



## Curriculum Map

Subject: Drama and Theatre

Year Group: 12

	Autumn	Spring	Summer
<b>Content</b>	<p>Introduction to A Level: Practitioner Exploration. Students will develop collaborative skills whilst learning about key practitioners and theatre companies that they will be using throughout the course. We will cover; Stanislavski; Brecht; Artaud; Berkoff; Frantic Assembly; Kneehigh; DV8; Punchdrunk; Alecky Blythe. Students will choose one of these practitioners to use for their devised performance style.</p> <p>A live production watched and analysed.</p> <p>Colder Than Here &amp; Woyzeck: Introduction to both set texts predominately through practical exploration and workshop-based tasks to develop a thorough and rigorous understanding of the plays. Exam style questions will be introduced</p>	<p>Drama Students will apply their understanding of the key practitioners and theatre companies to their own piece of theatre. The devised performance must be influenced/inspired by one theatre practitioner or company.</p> <p>The inspiration of the performance must come from a stimulus from a ten page extract of a different play chosen by the students. The decision-making, creation and rehearsal phase must be documented in the portfolio which will evidence the link between theory and practice. Students can work in partners or in groups of up to 6. The performance and portfolio is internally examined and externally moderated.</p> <p>Students will be responsible for costume, sound, set, lights and all performance aspects.</p> <p>Student can either perform or take a design role.</p>	<p>Performance of the devised work. This must be performed to an audience.</p> <p>1st draft of portfolio with an evaluation of the performance success and the response from the audience handed in.</p> <p>This portfolio will document the themes and issues, style, form and structure of the original stimulus.</p> <p>Re-visit both set texts in preparation for end of year examinations. Lessons will be theoretical based, but there will be opportunities to practically explore the texts in order to re-cap the play as a whole and to successfully and to apply to styles of the relevant practitioner. (Different practitioner from the devised practitioner and style)</p>
<b>Skills</b>	<p>How to use key practitioners and theatre companies' techniques within their work. Know how to connect theory to practice. Know how to work successfully with the rest of the class in a highly collaborative way.</p> <p>To be able to analyse and evaluate a live theatre performance.</p> <p>How to research. What this means.</p> <p>To research and understand the original performance conditions of the set text.</p>	<p>Students will know how to work successfully as a theatre company.</p> <p>Students will know how to take an idea from concept to creation. They will be able to apply understanding of key practitioners and theatre companies to their work – thereby demonstrating their skills at creating theatre that has been inspired by a specific skill set. Students will know how to document the devising process. They will know how to fully explain and justify their ideas for the</p>	<p>Students will know how to successfully answer an exam-style question based on past-papers and exemplar responses. They will learn time management and how edit their work. Students will know how to apply their ideas as directors, designers and performers to exam questions. Students will know how to apply subject-specific terminology correctly and appropriately.</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	To make critical judgments about interpretations of plays.	purpose of completing The Portfolio 3000 words	
<b>Key questions</b>	<p>Why is drama important? Why do we like to listen to, or watch or read other people's stories? How did a particular practitioner create theatre? What are the conventions of the genre? How did this style of theatre change the way we see theatre now?</p> <p>Why is live theatre relevant?</p> <p>What is the role of designers?</p> <p>How can theatre help to educate, inspire, release tension?</p>	<p>How can I work effectively as a director, designer or performer? How can a theatre performance create impact on the audience? How did practitioner inspire you to create your devised performance? How have you used the themes/characters/structure/plot of your stimulus to create a new piece of theatre? What have you learnt about working in a theatre company? What is our artistic intention? How will I communicate this to my audience? How do I want them to feel/think?</p>	<p>How can you communicate effectively in written drama? How did you use rehearsal /performance techniques to develop your performance? What are your intentions for the audience? What are the original social/historical contexts of your set texts? How can you use performance /design skills to communicate effectively? As a director what conventions of a practitioner can you use to interpret a set text in a new way for a modern audience?</p> <p>How can research aid the creative process?</p>
<b>Assessment</b>	<p>Assessment through regular feedback of practical work. Students will research various companies and present their findings to the class. Assignments and mini exam style questions set on Teams and in class. This will be regularly reviewed and marked.</p>	<p>Students should keep notes in their drama books. Assessment is formed of regular essay feedback. Students are expected to complete one essay a week. Students are required to attend after school rehearsals to receive one to one feedback on their work and advice on how to develop their acting skills.</p>	<p>Assessment is given by verbal feedback throughout the whole process. This component is internally examined and externally moderated. The performance is worth 20 marks and the portfolio worth 60 marks. This is worth 40% of the A Level. There will be internal examinations in timed conditions.</p>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p>Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration. Independent decision making, Organisation skills, discipline, The ability to accept criticism.</p>	<p>Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration, Independent decision making, Organisation skills, discipline, The ability to accept criticism.</p>	<p>Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Empathy, Problem solving, Aspiration, Independent decision making, Organisation skills, discipline, The ability to accept criticism.</p>