



Year 12 Drama Curriculum Overview (Pearson Exam Board)

Rationale: A-Level Drama students have 5 lessons each week. The A-Level Drama curriculum has strong practical orientation, combined with written coursework and more theoretical study. The course combines practical and theoretical studies about Drama & Theatre. As part of the course we complete activities that help them to build their confidence and resilience learning how to negotiate, share ideas and arrive at informed decisions. Students will be expected to develop their Independent learning skills and organisation, as they engage in research and attend rehearsals in their own time. Students are also encouraged to express personal opinions and engage in lively and challenging debates inspiring their creativity and developing their collaboration skills within the group to create an effective group ensemble.

They complete three components:

Component 1: Devising (40%)

Component 1 focuses on a devised original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. Students will record the creative process that they go through to produce their piece of Drama. They will answer questions to analyse and evaluate their decisions as they go through the process and their final performance. Internally assessed and externally moderated

You will record the process in a portfolio which can be made up of:

- annotated photographs, drawings and sketches
- annotations and notes
- audio and or video evidence
- Written responses.

Component 2: Text in Performance (20%)

Component 2 students take part in both a group performance and a monologue or duologue as a performer or designer.

Group performance/design realisation from a performance text

Perform a monologue/duologue /design realisation from a different text. Externally assessed by a visiting examiner

Component 3: Theatre makers in Practice (40%) A Written Exam (2 hours 30 minutes)

Component 3 consists of a written examination based on the exploration of two set texts and the review of a live piece of theatre. The two set texts are explored in different ways.

Section A: Live Theatre Evaluation - Evaluation of a piece of live theatre they have seen.

Section B: Questions on a set text – The text will be practically explored from the perspective of a performer and a designer Colder than Here by Laura Wade

Section C: Interpretation of a text as a Director - Lysistrata by Aristophanes. Students to come up with director’s concept for a contemporary audience in light of a practitioner (Bertolt Brecht)

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	Component 1 Devising Develop This component focuses on collaboration skills and how to work well in a group. Students are introduced to the	The assessment framework is based on the following: Performance:	Homework Tasks – Resources on Go4Schools/Teams <ul style="list-style-type: none"> • Read the Play Henrik Ibsen’s A Dolls House adapted by Simon Stephens

	<p>chosen TEXT (Henrik Ibsen's A Dolls House adapted by Simon Stephens) and explore approaches to Devising through the exploration of themes through a range of Drama strategies. Students will research additional stimuli linked to key themes from the chosen text and identify their intentions for their group piece. They will research and explore Splendid Productions as their chosen practitioner and start to develop ideas for their own performance as a performer or a designer in the style of the chosen practitioner.</p>	<p>AO2 Apply theatrical skills to realise artistic intentions in live performance Portfolio: AO1: Creating and developing ideas to communicate meaning as part of theatre-making process AO1: Making connections between dramatic theory and practice AO4: Analysing and evaluating their own work</p>	<ul style="list-style-type: none"> • Research the Play worksheet • SCHP Worksheet • Themes and Extract Worksheet https://www.theguardian.com/stage/2013/aug/10/dolls-house-henrik-ibsen-relevant • Research on Chosen Practitioner (Splendid Theatre) https://splendidproductions.co.uk/ • Research the Extract/Stimuli worksheet • Complete Portfolio Q1 and Q4 <p>Optional – Y12 Enrichment opportunities</p> <ul style="list-style-type: none"> • Become a Drama Leader and attend the Drama Leader Training (Once a week after school) • Become a Drama Mentor for Y10 or Y11 GCSE Drama • Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> • Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama • Join a Drama club outside of school
Autumn 2	<p>Component 1 Devising CREATE This component focuses on collaboration skills and how to work well in a group. Students are introduced to approaches to Devising through the exploration of different practitioners such as Brecht, Frantic Assembly and Berkoff, as well as continuing to explore a range of Drama strategies. Students will research a stimulus and identify their intentions for their group piece. They will create a performance as a performer or a designer. Students will create a script for their performance I-in</p>	<p>The assessment framework is based on the following: Performance: AO2 Apply theatrical skills to realise artistic intentions in live performance Portfolio: AO1: Creating and developing ideas to communicate meaning as part of theatre-making process</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Attend a weekly rehearsal with your group • Type up Script • Complete Portfolio Q4 <p>Optional – Y10 Enrichment opportunities</p> <ul style="list-style-type: none"> • Become a Drama Leader and support the running of VIBE Drama Club once a week

	the style of Splendid Productions as their chosen practitioner.	AO1: Making connections between dramatic theory and practice AO4: Analysing and evaluating their own work	<ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Become a Drama Mentor for Y10 or Y11 GCSE Drama Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <p>Join a Drama club outside of school</p>
Spring 1	<p>Component 3 Theatre Makers Section A Live Theatre Evaluation</p> <p>This unit of work focuses on Section A of the written exam and will prepare you for the Y12 Progress exam. Students will have the opportunity to attend the theatre to watch a live performance. This trip will prepare students for their A-Level Drama & Theatre written exam -Component 3 Theatre Makers in Practice examination which is worth 40% of their final grade. Students will explore the plot and themes before the theatre visit. After watching the performance students will create a set of live theatre notes to help them with revision and in preparation for the exam. They will also have the opportunity to practice some exam style questions.</p>	<p>The assessment framework is based on the following:</p> <p>A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>A04 Analyse and evaluate their own work and the work of others</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> Plot Summary/Mind map linked to themes Complete Live Theatre Notes <p>Optional – Y12 Enrichment opportunities</p> <ul style="list-style-type: none"> Become a Drama Leader and support the running of VIBE Drama Club once a week Attend a break time Rehearsal club with your group Become a Drama Mentor for Y10 or Y11 GCSE Drama Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <p>Join a Drama club outside of school</p>

<p>Spring 2</p>	<p>Component 1 Devising PERFORM & RESPOND Portfolio Students refine their performances and have the opportunity to run through a technical and perform their performance to an invited audience. This is recorded for their NEA.</p> <p>Portfolio – Students answer 6 questions to analyse and evaluate their Devising process and final piece.</p> <ol style="list-style-type: none"> 1. Outline your initial response to the key extract and practitioner and track how it was developed throughout the devising process 2. Connect your research material/s to key stages in the development process and to performance outcomes 3. Evaluate how your chosen role/s emerged and developed from initial ideas through to the final performance 4. Analyse how your contribution was influenced by the selected theatre practitioner and/or theatre makers, and the impact live theatre has had on your own practical work 5. Discuss how social, historical and cultural context has impacted on your work 6. Evaluate the creative choices you made and whether or not they were successful in performance. <p>Word Count: 2500-3000</p>	<p>A02 Apply theatrical skills to realise artistic intentions in live performance (Performance) Performers - Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance. Designers - Students are assessed on how they apply DESIGN skills in a live performance and with a Design Portfolio.</p> <p>Portfolio: AO1: Creating and developing ideas to communicate meaning as part of theatre-making process AO1: Making connections between dramatic theory and practice AO4: Analysing and evaluating their own work</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Attend an after school run through for feedback to support your final piece • Complete your Devising Portfolio (Students will have a lesson on each question and have time to complete at home) <p>Optional – Y12 Enrichment opportunities</p> <ul style="list-style-type: none"> • Become a Drama Leader and support the running of VIBE Drama Club once a week • Become a Drama Mentor for Y10 or Y11 GCSE Drama • Attend a break time Rehearsal club with your group • Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> • Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <p>Join a Drama club outside of school</p>
<p>Autumn 1/2 Summer 1/2</p>	<p>Component 3 Theatre Makers Section B Colder than Here Laura Wade This unit of work focuses on preparing students for Section B of the written exam. In the exam students will be given an extract from the play and they will need to answer TWO questions from the perspective of a:</p>	<p>The assessment framework is based on the following: A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Scene-by-scene Summary • Themes mood board • SCHPContext resource • Performer Language revision resource

	<ul style="list-style-type: none"> • Performer (18 Mark) • Designer (18 Mark) <p>Students will have an opportunity to read the play. The lessons will explore the plot, characters and themes and focus on the Drama terminology needed in the written responses for both Performers and Designers. Students will also explore the context of when the play and study practitioners such as Stanislavski and Laban to explore their ideas for the play. Students will have the opportunity to practice some exam style questions. Students will have the opportunity to practice some exam style questions to develop their independence as they work towards the Progress Exams.</p>	<p>A04 Analyse and evaluate their own work and the work of others</p>	<ul style="list-style-type: none"> • DIRT task based on feedback on performer question • Designer Language Revision Resource (Costume, Set, Lighting, Sound) • DIRT task based on feedback on the designer question • Practitioner research • Scene-by-scene Design Concept <p>Revision</p> <ul style="list-style-type: none"> • Colder than Here by Laura Wade Oberon Modern Plays ISBN 9781840024715 • Practice Questions <p>Optional – Y12 Enrichment opportunities</p> <ul style="list-style-type: none"> • Become a Drama Leader and support the running of VIBE Drama Club once a week
<p>Summer 2</p>	<p>Component 2 Text in Performance</p> <p>This unit of work focuses on the practical performance exam which will be assessed in Year 13 by a visiting examiner from the exam board. There are two areas of focus.</p> <p>1) A monologue or a duologue performance/design realisation from one key extract from one performance text.</p> <p>2) A group performance/design realisation of one key extract from a different performance text.</p> <p>Students may complete this component either as a performer or as a designer or combine these roles. The design roles are: Costume, Set, Lighting or Sound Design.</p> <p>A key extract is defined as a scene or a moment that is significant to the text as a whole and at least 10 minutes in length when performed.</p>	<p>The assessment framework is based on the following:</p> <p>A02 Apply theatrical skills to realise artistic intentions in live performance (Performance)</p> <p>Performers - Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance.</p> <p>Designers - Students are assessed on how they apply DESIGN skills in a live performance and with a Design Portfolio.</p> <p>PERFORMER Written Intentions</p> <ol style="list-style-type: none"> 1. What role are you playing? 	<p>Homework Tasks – Resources to support on Go4Schools/Teams</p> <ul style="list-style-type: none"> • Written Intentions • HL Performers – Learn your lines for your performance <ol style="list-style-type: none"> 1. Write your lines out 5x for each line. Cover them up and see if you can re-write it without looking. REPEAT. REPEAT. REPEAT. 2. Divide the script into sections. For each section read your lines out loud exactly how you are going to deliver them. Do this x3 times and then cover them up and see if you can say the lines without looking. REPEAT. REPEAT. REPEAT. 3. Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practice remembering their

	<p>Designers will be allocated a suitable group depending on their Design Choice</p> <p>Timing Requirements – Monologue 2-3 minutes Duologue 5-6 minutes Group 3-4 20-30 minutes Group 5-6 35-45 minutes</p>	<ol style="list-style-type: none"> 2. What is happening to your character(s) in the key extract? 3. How does the key extract relate to the context of the whole play? 4. What are your character's objectives/motivations/feelings? 5. How are you interpreting this character(s) in performance? (i.e. vocal, physical, communication of intent) <p>DESIGNER Written Intentions</p> <ol style="list-style-type: none"> 1. What design role are you fulfilling? 2. What is your central design concept in the key extract? 3. How does the key extract relate to the context of the whole play? 4. How have you interpreted this key extract through your design? 5. What are you hoping to communicate to the audience? 	<p>own part. REPEAT. REPEAT. REPEAT. Now try and do it without.</p> <ol style="list-style-type: none"> 4. Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement, or is added to the piece during blocking. <ul style="list-style-type: none"> • HL Designers – Complete your Designer Portfolio for your performance
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