

KS5 Long Term Curriculum Plan: BTEC Drama Year12

Curriculum Aim: Students will develop their understanding of Drama through the practical work and self and peer evaluation and analysis. They will gain practical experience of exploring a series of challenging texts, developing and devising through use of stimuli and explore a series of practitioners from C19th – C21st. The BTEC Level 3 National Performing Arts Extended Certificate is designed to give creative and innovative opportunities for learners wanting to progress to higher education, an apprenticeship or employment. It is equivalent to one A levels. They will become confident in using their vocal and physical skills and understanding theatre technology to develop pieces of original and text based work. They will produce detailed portfolios of evidence showing understanding and evaluation of drama. Students will actively engage in the creative process, developing clear understanding of a range of practitioners, styles and genres. They will be critical, reflective learners, who use understanding of context and the works of other practitioners to inform their own development. They will develop ideas through sustained investigation and exploration and show clear understanding the of the purpose, intention and function drama.

Link to prior learning: Students who have studied Drama will have a solid understanding of the fundamental elements, especially the use of vocal and physical skills, devising and scriptwork and analysis and evaluation of both self and peers. They will understand the importance of taking responsibility and of rehearsal and refinement. They will have an awareness of the needs of an audience and of how meaning is conveyed through both semiotics (syntheses) and semiotics (kinesics). They will have done a 2,400 word portfolio which prepares them for the written content at BTEC..

Rationale of sequencing: The initial unit is designed to build on work completed at the end of Year 11 through the choice of text work and the use of familiar key practitioners and is designed to give students a solid foundation within drama starting with using texts that will inform later units. The second unit is introduced before the end of Autumn 1 to enable the students to prepare fully and use homelearning time over the winter break to both complete the written portfolio and prepare an initial report or presentation demonstrating knowledge and understanding of key features, practices and purpose of improvisation and performance. The third unit builds through spiral learning on elements of their first unit while supporting an awareness of different styles and performance spaces.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	Unit 19 Acting Styles Introduction to Unit 21 Improvisation	Knowledge of three practitioners and/or theatre companies. Development of vocal and physical performance skills, interpreting and developing character. A knowledge of diverse acting styles, specific vocal and physical requirements and the demands of different styles of practitioner. The ability to apply the skills and techniques they have explored to the rehearsal and performance of a piece of theatre. The ability to analyse and evaluate their own work and the work of their peers.	A report or presentation that demonstrates knowledge and understanding of acting styles based upon the study of three texts and of Stanislavski, Brecht and the National Theatre. Performance showing 1 extract from each play performed according to a practitioner/style of performance. Logbook with workshop and rehearsal notes. Recordings of practical exploration and development work, including workshops and rehearsals.
Spring 1	Unit 21 Improvisation	Understanding and exploration of the key features of improvisation for performance. Study of 3 practitioners: Augusto Boal & Brecht (socio-political relevance); Stanislavski (character & building a role)	A report or presentation demonstrating knowledge and understanding of key features, practices and purpose of improvisation and performance.

