

## Drama and Theatre

*"The theater is so endlessly fascinating because it's so accidental. It's so much like life."*

- Arthur Miller.

### Year 12

A Level Drama and Theatre consists of three components.

Component 1: Devising and Portfolio (40%) assessed in the summer term of year 12.

Component 2: Text in performance (20%) a performance of 2 extracts from a performance text, performed to an external visiting examiner in the spring term of year 13.

Component 3: Theatre Makers in Practice (40%) written examination in summer of year 13.

At the start of the year pupils will study a variety of theatre practitioners and techniques to help discover what style interests and suits them as performers. Pupils are introduced to their first set text for their written exam which they explore as directors and performers.

Pupils begin their group devising performance and portfolio in the spring term of year 12, their final performance takes place in the summer term of year 12. Pupils will watch a live theatre performance which they will write about in their written exam in year 13.

	Autumn	Spring	Summer
Curriculum Knowledge	<p><b>Practitioner Exploration</b></p> <ul style="list-style-type: none"> <li>● Teacher led practical workshops exploring a range of different theatre practitioners, techniques, styles and genres.</li> <li>● Practical and theoretical exploration of practitioner methodologies</li> <li>● Personal written reflection after each workshop</li> </ul> <p><b>Component 3 Section B: Page to Stage Realising a Performance Text</b></p>	<p><b>Component 1: Devising</b></p> <ul style="list-style-type: none"> <li>● Create an original group performance</li> <li>● Exploration of a key extract from a performance text and to devise an original performance from this.</li> <li>● Apply methodologies of one given theatre practitioner.</li> <li>● Explore form, themes, character, structure, and dialogue from a given extract.</li> <li>● Carry out group and independent research</li> </ul>	<p><b>Component 1: Devising</b></p> <ul style="list-style-type: none"> <li>● Create an original group performance</li> <li>● Exploration of a key extract from a performance text and to devise an original performance from this.</li> <li>● Apply methodologies of one given theatre practitioner.</li> <li>● Explore form, themes, character, structure, and dialogue from a given extract.</li> </ul>

- Practically explore the performance text 'Accidental Death of An Anarchist' considering how theatrical ideas may be realised in a performance and communicated to an audience.
- Answer two extended questions as a performer and designer

**Exploration of:**

- Characterisation of key roles using physicality and voice
- Staging, levels, proxemics, stage space, entrance and exits.
- Visual and non-verbal communication
- Relationship between actor and audience
- Mood and atmosphere
- Playwright's intentions of structure, plot, language, form, genre, characterisation and stage directions to communicate ideas
- Performance style and theatrical devices
- Make creative decisions and theatrical choices as theatre makers
- Explore the ways theatre makers collaborate to create theatre
- Consideration of how theatrical elements such as set, staging, lighting, sound, costume and props are used in performance to communicate meaning to an audience.

- Analyse and evaluate their own contribution to the devising process
- Decide on intended performance outcomes, aims and intentions.

**Component 3 Section A: Live Theatre Evaluation**

- Pupils will watch a live theatre performance
- Understanding how and why a production is effective
- Aims of theatre production
- Design considerations
- Consider directors concept and interpretation and performance style
- Analyse and evaluate the impact of key moments and how this was achieved
- Analyse and evaluate how the ideas of different theatre makers were communicated through the performance.
- Use of space and choice of theatrical venue
- Analyse and evaluate the performers and acting style.
- Form a judgement on the effectiveness of the live theatre performance

- Analyse and evaluate their own contribution to the devising process
- Analyse and evaluate creative choices, chosen performance role and contribution to practical work.
- Knowledge of social, cultural, historical context
- Use of characterisation, communication, vocal and physical skills in final performance.
- Analysis of final performance and outcomes

**Component 3 Section A and B revision:**

- Revision skills
- Revision of content of section A live theatre and Section B play text

Tier 3 Vocabulary	Meta-theatre, Breaking 4 <sup>th</sup> wall, Commedia Dell'arte, Slapstick, Farce, Political Satire, Stock Characters, Subtext, Absurdist, Social, cultural, historical context. Gobo, gels, parcan, fresnel, spotlight, barn door, lantern, states, fade, snap, rigging. Backdrop, flats, rostra, cyclorama, sightlines. Diegetic, Non-diegetic, sourced, soundscapes, composed.	Devising, Stimulus, Subtext, Proscenium Arch, Theatre in the Round, End on Stage, Thrust Stage. Performance Skills – Proxemics, Gait, Posture, Stance, Gestures, Facial Expressions, Body language, Pace, Emphasis, Accent, Dialect, Volume, Pitch, Tone, Eye contact.	
Curriculum Opportunities	<p>Theatre Visit to watch a live theatre performance</p> <p>Visit to LIPA – tour of performance facilities, participate in workshops, Q and A with professionals.</p> <p>Performance of original devised play.</p> <p>Assist with tech for lower school drama performances</p> <p>Assist with drama and dance extra curricular</p> <p>Workshop and careers talk from outside speaker</p>		
<p><b>Year 13</b></p> <p>In year 13 pupils are introduced to a theatre practitioner and their second set text for their written exam which they explore as directors.</p> <p>A visiting examiner comes in in the spring term of year 13 to assess students on the performance of 2 play extracts for their component 2 exam (a monologue/duologue and group performance).</p> <p>In the summer term of year 13 pupils sit their written 'Theatre makers in practice' exam.</p> <p>Pupils will watch a live theatre performance which they will write about in their written exam in year 13.</p>			
	Autumn	Spring	Summer
Curriculum Knowledge	<b>Component 3 Section C: Interpreting a Performance text</b>	<b>Component 2: Text in Performance</b>	<b>Component 3 Section A, B, C revision:</b> <ul style="list-style-type: none"> <li>● Revision skills</li> </ul>

	<ul style="list-style-type: none"> <li>● Practical exploration of set text ‘Hedda Gabler’ using the methods of Theatre Practitioner Stanislavski</li> <li>● Understanding of how to explore the set text as the role of ‘The Director’ justifying how actors, designers and theatrical elements work alongside Stanislavski’s methods.</li> <li>● Develop understanding of the plays original staging conditions and intentions of the playwright.</li> <li>● Social, historical, cultural context</li> <li>● Develop a production concept</li> </ul> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>- performance style</li> <li>- use of dramatic/theatrical elements to communicate meaning</li> <li>- acting style</li> <li>- characterisation</li> <li>- choice of theatrical venue and use of stage space</li> <li>- entrance and exits</li> <li>- relationship between characters</li> <li>- relationships between actors and audience</li> </ul> <p><b>Component 3 Section A: Live Theatre Evaluation</b></p> <ul style="list-style-type: none"> <li>● Pupils will see another live theatre performance</li> <li>● Analysis and evaluation of live theatre</li> <li>● Form a judgement of effectiveness of performance</li> </ul> <p><b>Component 2: Text in Performance</b></p>	<ul style="list-style-type: none"> <li>● Performance of a monologue/duologue and a group performance to a visiting examiner</li> <li>● Apply characterisation through vocal expression and physicality</li> <li>● Develop and apply contact, relationships, communication with other performers</li> <li>● Communication and engagement with audience</li> </ul> <p><b>Component 1: Devising</b></p> <ul style="list-style-type: none"> <li>● Final portfolio submission deadline</li> </ul> <p><b>Component 3 Section A, B, C revision:</b></p> <ul style="list-style-type: none"> <li>● Revision skills</li> <li>● Revision of: Section A Live Theatre, Section B Page to Stage, Section C Interpreting a Performance Text</li> </ul>	<ul style="list-style-type: none"> <li>● Revision of: Section A Live Theatre, Section B Page to Stage, Section C Interpreting a Performance Text</li> </ul> <p><b>External written examination</b></p>
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	<ul style="list-style-type: none"> <li>● Pupils will be provided with 2 script extracts - monologue/duologue and a group performance.</li> <li>● Develop theatre making skills</li> <li>● Knowledge and understanding of how to interpret, develop and realise key extract from a performance text</li> <li>● Significance of social, historical, cultural context</li> <li>● Research chosen extract</li> <li>● Knowledge of how performance texts are constructed to convey - style, structure, language, stage directions, performance space, relationships, characterisation and interpretation.</li> <li>● Working both independently and collaboratively during rehearsals</li> </ul>		
Tier 3 Vocabulary	<p>Naturalism, social, historical, cultural context, Magic If, Emotion Memory, Super Objective, Subtext, Given Circumstance, Stanislavski, theatrical elements</p> <p>Characterisation, gesture, poise, non-verbal communication, proxemics</p> <p>theatrical venue, theatrical elements</p>	<p>Objectives, communication of intent, genre, style, vocal skills, physicality, social, historical, cultural context, themes, stage directions, proxemics, sightlines, inflection, projection, gesture, stance, clarity, pace, pitch, tone, facial expressions, projection, posture, levels, rapport, characterisation.</p>	
Curriculum Opportunities	<p>Theatre Visit to watch a live theatre performance</p> <p>2 scripted performances to an audience</p> <p>Assist with tech for lower school drama performances</p> <p>Assist with drama and dance extra curricular</p> <p>Workshop and careers talk from outside speaker</p>		