

Curriculum Plan

A Level Drama and Theatre



In A Level Drama & Theatre, our aims are for all students:

-  To **further** instil and nurture student's passion and enthusiasm for performance.
-  To **develop** and help students apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
-  To **investigate** relevant theoretical research to help inform the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.
-  To **advance** an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre

KS5 Drama Interleaving Codes explained:

- Within KS5 A Level Drama and Theatre, students are assessed on their skills and knowledge frequently throughout the two year curriculum to equip them with effective remembering strategies in preparation for the higher level / university learning.
- These     knowledge based learning objectives are signified on the following slide via a 'symbol':
- The symbols represent an A Level Drama required '*Knowledge*' point or a '*Skill*'.
- When symbol appears beneath a component as listed within the A Level Drama specification, this signifies an introduction to the Skill/ Knowledge based objective.
- When the same symbol reappears again later on in the year, this is

Year 12 – 2020-21 Drama and Theatre Curriculum Plan

KS5 Assessment Interleaved Testing Codes:
A01, A02, A03 & A04 Skills:

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to complex performance skills and theories	<p>Practitioner Exploration</p> <p>Understanding of how a new performance could be developed through the practical exploration of the theatrical style and use of conventions of the chosen practitioner</p> <p>offers students the opportunity to demonstrate exploratory practical range and depth within theatrical styles</p>	<p>Introduction to C1: Devising</p> <p>Undertake exploration of one key extract from a performance text where they interpret, create and develop ideas with the aim of devising an original piece for performance</p> <p>Students given the opportunity to devise in a collaborative group context, so that they establish an ensemble where ideas and methods are shared and developed</p>	<p>C1: Devising Rehearsals and Assessments</p> <p>Students apply research to inform practical work by organising and researching topics, presenting findings, finding narratives and stories, photographs and films that illustrate the themes and ideas from given stimulus/ text extract (30% of A Level).</p> <p>At the culmination of their interpreting, creating and developing process, students must perform their 20-30 minute devised piece and the performance should take place in front of an appropriate audience. (10% of A Level)</p>	<p>C3: Set Texts Introduction</p> <p>Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers.</p> <p>Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage.</p>	<p>C2: Texts in Practice Introduction</p> <p>Students apply knowledge and understanding acquired through the study of two key extracts from a professionally published performance text</p> <p>Students are required to perform a realisation for all or part of these scripted key extracts, following the time limit requirements – 20% of the A Level</p>	
	<p>Assessment Interleaving opportunities</p> <p> </p> <p>  </p> <p>  </p> <p> </p> <p> </p>	<p>Skills based: Line Learning/ Extra-Curricular rehearsals</p> <p>Theory Based: Research on six selected theatre practitioners across 7 weeks of study</p>	<p>Skills based: Line Learning/ Private rehearsals</p> <p>Theory Based: Historical research / play & investigative theatrical practitioner task</p>	<p>Skills based: Line Learning/ Private rehearsals/ and coursework writing (3000 words in total)</p> <p>Theory Based: Devising Drama written tasks – reflective of higher level coursework. Introduction to Social/ Cultural/ Historical contextual writing techniques</p>	<p>Skills based: Introduction to historical/ classical and contemporary texts.</p> <p>Theory Based: Adopting a new written approach as a director/ designer/ performer</p>	<p>Skills based: Line Learning/ Private rehearsals</p> <p>Theory Based: Play and character/ monologue research</p>
Homework tasks/ plan						<p></p> <p>Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</p>

Assessment Symbol	Knowledge and Skill Application:
	Apply knowledge and understanding when making, performing and responding to drama.
	Exploration of texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
	Reflect on and evaluate their own work and that of others.
	Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Year 13 – 2020-21 Drama and Theatre Curriculum Plan

KS5 Assessment Interleaved

Testing Codes:

A01, A02, A03 & A04 Skills:

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Introduction to complex performance skills and theories	<p>C3: Set Texts</p> <p>Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers.</p> <p>Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage.</p>	<p>Completion of C1: Devising</p> <p>Students apply research to inform practical work by organising and researching topics, presenting findings, finding narratives and stories, photographs and films that illustrate the themes and ideas from given stimulus/ text extract (30% of A Level).</p> <p>At the culmination of their interpreting, creating and developing process, students must perform their 10-15 minute devised piece and the performance should take place in front of an appropriate audience. (10% of A Level)</p>	<p>C2: Scripted exam & Live Theatre Evaluation</p> <p>Students apply knowledge and understanding acquired through the study of two key extracts from a professionally published performance text</p> <p>Students are required to perform a realisation for all or part of these scripted key extracts, following the time limit requirements – 20% of the A Level</p> <p>Students will reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and understanding of performance through analysis and evaluation.</p>		<p>C3: Set Texts Exam</p> <p>Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers.</p> <p>Students will reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and understanding of performance through analysis and evaluation.</p>
	<p>Assessment Interleaving opportunities</p>  	  	  	 	
Homework tasks/ plan	<p>Skills based: Understanding historical theatrical relevance and influence upon playwrights/ text</p> <p>Theory Based: Developing essay skills and written practices to successfully demonstrate directorial concepts / performance understanding and design ideas</p>	<p>Skills based: Line Learning/ Private rehearsals/ and coursework writing (3000 words in total)</p> <p>Theory Based: Devising Drama written tasks – reflective of higher level coursework. Introduction to Social/ Cultural/ Historical contextual writing techniques</p>	<p>Skills based: Line Learning/ Private rehearsals</p> <p>Theory Based: Play and character/ monologue research. Analysis of professional actors and live performance/ audience impact and social, cultural, historic relevance placed into context within today's audience</p>		<p>Skills based: Understanding historical theatrical relevance and influence upon playwrights/ text</p> <p>Theory Based: Developing essay skills and written practices to successfully demonstrate directorial concepts / performance understanding and design ideas</p>
					

Assessment Symbol **Knowledge and Skill Application:**

 Apply knowledge and understanding when making, performing and responding to drama.

 Exploration of texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.

 Reflect on and evaluate their own work and that of others.

 Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice