to me?



### Refining

- How did I use feedback from other students and my teacher to improve my work?
- How did I know my work was ready to share with an audience?
- Which changes made the biggest improvement and why?
- How did I record and reflect on my progress during this stage?
- How did I make those final decisions to complete the work?
- How did I support the work of other students through my feedback?

### Developing



- How did I experiment with ideas before making decisions?
- Which decisions were most challenging and how did I make them?
- What did I learn about ethical considerations such as respect, permissions, performance rights and how did this influence my decisions?
- How did props, costumes, set design or location planning support my project?
- What did I learn about the process of planning?