

Overview:

Students will study a wide range of topics focussed on establishing a strong foundational understanding of theatrical skills, including both performance (scripted and devised) and design work (lighting, sound, set and costume). Students build knowledge of different historical styles of performance, including Elizabethan Theatre and Melodrama, developing short scripted performances in rehearsal and giving and receiving feedback on work-in-progress performances.

Careers in the Curriculum:

The topics covered will highlight links to careers in stage performance and stage design.

Term	Topic	Assessment
Aut1	Introduction to Acting <ul style="list-style-type: none"> Using vocal skills: pace, pitch, tone and volume Using physical skills: body language, facial expressions, gestures and gait Describing and analysing the use of vocal and physical skills Using a script and following stage direction Using proscenium arch staging 	<ul style="list-style-type: none"> Baseline assessment: Haunted House (staging a scripted performance)
Aut2	Introduction to Design <ul style="list-style-type: none"> Designing a costume: colour symbolism, fit and condition Designing a set: backdrops and flats Designing lighting: washes, spotlights and intensity Designing sound: underscoring and sound effects Applying design skills to a given brief (Frankenstein) 	<ul style="list-style-type: none"> Design work: Frankenstein (Creating a series of designs: costume design, set design and cue sheet to suit a given brief)
Spr1	Telling Tales <ul style="list-style-type: none"> Exploring dramatic techniques in performance: freeze frames, transitions, thought tracking, physical theatre, mime, choreography, narration, breaking the 4th wall Using 'in the round' staging Devising a performance from a stimulus 	<ul style="list-style-type: none"> A devised performance: re-telling a fairytale (Creating a devised performance using the dramatic techniques explored)
Spr2	Melodrama <ul style="list-style-type: none"> Exploring the history of Melodrama Understanding key stock characters: the hero, the heroine, the villain, the sidekick, the accomplice Developing vocal skills: accent and emphasis Developing physical skills: exaggeration and posture Exploring character status using levels 	<ul style="list-style-type: none"> A scripted performance: Mr Fox Strikes Again (Creating clear stock characters through the application of performance skills)
Sum1 and 2	Elizabethan Theatre and Shakespeare <ul style="list-style-type: none"> Who was Shakespeare and why do we study him? How was Elizabethan theatre different to modern theatre? Early Modern English: what is it? Exploring genre: comedy and tragedy The Globe Theatre and thrust staging. Reading and staging short extracts from: A Midsummer Night's Dream, Hamlet, The Tempest and Macbeth. Developing performances using: hot seating, proxemics, tension, atmosphere, soundscapes and choral speech and movement 	<ul style="list-style-type: none"> A scripted performance: Macbeth (Creating atmosphere in performance using the dramatic techniques explored)

Overview:

Students will study a variety of topics focussed on developing their baseline performance skills through the exploration of specific styles and genres of performance. Students develop their performance and design skills by studying a full length play, exploring extracts practically, and devising a range of short performances.

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Term	Topic	Assessment
Aut1	War Horse <ul style="list-style-type: none"> Study of a full play, engaging with the text practically through performance and design work. Exploring the importance of context Script annotation and rehearsal techniques (role on the wall) Introduction to puppetry Introduction to SFX Makeup Using promenade staging 	<ul style="list-style-type: none"> Scripted performance and annotated script with actor's notes
Aut2		
Spr1	Physical Theatre <ul style="list-style-type: none"> Exploring Commedia Dell'arte Using and recognising stock characters in performance Using and designing masks for performance Using body props Introduction to stage combat Developing and rehearsing combat routines for performance Exploring character motivation 	<ul style="list-style-type: none"> Choreographed stage combat performance
Spr2		
Sum1	Practitioners <ul style="list-style-type: none"> Introduction to Stanislavski, Brecht and Artaud Using practitioner inspired techniques in performance Devising a performance inspired by a practitioner and a fairytale. 	<ul style="list-style-type: none"> Devised performance
Sum2	Devising <ul style="list-style-type: none"> Exploring a range of stimuli for performance Working collaboratively to create a cohesive performance Planning a performance with narrative structure 	<ul style="list-style-type: none"> Devised performance

Overview:

Students explore topics in preparation for the GCSE course: realising design work practically, studying a full play, producing a written review and preparing an extract for performance, working collaboratively in groups. Students work to deepen their understanding of performance and design skills, applying them in practice.

Careers in the Curriculum:

The topics covered will highlight links to careers in stage performance and stage design.

Term	Topic	Assessment
Aut1	Advanced Design <ul style="list-style-type: none"> Designing a costume: fabric and practicalities Designing a set: scale and texture Designing lighting: focus and gobos Designing sound: Diegetic/non-diegetic sound and foley sound Designing puppets: shadow puppets Applying design skills to a given brief (Animal Farm) 	<ul style="list-style-type: none"> Realising a design in miniature
Aut2	Texts in Practice <ul style="list-style-type: none"> Working collaboratively to stage an extract from a play Taking responsibility for a role within a performance (either acting or design) Learning lines Critiquing and improving a performance addressing common mistakes 	<ul style="list-style-type: none"> Scripted performance (or design task)
Spr1	Blood Brothers <ul style="list-style-type: none"> Study of a full (previous GCSE) text. Introduction to the musical genre Exploring class, status and accent Recognising and using naturalistic and stylised performance features Understanding dramatic irony and foreshadowing Developing clear characterisation through rehearsal 	<ul style="list-style-type: none"> Scripted performance (or design task)
Spr2		
Sum1	Live Review <ul style="list-style-type: none"> Watching a full production Analysing and evaluating an actor's use of performance skills Analysing and evaluating design skills in set, costume, lighting and sound Producing a written response to a production 	<ul style="list-style-type: none"> Written response to a production
Sum2	Production Pitch <ul style="list-style-type: none"> Understanding the development process of a professional production Working collaboratively to plan a production Developing a pitch for a production to meet a given brief 	<ul style="list-style-type: none"> Pitch for a production

Overview:

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

Careers in the Curriculum:

The topics covered will highlight links to careers in stage performance and stage design.

Term	Topic	Assessment
Aut1	Introduction to GCSE <ul style="list-style-type: none"> Retrieval of acting and design skills Retrieval of key Practitioners work Introduction theatre roles and staging knowledge for Section A of the written exam 	<ul style="list-style-type: none"> Baseline performance and mock exam Section A questions
Aut2	Noughts and Crosses <ul style="list-style-type: none"> Consolidate contextual understanding: Students will be able to find out how the playwright, the social, historical, political and cultural contexts and the performance context inform the play Explore the play scene by scene: Students will be able to get insightful commentary and analysis of relevant events and themes while considering the implications on performance, direction and design Uncover theatrical possibilities: Students will be able to take a closer look at production concepts, characterisation, staging, lighting, sound, props, costume and more in light of the whole play 	<ul style="list-style-type: none"> Mock exam Section B questions
Spr1		
Spr2	Live Review <ul style="list-style-type: none"> Students will watch Billy Elliot (recorded production) and will explore the play's historical and social context Students will analyse and evaluate 3 key scenes from the production in depth, focussing on the development of character, character relationships and the actor/audience relationship Students will practise writing analytically under timed conditions 	<ul style="list-style-type: none"> Mock exam Section C question
Sum1	Devising <ul style="list-style-type: none"> Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance Students must draw on and demonstrate a practical understanding of the subject content listed in Knowledge and Understanding Students must develop their ability to: carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, and analyse and evaluate their own process of creating devised drama 	<ul style="list-style-type: none"> Work-in-progress performance
Sum2		

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Aut1	Devising <ul style="list-style-type: none"> Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance Students must draw on and demonstrate a practical understanding of the subject content listed in Knowledge and understanding Students must develop their ability to: carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, and analyse and evaluate their own process of creating devised drama 	<ul style="list-style-type: none"> Final performance and submission of portfolio
Aut2	Texts in Practice <ul style="list-style-type: none"> Students must learn how to contribute to text-based drama in a live theatre context for an audience Students must draw on and demonstrate a practical understanding of the subject content listed in Knowledge and Understanding They must develop their ability to: interpret texts, create and communicate meaning and realise artistic intention in text-based drama 	<ul style="list-style-type: none"> Study and present a key extract (monologue, duologue or group performance) Study and present a second key extract (monologue, duologue or group performance) from the same play
Spr1		
Spr2	Revision <ul style="list-style-type: none"> Retrieval of key knowledge for Section A of the written exam Retrieval of key knowledge and exam skills for Section B of the written exam Retrieval of key knowledge and exam skills for Section C of the written exam 	<ul style="list-style-type: none"> Written exam (1 hour 45 minutes)
Sum1		
Sum2	Revision <ul style="list-style-type: none"> Retrieval of key knowledge for Section A of the written exam Retrieval of key knowledge and exam skills for Section B of the written exam Retrieval of key knowledge and exam skills for Section C of the written exam 	

Overview:

The subject content for GCSE Drama is divided into three components:

1. Devising
2. Text in Performance
3. Theatre Makers in Practice

Careers in the Curriculum:

The topics covered will highlight links to careers in stage performance and stage design.

Term	Topic	Assessment
Aut1	Introduction to A Level <ul style="list-style-type: none"> Retrieval of acting and design skills Retrieval of key Practitioners work Introduction to Greek theatre and the process of developing a performance concept 	<ul style="list-style-type: none"> Baseline assessment
Aut2	Machinal <ul style="list-style-type: none"> Practical exploration and study of a complete performance text (Machinal) – focusing on how this can be realised for performance Section B: Page to Stage: Realising a Performance Text, 36 marks, assessing A03 Students answer two extended response questions based on an unseen extract from the performance text they have studied Students will demonstrate how they, as theatre makers, intend to realise the extract in performance Students answer from the perspective of a performer and a designer 	<ul style="list-style-type: none"> Practice exam questions
Spr1		
Spr2	Devising <ul style="list-style-type: none"> Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes available <p>There are two parts to the assessment:</p> <p>1) a portfolio (60 marks, 40 marks assessing A01 and 20 marks assessing A04) the portfolio submission recommendations are:</p> <ul style="list-style-type: none"> can be handwritten/typed evidence between 2500 – 3000 words or recorded/verbal evidence between 12–14 minutes or can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes) <p>2) the devised performance/design realisation (20 marks, assessing A02)</p>	<ul style="list-style-type: none"> Devised performance and portfolio submission
Sum1		
Sum2	Live Review (Delivered after theatre trip) <ul style="list-style-type: none"> Students will be taken to see a live theatrical performance for evaluation Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words 	<ul style="list-style-type: none"> Practice live response question

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Aut1	Lysistrata <ul style="list-style-type: none"> Practical exploration and interpretation of another complete performance text (Lysistrata), in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions 	<ul style="list-style-type: none"> Practice exam questions
Aut2		
Spr1	Text in Performance <ul style="list-style-type: none"> Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance There are two areas of focus: <ol style="list-style-type: none"> 1) A monologue or a duologue performance/design realisation from one key extract from one performance text 2) A group performance/design realisation of one key extract from a different performance text 	<ul style="list-style-type: none"> Final performances for an external examiner
Spr2		
Sum1	Revision <ul style="list-style-type: none"> Retrieval of key knowledge and exam skills for Section A of the written exam Retrieval of key knowledge and exam skills for Section B of the written exam Retrieval of key knowledge and exam skills for Section C of the written exam 	<ul style="list-style-type: none"> Written exam
Sum2	Revision <ul style="list-style-type: none"> Retrieval of key knowledge and exam skills for Section A of the written exam Retrieval of key knowledge and exam skills for Section B of the written exam Retrieval of key knowledge and exam skills for Section C of the written exam 	