

Guided learning hours: 1 hour per week (years 7 to 9), 2 hours per week (year 10), 2 hours 50 minutes (averaged) per week (year 11), 5 hours per week (years 12 and 13)

The broad aims of the drama curriculum in Years 7 to 13 are to:

- develop an interest in why drama matters
- work imaginatively and creatively in a collaborative context to generate, develop and communicate ideas
- learn about social, historical and cultural influences on drama texts
- develop competence in a range of practical, creative and performance skills
- go to the theatre and discuss and write about the experience
- take part in staging performances

The work suggested for each half term is a guide and may change depending on the dynamic and focus of the group. The play texts listed will be used as necessary, usually only using selected scenes, except when the whole script needs to be studied for the GCSE and A-Level examinations. Throughout the course, students are encouraged to work collaboratively, with focus and commitment to the group as a whole.

A process journal will be an integral part of each lesson and homework. In this, students react creatively to work undertaken in class and develop a portfolio of ideas, facts, cuttings and illustrations which can be drawn on at a later stage as stimuli or information.

There is no one lesson style. Students will encounter a variety of approaches which will include:

- an introduction to and explanation of the aims of the lesson
- warm-up exercises or games
- presentations on specific theatrical techniques and individuals, both teacher-led and student-led
- focused group activities
- study of play scripts or of individual scenes
- writing of appropriate text, including scripts
- personal research, for example into historical styles of theatre
- plenary discussions and use of the process journal to consolidate work undertaken or to incorporate some self-assessment
- follow-up homework activities

Drama is by its very nature amenable to supporting a diverse range of students, including those with specialist educational needs. As students work in groups throughout all years of the course, staff can direct students to work alongside appropriate members of the group to support their individual learning. Students will also work with all members of their cohort in order to develop skills in working with diverse and challenging individuals. Throughout GCSE and A-Level years, students will also be encouraged to develop good time-management and organisational skills in order to manage self-directed rehearsals.

Year 7

<i>Time-line</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Year 7, term 1:				
Week 1, Autumn Term	<i>Introduction to Drama</i> Introduction to the course, use of process journal, discussion about respect and rules of the space and how to work as a group.	PowerPoint presentation (Introduction to Drama) Process Journals/Folders to hand to students	N/A	N/A
First Half of Autumn Term	<i>Greek Theatre</i>	PowerPoint presentation (Greek Theatre)	Knowledge confirmation homework sheets	Differentiated guidance on note-making; differentiated assignment

	<ul style="list-style-type: none"> • The origins of Greek theatre • The layout of a Greek amphitheatre • Conventions in Greek theatre • Masks – design – implications on stage • The role of the Chorus/choral speaking • Greek heroes and heroines • Greek myths 	<p>Masks (Trestle Masks and blank templates)</p> <p>http://www.rhinegold.co.uk/downloads/catalogue_supporting_materials/TD1%20AU1%20Greek%20theatre%20resources.pdf</p>	<p>Adaptation of Greek myth for performance (written followed by practical)</p>	<p>of research topics and homework tasks (SEN/EAL)</p> <p>More in-depth adaptation of Greek myth (GAT)</p> <p>Mixed ability groups for preparation and presentation of class tasks.</p>
Second Half of Autumn Term	<p><i>An introduction to improvisation and role-play</i></p> <p>Themes: bullying / friendship / tolerance / conflict</p> <ul style="list-style-type: none"> • Group building and trust exercises • Developing a situation from a theme • Still image as a starting point for drama • Thought tracking • Developing an improvisation into a script • Stage fighting – some basic techniques 	<p><u>Lord of the Flies</u> (Golding adapt. Williams)</p> <p><u>Games and After Liverpool</u> (Saunders)</p>	<p>Improvisation skills/creativity</p> <p>Link to PSHE topics</p> <p>Physical skills (performance and stage combat)</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Extended physical activities; challenging improvisation to push further (GAT)</p> <p>Mixed ability groups for preparation and presentation of class tasks.</p>
Year 7, term 2:				
First Half of Spring Term	<p><i>Monologues and Directing</i></p> <ul style="list-style-type: none"> • Emphasis on voice work using warm-up exercises and voice games • Delivering a monologue • Understanding the role of the Director • How to direct a scene 	<p>PowerPoint Presentation (Vocal Skills, Monologues and Directing)</p> <p>Possible monologues:</p> <p>http://www.monologuearchive.com/children.html</p> <ul style="list-style-type: none"> • Alice in Wonderland • Peter Pan • A Midsummer Night's Dream (Puck) • Tom Sawyer Abroad <p>Possible poems for individual work:</p> <p><u>Jabberwocky</u> (Carroll)</p> <p>Scenes for Directing</p> <p><u>The Lion, The Witch and the Wardrobe</u></p>	<p>Students perform monologues (self-critical analysis and critique of peers)</p> <p>Development of vocal skills (link to musical performance/concert presentation)</p>	<p>Mixed ability groups for preparation and presentation of directing tasks.</p> <p>EAL learners are given support and appropriate selection of text according to ability. Liaison with EAL specialist in run-up to the assessment.</p> <p>More demanding monologues provided to GAT students</p>
Second Half of Spring Term	<p><i>Updating Fairy Tales/Introduction to Devising and Script Writing</i></p> <ul style="list-style-type: none"> • Dramatising a fable / fairy-tale / myth • Narrating • Adapting/Updating stories • Script Composition 	<p>PowerPoint Presentation (Updating Fairy Tales; Introduction to Devising)</p> <p>Greek Mythology</p> <p><u>Arabian Nights</u> (Cooke)</p> <p><u>Beauty and the Beast</u> (Disney) opening narrative</p> <p><u>Revolt Rhymes – Little Red Riding Hood and the Wolf</u> (Dahl)</p>	<p>Development of script writing skills</p> <p>Development of adaptation skills (link to arranging music, particularly for first-study composers)</p>	<p>Mixed ability groups for preparation and presentation of group tasks.</p> <p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden</p>

				horizons and not settle for basic initial ideas but instead develop much further
Year 7, term 3:				
Entire Summer Term	<p><i>Radio Plays</i></p> <ul style="list-style-type: none"> • Roles and Responsibilities • Structuring a script • Performing through Voice • Foley and Scoring • Recording Skills <p>As part of the Composition Competition, the year 7s will aim to write and record their own radio play that they will score and perform as part of a performance at the end of term. Should this not be feasible with a particular year group, they will instead revert to a separate composition-based project and a standalone radio play</p>	<p>PowerPoint Presentation (Radio Plays)</p> <p><u>Chris Conway Rocket Racer Jonesy</u> (Tom Wells) https://www.youtube.com/watch?v=gXclYE7O-CY https://www.youtube.com/watch?v=U_tqB4IZvMk</p> <p>Assorted household materials for exploration of the work of Foley artists</p>	<p>Assessed performance of radio plays</p> <p>Development of vocal skills in recording (use of school recording studio)</p> <p>Possible link to PSHE should students choose to develop a play along specific themes</p>	<p>Mixed ability groups for preparation and presentation of radio play.</p> <p>EAL learners are given support in the group and ensuring they are not left out of the process.</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>

Year 8

<i>Time-line</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Year 8, term 1:				
Week 1, Autumn Term	<p><i>Introduction to Drama</i></p> <p>Introduction to the course, use of process journal, discussion about respect and rules of the space and how to work as a group.</p>	<p>PowerPoint presentation (Introduction to Drama)</p> <p>Process Journals/Folders to hand to students</p>	N/A	N/A
First Half of Autumn Term	<p><i>An introduction to Commedia dell'Arte</i></p> <ul style="list-style-type: none"> • Historical perspective • Stock characters • Improvisation • Lazzi and Physical Comedy • Masks in other theatrical traditions (Noh / Balinese) 	<p>PowerPoint presentation (Commedia dell'Arte)</p> <p>Improvisation model for practical work: <u>The Haunted House</u> https://sites.google.com/site/italiancommedia/plays-and-scenari/the-haunted-house/</p>	<p>Knowledge confirmation homework sheets</p> <p>Development of Physical Comedy skills</p> <p>Understanding of stock characters and their appropriateness and longevity</p>	<p>Differentiated guidance on note-making; differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>More in-depth adaptation of Commedia characters and lazzi (GAT)</p> <p>Mixed ability groups for preparation and presentation of class tasks.</p>
Second Half of Autumn Term	<p><i>An introduction to Melodrama and Pantomime</i></p> <ul style="list-style-type: none"> • Melodrama Tropes • Stereotypes in drama • The use of music in the theatre • Devising Melodrama to music • Introduction to Pantomime 	<p>PowerPoint presentation (Introduction to Melodrama; Introduction to Pantomime)</p> <p><u>Music Hall Miscellany</u> (ed. Kilgarriff) Y7 work on Updating Fairy Tales <u>The Great Train Escape</u> (Fonseca)</p>	<p>Understanding of the historical development of theatre</p> <p>Creation of assessed piece of Pantomime including script writing, character development and showing an understanding of the form</p>	<p>Differentiated guidance on note-making; differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic</p>

	<ul style="list-style-type: none"> History and Development of the form Character and Story 			<p>initial ideas but instead develop much further</p> <p>Mixed ability groups for preparation and presentation of class tasks.</p>
Year 8, term 2:				
First Half of Spring Term	<p><i>Physical Theatre</i></p> <ul style="list-style-type: none"> Using your body creatively Physical Theatre Machines Working with others physically Chair Duets 	Frantic Assembly (Chair Duet Challenge)	<p>Development of physical theatre skills</p> <p>Expanding creativity, thinking outside the box, understanding and creating abstract representations of simple concepts</p> <p>Developing trust in their peers</p>	<p>Mixed ability groups for preparation and presentation of physical tasks.</p> <p>For duet work students will be paired according to ability, height (if appropriate) with an awareness of any SEN requirements for physical contact</p> <p>More demanding tasks provided to GAT students, extension of Chair Duets, challenging creativity of abstract concept development</p>
Second Half of Spring Term	<p><i>Understanding and interpreting a script</i></p> <ul style="list-style-type: none"> Character / Plot Pace Climax and anti-climax Symbolism Mime Set, costume and music design <p><i>Monologue Slam</i></p> <ul style="list-style-type: none"> Working on Shakespearean monologues for performance in class Possible external (to other staff) competitive performance depending on specific year group 	<p>PowerPoint presentation (Understanding Script Work)</p> <p><u>Love and Information</u> (Churchill)</p> <p>Monologues from:</p> <p><u>The Tempest</u></p> <p><u>A Midsummer Night's Dream</u></p> <p><u>Twelfth Night</u></p> <p><u>Romeo and Juliet</u></p> <p><u>Macbeth</u></p>	<p>Extended developing of script writing skills (building on skills learnt in year 7)</p> <p>Developing understanding of non-naturalistic theatrical forms</p> <p>Understanding of technical elements necessary for script development into performance</p> <p>Developing performance skills using unfamiliar language but still communicating meaning</p> <p>Understanding Shakespearean language (link to English Department)</p> <p>Assessment of monologues by peers and by teacher/external if appropriate</p>	<p>Mixed ability groups for preparation and presentation of group tasks.</p> <p>Mixed ability groups for preparation and presentation of script writing tasks.</p> <p>Differentiated assignment of script writing tasks (SEN/EAL)</p> <p>Differentiated allocation of monologues (SEN/EAL)</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>
Year 8, term 3:				
Entire Summer Term	<p><i>Creating a play with music (with composition department) or Devising*</i></p> <ul style="list-style-type: none"> Effective script writing Developing a character Climax and anti-climax 	<p>PowerPoint presentation (Introduction to Devising)</p> <p>Possible themes for stimulus:</p> <ul style="list-style-type: none"> Moral dilemma Friendship 	<p>Assessed performance of performances</p> <p>Assessment of vocal and physical skills</p> <p>Developing devising skills, enhancing creativity and seeing ideas through development to performance</p>	<p>Mixed ability groups for preparation and presentation of performances.</p> <p>Possibility of whole group working together if appropriate, size of group dependent on cohort</p>

	<ul style="list-style-type: none"> • Story board • Cross-cutting • Sound Effects and Orchestration <p>*should the play-writing task not be feasible for a specific year group, they will instead work on devising their own pieces</p>	<ul style="list-style-type: none"> • Young and Old • Charity Begins at Home • Musicians in Society 	<p>Possible link to PSHE should students choose to develop a play along specific themes</p> <p>Possible link to Composition Department if appropriate for the cohort</p>	<p>EAL learners are given support in the group and ensuring they are not left out of the process.</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>
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Year 9

<i>Time-line</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Year 9, term 1:				
Week 1, Autumn Term	<p><i>Introduction to Drama</i></p> <p>Introduction to the course, use of process journal, discussion about respect and rules of the space and how to work as a group.</p>	<p>PowerPoint presentation (Introduction to Drama)</p> <p>Process Journals/Folders to hand to students</p>	N/A	N/A
First Half of Autumn Term	<p><i>An introduction to Brecht</i></p> <ul style="list-style-type: none"> • Reaction to naturalism • Bertolt Brecht – views on theatre and politics • Getting rid of the fourth wall • Extracts from various plays by Brecht • Verfremdungseffekt • Symbols in drama • Episodic structure • Agit-Prop Theatre <ul style="list-style-type: none"> ○ Joan Littlewood and Theatre Workshop 	<p>PowerPoint presentation (Introduction to Brecht)</p> <p><u>Mother Courage</u> (Brecht)</p> <p><u>The Elephant Calf</u> (Brecht)</p> <p><u>Oh! What A Lovely War</u> (Littlewood/Theatre Workshop)</p>	<p>Understanding of the role of Brechtian theatre in influencing theatre in the 20th and 21st Centuries</p> <p>Developing an understanding of non-naturalistic techniques</p> <p>How to use verfremdungseffekt in performance</p> <p>Understanding how political views influence theatre and the effect of theatre on the masses</p>	<p>Differentiated guidance on note-making; differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>More in-depth research and application of Brechtian techniques (GAT)</p> <p>Mixed ability groups for preparation and presentation of class tasks.</p>
Second Half of Autumn Term	<p><i>Working with a script</i></p> <ul style="list-style-type: none"> • Christmas Football scene • Choreography (depending on group) • Rehearsal techniques - the role of the director • Designing costumes • Designing a set • Creating music <p><i>Investigating a theme (War)</i></p> <ul style="list-style-type: none"> • Using stimuli to create drama • Newspaper reports • Poetry • Documentary films • Soldiers' diaries 	<p><u>Oh! What A Lovely War</u> (Littlewood/Theatre Workshop)</p> <p>War Poetry (Sassoon, Owen etc.)</p> <p>BBC Archives</p>	<p>Understanding the role of the director (building on work done in years 7 and 8)</p> <p>Applying Brechtian techniques to performance</p> <p>Understanding the role of a designer in the creative process</p> <p>Understanding technical terminology (assessed in-class)</p> <p>Link to History Department (where appropriate)</p> <p>Link to Music Department (using music in performance)</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Differentiated groups where appropriate during design tasks</p> <p>Mixed ability groups for performance work</p> <p>Extended physical activities; challenging performances to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)</p>

Year 9, term 2:				
First Half of Spring Term	<p><i>Theatre in Education</i></p> <ul style="list-style-type: none"> • What is TIE? • Communicating with specific audiences • Didactic performance • Devising a short piece of TIE 	<p>PowerPoint Presentation (Theatre in Education) BBC Bitesize – Theatre in Education</p>	<p>Strong links to PSHE (liaise with PSHE specialists for appropriate topics for the specific cohort at that time) in approaching topics to explore through performance</p> <p>Developing an understanding of the role of the audience</p> <p>Understanding the role of theatre as an educational tool</p>	<p>Mixed ability groups for preparation and presentation of TIE tasks.</p> <p>EAL learners are given support and appropriate supervision to ensure appropriate participation</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>
Second Half of Spring Term	<p><i>Shakespeare in Performance</i></p> <ul style="list-style-type: none"> • Introduction to the man and his works • Exploration of Language • Performing comedy • Updating the text 	<p>PowerPoint Presentation (Shakespeare)</p> <p><u>The Compleat Works of William Shakespeare</u> (Reduced Shakespeare Company) – Romeo and Juliet section works well</p> <p>Possible visit to The Globe Theatre</p>	<p>In-class assessment of knowledge and understanding followed up with homework sheets</p> <p>Development of comedy performance skills</p> <p>Exploration of unfamiliar language and the skills needed to present this to an audience unfamiliar with the work</p>	<p>Mixed ability groups for preparation and presentation of performance tasks.</p> <p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>
Year 9, term 3:				
Entire Summer Term	<p><i>Different Performance Spaces</i></p> <ul style="list-style-type: none"> • Audience Configurations • Promenade Performance • Site Specific Performance • Devising and performing outside <p>Culminates in an outdoor performance of a devised piece in small groups</p>	<p>PowerPoint Presentation (Audience Configurations; Site Specific Performance)</p> <p>Different Performance Spaces around the school building</p>	<p>Assessed performance of site specific performance</p> <p>Development of physical and vocal skills required when performing in an open air space</p> <p>Possible link to PSHE should students choose to develop a play along specific themes</p>	<p>Mixed ability groups for preparation and presentation of site specific performance</p> <p>EAL learners are given support in the group and ensuring they are participating appropriately</p> <p>GAT students placed in a directorial/leadership role; challenging students to broaden horizons and not settle for basic initial ideas but instead develop much further</p>

GCSE

Examination specification:

Edexcel GCSE Drama and Theatre (2016)

(https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)

Main textbook(s) / set texts / resources in brief summary:

GCSE Drama (Pearson) textbook, *DNA* (Dennis Kelly)*

Guided learning hours:

2 hours per week (year 10), 2 hours 50 minutes (averaged) per week (year 11)

*it should be noted that there are other texts available to study as detailed below (Year 10, term 3) and is subject to change depending on cohort. However, most cohorts find *DNA* the most appropriate text to study

<i>Time-line</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Year 10, term 1:				
Week 1, Autumn Term	<i>Introduction to Drama</i> Introduction to the course, use of process journal, discussion about respect and rules of the space and how to work as a group.	PowerPoint presentation (Introduction to Drama) Process Journals/Folders to hand to students	N/A	N/A
First Half of Autumn Term	<i>Group Development and Introduction</i> <ul style="list-style-type: none"> What is drama? – an exploration of the drama medium <i>Costume; masks and make-up; sound and music; lighting; space and levels; set and props; movement, mime and gesture; voice; spoken language.</i> Using different explorative strategies <i>Still image; thought tracking; narrating; hot-seating; role-play; cross-cutting; forum theatre; marking the moment.</i> Working together and developing trust in each other 	PowerPoint Presentations as appropriate <u>Alarms and Excursions</u> (Frayn) <u>The Scream</u> (Munch) <u>Chatroom</u> (Walsh)	Research skills. Group performance skills. Ensuring all students have the same grounding in basic theatrical and rehearsal techniques	Differentiated assignment of research topics and homework tasks (SEN/EAL) Appropriate encouragement and support during individual tasks (SEN/EAL) Differentiated groups where appropriate during design tasks Mixed ability groups for performance work Extended physical activities; challenging performances to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)
Second Half of Autumn Term	<i>Theatrical practitioners</i> <ul style="list-style-type: none"> Brecht Stanislavski Artaud <i>Further Development</i> <ul style="list-style-type: none"> An exploration of the elements of drama <i>Action, plot and content; forms; climax and anti-climax; rhythm, pace and tempo; contrasts; characterisation; conventions; symbols.</i> Developing skills in recording and assessing own work <i>Analysis; evaluation; criticism; recording and discarding; referencing; exemplar work; finding suitable examples</i> 	Exercises: Le Coq's <i>La Rose des Efforts</i> Heathcote's <i>Layers of Meaning</i> Satnislavski's <i>Crossing the Space</i> Cecily Berry's <i>Punctuation Shift</i> Laban's <i>Efforts</i> <u>Totally Over You</u> (Ravenhill) Glossary of terms	Developing skills in recording and assessing own work Understanding the role of the practitioner in theatre Development of physical and vocal skills in performance	Differentiated assignment of research topics and homework tasks (SEN/EAL) Appropriate encouragement and support during individual tasks (SEN/EAL) Differentiated groups where appropriate during design tasks Mixed ability groups for performance work Extended physical activities; challenging performances to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)
Year 10, term 2:				
Entire Spring Term	<i>Component 1: Devising</i>	PowerPoint Presentation (Introduction to Devising)	Developing creativity and trust in own ideas; development of ideas from creation to performance	Mixed ability groups for preparation and presentation of class tasks.

	<ul style="list-style-type: none"> Introduction to the component requirements, timetable and portfolio Introduction to devising Working with stimuli <i>Poetry; artefacts; music; play scripts; live theatre performances; television film, DVD, video; newspaper and magazine articles; extracts from literary fiction and non-fiction.</i> Creating a portfolio Developing assessed piece 	<u>The Laramie Project</u> (Kaufmann) <u>Burn</u> (Gearing) <u>Vinegar Tom</u> (Churchill) <i>Additional Development</i> <ul style="list-style-type: none"> Visit to theatrical venue (Globe?) or theatrical museum (V&A?) Theatre visit – a visit to a live performance followed by a critical written response – practice 	<p>Developing a critical eye for detail</p> <p>Understanding the importance of making an appropriate record of the work done</p> <p>Developing critical written analytical skills</p>	<p>Appropriately differentiated groups to ensure they achieve the most appropriate grades in the assessed performance in term 3</p> <p>EAL learners are given support in developing appropriate roles according to ability. Liaison with EAL specialist in run-up to the assessment as required.</p>
Year 10, term 3:				
First Half of Summer Term	<i>Component 1: Devising – Assessment</i> <ul style="list-style-type: none"> Performances are finalised and performed JZS to assess work Work is analysed and evaluated in portfolio 	Edexcel exemplar portfolios Glossary of terms	Assessed performance in line with Edexcel specification (internal assessment)	Support for EAL/SEN/GAT students as appropriate to the task within the constraints of the specification requirements
Second Half of Summer Term	<i>Understanding and interpreting a play script</i> <ul style="list-style-type: none"> Plot / themes / character The playwright's intentions Theatrical devices used Making choices about performance <i>Choosing a text for Component 3A</i> <ul style="list-style-type: none"> Look at various texts available Decide on text for Component 3 Overview of chosen text Practical exploration of text 	Set Texts (from specification): <u>An Inspector Calls</u> (Priestly) <u>The Crucible</u> (Miller) <u>The Government Inspector</u> (Gogol) <u>Twelfth Night</u> (Shakespeare) <u>1984</u> (Orwell, Icke and Macmillan) <u>Blue Stockings</u> (Swale) <u>DNA</u> (Kelly) <u>Dr Korczak's Example</u> (Greig) Glossary of terms	<p>Understanding play texts</p> <p>Developing an understanding of personal skills and affinity to certain texts</p> <p>Working with text in performance</p> <p>Understanding subtext and character in text work</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Appropriate encouragement and support during individual tasks (SEN/EAL)</p> <p>Mixed ability groups for design and performance work</p> <p>Extended written tasks; challenging ideas and concepts to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)</p>
Year 11, term 1:				
First Half of Autumn Term	<i>Component 3: Theatre Makers in Practice</i> <ul style="list-style-type: none"> Continue work from Y10 (Term 3b) on set text Develop skills for interpreting the text <i>As director; as performer; as designer</i> Technical Theatre <i>Lighting; sound; costume; set; props</i> Live Theatre visit and evaluation 	Text as chosen above (usually <u>DNA</u> (Kelly)) Glossary of terms	<p>Enhancing understanding of the set text in performance</p> <p>Developing more advanced technical knowledge and use of appropriate terminology'</p> <p>Developing appropriate critical skills in assessing performance and appreciating theatre from an educational point of view</p> <p>Developing more nuanced understanding of the relationship</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Appropriate encouragement and support during individual tasks (SEN/EAL)</p> <p>Mixed ability groups for design and performance work</p> <p>Extended written tasks; challenging ideas and concepts to push further; extended rehearsal techniques;</p>

	<ul style="list-style-type: none"> Evaluation notes prepared for exam 		between actor, director, designer and audience	enhanced technical knowledge and attention to detail encouraged (GAT)
Second Half of Autumn Term	<p><i>Component 2: Performance from Text</i></p> <ul style="list-style-type: none"> Working from a script How to rehearse effectively Begin working on selected performance extracts Rehearsals begin for assessed performance 	Various texts as appropriate, subject to the constraints of the specification	<p>Developing more advanced performance skills (physical and vocal)</p> <p>Interpreting scripts in performance</p> <p>Developing characterisation and sustaining it across a piece</p> <p>Understanding how plays develop over time</p>	<p>Appropriately differentiated groups to ensure they achieve the most appropriate grades in the assessed performance in term 2</p> <p>Support for EAL/SEN/GAT students as appropriate to the task within the constraints of the specification requirements</p>
Year 11, term 2:				
First Half of Spring Term	<p><i>Component 2: Performance from Text - Assessment</i></p> <ul style="list-style-type: none"> Rehearsals continue Performances are finalised and performed Externally examined <p><i>Date to be confirmed with Edexcel examiner, ideally at end of this half term or shortly after break</i></p>	Performance texts as worked on in term 1	Assessed performance in line with Edexcel specification (external assessment)	Support for EAL/SEN/GAT students as appropriate to the task within the constraints of the specification requirements
Second Half of Spring Term	<p><i>Component 3: Theatre Makers in Practice cont.</i></p> <ul style="list-style-type: none"> Revision of set text exploration (Component 3A) Sample examination questions Working on specific extracts Revision of Live Theatre visit evaluation and finalising of 500 work (max.) notes for exam Possible second theatre visit and mock exam essay if necessary <p><i>Component 1: Devising – Portfolio</i></p> <ul style="list-style-type: none"> Final draft submission and editing of Component 1 portfolio completed and final submission for internal marking completed by end of term 	<p>Text as chosen in term 3 of year 10 and studied further in term 1 of year 11 (usually <u>DNA</u> (Kelly))</p> <p>Glossary of terms</p>	<p>Enhancing understanding of the set text in performance</p> <p>Developing more advanced technical knowledge and use of appropriate terminology'</p> <p>Developing appropriate critical skills in assessing performance and appreciating theatre from an educational point of view</p> <p>Developing more nuanced understanding of the relationship between actor, director, designer and audience</p> <p>Developing more advanced written skills for written examination</p> <p>Honing written skills for portfolio (coursework)</p> <p>Assessment of portfolio in accordance with specification guidelines (internal assessment)</p>	<p>Appropriate support provided to SEN and EAL students with regards written work and time management in an exam setting</p> <p>Additional work and extension tasks provided to GAT students</p>
Year 11, term 3:				
First Half of Summer Term	<p><i>Component 3: Theatre Makers in Practice - Exam</i></p> <ul style="list-style-type: none"> Revision as required 	Glossary of terms	Honing written examination skills	Appropriate support provided to SEN and EAL students with regards written work and time management in an exam setting

	<ul style="list-style-type: none"> Examination in May/June (date to be confirmed) Writing of 500-word exam notes <p>Additional Information Component 1 submission to be completed by 15 May</p>			Additional work and extension tasks provided to GAT students
Second Half of Summer Term	<p><i>Final Written Exam</i></p> <ul style="list-style-type: none"> Support as appropriate 	Glossary of terms	N/A	N/A

A-Level

Examination specification:

Edexcel A-Level Drama and Theatre Studies (2016)

(https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf)

Main textbook(s) / set texts / resources in brief summary:

A-Level Drama (Pearson) textbook, *Accidental Death of an Anarchist* (Dario Fo), *Lysistrata* (Aristophanes)*

Guided learning hours:

5 hours per week (in each year)

*it should be noted that there are other texts available to study as detailed in the specification and is subject to change depending on cohort. However, most cohorts find these to be the most appropriate texts to study

<i>Time-line</i>	<i>Subject topics</i>	<i>Resources / activities (including ICT)</i>	<i>Assessment & skills (including ICT)</i>	<i>SEN / EHC / EAL / Gifted & talented</i>
Year 12, term 1:				
Week 1, Autumn Term	<p><i>Introduction to Drama</i></p> <p>Introduction to the course, use of process journal, discussion about respect and rules of the space and how to work as a group.</p>	<p>PowerPoint presentation (Introduction to Drama)</p> <p>Process Journals/Folders to hand to students</p>	N/A	N/A
First Half of Autumn Term	<p><i>Practitioners and Practice</i></p> <ul style="list-style-type: none"> Initial work on how to work in a group, performance skills and general easing into the physical aspects of the course Introduction to various practitioners and theatrical styles. The following present a selection of possible studies, but this can and will vary depending on the group: <ul style="list-style-type: none"> Antonin Artaud Bertolt Brecht Steven Berkoff Agosto Boal Complicite Frantic Assembly Joan Littlewood Punchdrunk Konstantin Stanislavski Verbatim Theatre Physical Theatre Naturalism 	<p>PowerPoint Presentations (Practitioners)</p> <p>Appropriate materials as appropriate:</p> <ul style="list-style-type: none"> Trestle Masks Costumes Bamboo canes Balls/Beanbags Stimulus materials <p>Le Coq's <i>La Rose des Efforts</i> Heathcote's <i>Layers of Meaning</i> Satnislavski's <i>Crossing the Space</i> Cecily Berry's <i>Punctuation Shift</i> Laban's <i>Efforts</i> Artaud's <i>The Theatre of Cruelty</i> Berkoff's <i>The Empty Space</i> Grotowski's <i>Towards a Poor Theatre</i> <i>Theatre Makers of the Avant Garde</i></p> <p>Other texts as found in the departmental library</p> <p>Glossary of terms</p>	<p>Research skills.</p> <p>Group performance skills.</p> <p>Ensuring all students have the same grounding in basic theatrical and rehearsal techniques</p> <p>Developing skills in recording and assessing own work</p> <p>Understanding the role of the practitioner in theatre</p> <p>Development of physical and vocal skills in performance</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Appropriate encouragement and support during individual tasks (SEN/EAL)</p> <p>Differentiated groups where appropriate during design tasks</p> <p>Mixed ability groups for performance work</p> <p>Extended physical activities; challenging performances to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)</p>

	<ul style="list-style-type: none"> If possible, an initial Live Theatre visit and evaluation 			
Year 12, term 2:				
Entire Spring Term	<p>Component 3: Theatre Makers in Practice</p> <ul style="list-style-type: none"> Introduction to set texts for the course. Currently we use the following, though a review will take place once the group is known: <ul style="list-style-type: none"> <i>Accidental Death of an Anarchist</i> (Dario Fo) – Section B <i>Lysistrata</i> (Aristophanes) – Section C Introduction to technical skills <ul style="list-style-type: none"> <i>Lighting, Costume, Sound, Set Design, Props and Furniture</i> Practical exploration and study of Section B text, with a focus on how to perform the text <ul style="list-style-type: none"> Emphasis on physical and vocal skills Practical exploration and interpretation of Section C text in light of one theatre practitioner <ul style="list-style-type: none"> Exploration of the text in light of various practitioners initially until the abilities and affinities of the cohort are better understood 	<p><u>Accidental Death of an Anarchist</u> (Fo) <u>Lysistrata</u> (Aristophanes)</p> <p>Practitioner texts as appropriate</p> <p>A-Level Specification</p> <p>Glossary of terms</p> <p>Possible visit to Aldenham School theatre for an introduction to technical equipment</p>	<p>Enhancing understanding of the set texts in performance</p> <p>Evaluating the role of practitioners in developing theatre</p> <p>Developing more advanced technical knowledge and use of appropriate terminology'</p> <p>Developing appropriate critical skills in assessing performance and appreciating theatre</p> <p>Developing more nuanced understanding of the relationship between actor, director, designer and audience</p> <p>Exploring texts practically rather than focusing on a literary approach</p> <p>Developing a detailed understanding of the work of one specified practitioner</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Appropriate encouragement and support during individual tasks (SEN/EAL)</p> <p>Mixed ability groups for design and performance work</p> <p>Extended written tasks; challenging ideas and concepts to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)</p>
Year 12, term 3:				
Entire Summer Term	<p><i>Component 1: Devising</i></p> <ul style="list-style-type: none"> Introduction to Devising Working with a stimulus For A-level, the stimulus must be taken from a published play text Students will devise an original performance piece, using one key extract from a performance text and a theatre practitioner as stimuli Groups of 3 – 6 students Student led, no teacher involvement Begin work on portfolio (submitted to board in May of Year 13) 2500 – 3000 words written work <i>or</i> 	<p>PowerPoint Presentation (Introduction to Devising)</p> <p><u>The Laramie Project</u> (Kaufmann) <u>Burn</u> (Gearing) <u>Vinegar Tom</u> (Churchill)</p> <p><i>Additional Development</i></p> <ul style="list-style-type: none"> Visit to theatrical venue (Globe?) or theatrical museum (V&A?) Theatre visit – a visit to a live performance followed by a critical written response – practice <p>Glossary of terms</p>	<p>Developing creativity and trust in own ideas; development of ideas from creation to performance</p> <p>Developing a critical eye for detail</p> <p>Understanding the importance of making an appropriate record of the work done</p> <p>Developing critical written analytical skills</p> <p>Understanding how one piece of theatre can influence and inspire another</p>	<p>Mixed ability groups for preparation and presentation of class tasks.</p> <p>Appropriately differentiated groups to ensure they achieve the most appropriate grades in the assessed performance in term 3</p> <p>EAL learners are given support in developing appropriate roles according to ability. Liaison with EAL specialist in run-up to the assessment as required.</p>

	<ul style="list-style-type: none"> Recorded video/verbal evidence of 12-14 minutes <i>or</i> A combination of the two (1250 – 1500 words and 6 – 7 minutes) <p><i>Additional Information</i> Internally assessed, ideally alongside Year 10 Devised pieces during Summer Term</p>		<p>Understanding how the work of a practitioner can be used in the devising process</p> <p>Honing physical and vocal performance skills</p> <p>Assessed in line with Edexcel specification (internal assessment)</p>	
Year 13, term 1:				
First Half of Autumn Term	<p><i>Component 1 (Continued)</i></p> <ul style="list-style-type: none"> Continue work on Portfolio, with submission for internal marking by December Individual work, likely using one session a week for dedicated writing as appropriate <p><i>Component 3 (Recap)</i></p> <ul style="list-style-type: none"> Touch base on both set texts, with some initial essay practice <p><i>Component 2: Text in Performance</i></p> <ul style="list-style-type: none"> Work on vocal skills and text interpretation Use of different monologues to try skills out in practice Choosing monologues for performance Choosing group pieces and initial rehearsals before Christmas holiday <p><i>Additional Information</i></p> <ul style="list-style-type: none"> Live Theatre visit and evaluation must be completed during Term 1 or Term 2 of Year 13 Evaluation notes prepared for exam 	<p><u>Accidental Death of an Anarchist (Fo)*</u> <u>Lysistrata (Aristophanes)*</u></p> <p>Practitioner texts as appropriate</p> <p>A-Level Specification</p> <p>Glossary of terms</p> <p>Estill Voice Model</p> <p>Glossary of terms</p> <p><i>*assuming these are the chosen texts from term 2 (Year 12)</i></p>	<p>Enhancing understanding of the set text in performance</p> <p>Developing more advanced technical knowledge and use of appropriate terminology</p> <p>Developing more advanced performance skills (vocal and physical)</p> <p>How to engage an audience</p> <p>Developing appropriate critical skills in assessing performance and appreciating theatre from an educational point of view</p> <p>Developing more nuanced understanding of the relationship between actor, director, designer and audience</p>	<p>Differentiated assignment of research topics and homework tasks (SEN/EAL)</p> <p>Appropriate encouragement and support during individual tasks (SEN/EAL)</p> <p>Mixed ability groups for design and performance work</p> <p>Extended written tasks; challenging ideas and concepts to push further; extended rehearsal techniques; enhanced technical knowledge and attention to detail encouraged (GAT)</p>
Year 13, term 2:				
First Half of Spring Term	<p><i>Component 2: Text in Performance</i></p> <ul style="list-style-type: none"> In groups of 3 – 6 students, work on chosen extracts (one per group) Teacher-led rehearsals Continue work on monologues <p><i>Additional Information</i> Externally assessed by visiting examiner</p>	<p>Performance texts as worked on in term 1</p> <p>Glossary of terms</p>	<p>Assessed performance in line with Edexcel specification (external assessment)</p>	<p>Support for EAL/SEN/GAT students as appropriate to the task within the constraints of the specification requirements</p>
Second Half of Spring Term	<p><i>Component 3: Theatre Makers in Practice cont.</i></p> <ul style="list-style-type: none"> Revision of set text explorations 	<p><u>Accidental Death of an Anarchist (Fo)*</u> <u>Lysistrata (Aristophanes)*</u></p> <p>Practitioner texts as appropriate</p>	<p>Enhancing understanding of the set text in performance</p>	<p>Appropriate support provided to SEN and EAL students with regards written work and time management in an exam setting</p>

	<ul style="list-style-type: none"> • Sample examination questions • Working on specific extracts • Revision of Live Theatre visit evaluation and finalising of 500 work (max.) notes for exam • Possible second theatre visit and mock exam essay if necessary <p><i>Component 1: Devising – Portfolio</i></p> <ul style="list-style-type: none"> • Final draft submission and editing of Component 1 portfolio completed and final submission for internal marking completed by end of term 	<p>A-Level Specification</p> <p>Glossary of terms</p> <p><i>*assuming these are the chosen texts from term 2 (Year 12)</i></p>	<p>Developing more advanced technical knowledge and use of appropriate terminology</p> <p>Developing appropriate critical skills in assessing performance and appreciating theatre from an educational point of view</p> <p>Developing more nuanced understanding of the relationship between actor, director, designer and audience</p> <p>Developing more advanced written skills for written examination</p> <p>Honing written skills for portfolio (coursework)</p> <p>Assessment of portfolio in accordance with specification guidelines (internal assessment)</p>	<p>Additional work and extension tasks provided to GAT students as appropriate (may include additional sample papers, questions and other written tasks)</p>
Year 13, term 3:				
First Half of Summer Term	<p><i>Component 3: Theatre Makers in Practice - Exam</i></p> <ul style="list-style-type: none"> • Revision as required • Examination in May/June (date to be confirmed) <p>Additional Information Component 1 submission to be completed by 15 May</p>	Glossary of terms	Honing written examination skills	<p>Appropriate support provided to SEN and EAL students with regards written work and time management in an exam setting</p> <p>Additional work and extension tasks provided to GAT students as appropriate (may include additional sample papers, questions and other written tasks)</p>
Second Half of Summer Term	<p><i>Final Written Exam</i></p> <ul style="list-style-type: none"> • Support as appropriate 	Glossary of terms	N/A	N/A