

## KS5 Long Term Curriculum Plan: Drama/Year 13 2020-2022

### **Curriculum Aim:**

Students will develop their understanding of Drama at A level through exploration of key texts and practical work before live studio audiences. They will become confident in using their vocal and physical skills and non-verbal communication in practical performances and completing extended pieces of portfolio work where they will analyse and evaluate their own processes. Students will actively engage in the creative process, developing rehearsal and preparation techniques for public performance. They will be critical, reflective learners, who use understanding of context and the works of practitioners to inform their own development. They will develop ideas through sustained investigations, using subject specific language relevant to intentions. They will develop a working knowledge of key technical aspects of theatre in a key text context.

**Link to prior learning:** The subject builds on key skills and knowledge learned through Drama as a discrete subject in Chace at KS4 and builds on development made in Year 12. Analytical skills learnt through self-evaluation and preparation, use of subject specific vocabulary along with performance skills including scriptwork and devising and an awareness of desired and expected audience expectations. In Year 12 the students were introduced to their key texts – Equus by Peter Shaffer and Woyzeck by George Buchner. The students explored the former practically, which also acted as a scriptwork mock exam, and theoretically as performer and designer; the latter was explored through a practitioner – Brecht – and as a director. The students also began exploring the stimulus to their Devised piece.

**Rationale of sequencing:** The devised work is completed in the first half term of Y13 because the work produced by Y13s in October is notably stronger, more imaginative and more mature than that produced by Y12s in May/June. The first section of the devising portfolio is set in July of Y12 to enable the students to focus on the second section in the first half-term. The portfolio deadline of December/January (dependent on the timing of Y13 mock exams) gives students time to draft a full copy, including evaluation before resubmission. In Autumn 2 students prepare for their Drama written mock exam in December/January through spiral learning techniques to fully embed knowledge and understanding of texts in context. The two scripts that they will prepare and present in their practical exam (20% externally examined) are chosen concurrently so that the students are ready to proceed following feedback on the Y13 mock exam. This unit runs parallel to the final deadline 3000 word portfolio, enabling the students to refine and seek support where necessary. Summer 2 is thus left free to enable a return to the key texts and the theatre review to prepare for the final exam.

	Focus / Topic	Knowledge & Skills (from Programmes of Study)	Assessment
Autumn 1	Component 1: Devising: Devising drama Performance and second part of the portfolio	Students will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner. Students will: Learn how text can be manipulated to communicate meaning to audiences; gain an understanding of how a new performance is developed through practical exploration of style and the conventions of the chosen practitioner.	Practical performance of a piece between 10 and 20 minutes length in groups of no less than 2 and no more than 6. 3 section written log of no more than 3,000 words. Performance Assessment – October.
Autumn 2	Theatre Makers in Practice Equus, Woyzeck & Theatre Review. Final part of the portfolio	Further embedding of understanding of the following: Characteristics of performance and technical design; social, cultural and historical contexts of the performance texts, including the theatrical conventions of the period in which the performance text was created/published/performed. How meaning is interpreted and communicated through performance and design. An awareness of practitioners influence on performance style and content. Students will refine their critical faculties to support analysis and evaluation of the role theatre has in the world today.	First draft completed portfolio: Dec/January  Written mock exam January 2022
Spring	Texts in context:	This unit is assessed practically. Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer. They will explore how they realise artistic intentions in performance.	Practical performance, externally examined. A group must have between a minimum of

	<p>Scriptwork</p> <p>Final draft of 3,000 Portfolio</p>		<p>three and maximum of six. The following times apply:          Monologue: 2 - 3 minutes          Duologue 5 – 6 minutes          Group performance:          3–4 students:          20 – 30 minutes.          5–6 students.          35 - 45 minutes.          Both pieces must be accompanied by written artistic intentions</p>
<p>Summer 1</p>	<p>Theatre Makers in Practice</p> <p>Equus, Woyzeck &amp; Theatre review</p>	<p>Final embedding of understanding of the following: Characteristics of performance and technical design; social, cultural and historical contexts of the performance texts, including the theatrical conventions of the period in which the performance text was created/published/performed.</p> <p>How meaning is interpreted and communicated through performance and design. An awareness of practitioners influence on performance style and content.</p>	<p>EOY written exam.</p>

Further Information

Drama at KS5 relies on trust and the ability to co-ordinate and work constructively in a group while taking responsibility for one's own development. A lot is about self-motivation and self-assessment – subjective rather than objective.

All students will be expected to attend extra-curricular work.

Course Specification [https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/Specification%20and%20sample%20assessments/a-level\\_drama\\_spec.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf)

DFE Subject content: <https://www.gov.uk/government/publications/gce-as-and-a-level-drama-and-theatre>