

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

Curriculum Aim:

Students will further develop their understanding of Drama at BTEC Extended Certificate through exploration of contemporary key texts and 'In-Yer-Face' drama and look and explore controversial theatre. The practical work will be performed and filmed before a 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. The student complete their course with their practical examined piece from a stimulus released by the exam board.

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 Stanislavski, Brecht, Boal and Shakespearean and Greek Theatre. We extend into further genre's (see above) and practitioners.

Rationale of sequencing: Students must finish their course with their devised piece as set up by the examining board. The students must complete four other units. Three have been explored in Y12. We address the final, text based work in Y13 due to it's potential content and the aggressive nature of the genre. This will also complement Artaud, the practitioner we explore for their final devised piece.

	Focus / Topic	Knowledge & Skills (from Programmes of Study)	Assessment
Autumn	Unit 34: Developing Skills and Techniques for Performance	Students will take part in workshops and practical sessions led by your teacher/director and will draw on a variety of physical, vocal and interpretive exercises used in performer training. Read between three and five texts to decide which piece as a group(s) we wish to explore and perform. Research the role and responsibilities of the professional performer in order to understand training and career opportunities. Your research will include visits to theatres and investigating the work of professional performers through case studies. Produce a 'Performer's Journal / Blog' in which you in which you keep research and preparation/rehearsal notes during your exploration, rehearsal and performance process. Adapt your chosen text into a performance piece up to 20 minutes of duration. This will be performed to a live audience.	Practical performance of a piece up to 20 minutes length in groups of no less than 2 and no more than 6. Written blog/portfolio of approximately 3,000 words. Performance Assessment November/December. First draft completed portfolio: Dec/January
Spring + Summer 1	Unit 3: Group Performance Workshop	Students will explore their final practitioner and from here will explore the given stimuli through mindmapping and physical exploration including short workshops. These will include 'unseen' exercises requiring spontaneous response and activity, as well as longer timescales in which learners research and interrogate in more depth the potential for development of material. Students will demonstrate effective use of performance skills in order to communicate their response to the stimulus, intention and meaning successfully to a live audience. Students will review and reflect throughout the rehearsal and performance process, articulating their own contribution to group work. Students will evaluate the workshop performance.	Planning and interpretation of stimulus and Development of creative ideas. Performance workshop performance to a live audience recorded on video. Review and reflection on

			the process and potential for development.
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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/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/Pearson-BTEC-Nat-Ext-Cert-Tech-Specification.pdf>