

Curriculum Map - Drama

"A theatre is the most important sort of house in the world, because that's where people are shown what they could be if they wanted, and what they'd like to be if they dared to and what they really are."

In Drama we aim to give every child the opportunity to develop their imagination, confidence and empathy. Our subject enables students to explore a wide variety of social, historical, political, religious and cultural ideas in a creative and safe environment. Drama also gives the opportunity for students to challenge and question the world we live in and to bring about change.

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Topic: Fairytale</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● A02: Acting Skills: vocal, physical & spatial ● A02: *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore stock characters and anthropomorphic ones. ● Dramatic Techniques: to shape & structure their work: freeze-frames, the aside, still image split-stage etc. ● Acting Styles: Choral work, Acting for Television & Pantomime ● Improvisation: Scenarios from fairytale & short plays ● Devising: Group work creating own tale 	<p>Topic: Mime & Silent Comedy</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore stock characters. ● Dramatic Techniques: to shape & structure their work: the aside, the double-act, the door, the profile walk, the wall & slapstick ● Acting Styles: Mime & Silent Comedy ● Improvisation: Scenarios created in the style of Mime ● Devising: Group performances of Mimed pieces 	<p>Topic: Jacques Lecoq, Physical Theatre & Mask</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore anthropomorphic skills, animals & stylised roles. ● Dramatic Techniques: to shape & structure their work: ● Acting Styles: Physical theatre & Mask ● Improvisation: Scenarios created in the style of Jacques Lecoq ● Devising: Group performances of physical theatre pieces

	<ul style="list-style-type: none"> ● Script Work: Extracts from relevant plays, poems, mini-scripts, given scenarios or one-liners ● A04 Analyse & Evaluate: Each other's performance skills & use of theatrical conventions: Written & Coursework <p>Built on: Students have a varied experience of Drama from KS2, therefore the opening topic allows for all to access the subject. Most students will have knowledge of Fairytale, they can share knowledge and collaborate with others.</p>	<ul style="list-style-type: none"> ● Script Work: Extracts from relevant plays, mini-scripts, given scenarios or one-liners ● Analyse & Evaluate: Each other's performance skills & use of theatrical conventions. <p>Built On: Students will build on their Acting Skills, Acting Techniques, Devising Skills, Improvisation, Role-Play, Scripted Work & the ability to Analyse & Evaluate each other's work.</p>	<ul style="list-style-type: none"> ● Script Work: Extracts from relevant plays, mini-scripts, given scenarios or one-liners ● Analyse & Evaluate: Each other's performance skills & use of theatrical conventions. <p>Built On: Students will build on their Acting Skills, Acting Techniques, Devising Skills, Improvisation, Role-Play, Scripted Work & the ability to Analyse & Evaluate each other's work</p>
<p>Year 8</p>	<p>Topic: Clowning/Commedia Dell'Arte</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore stock characters. ● Dramatic Techniques: to shape & structure their work: clocking, the aside, grummelot, ● Acting Styles: identify Commedia Dell'Arte as street performance ● Improvisation: Scenarios created in the style of Commedia 	<p>Topic: Film & Film Noir</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore stock characters. ● Dramatic Techniques: to shape & structure their work: Voice-over Narration, ● Acting Styles: Film & Film Noir ● Improvisation: Scenarios created in the style of the chosen genre of film ● Devising: Short films, trailer and/or developed scenes 	<p>Topic: Augusto Boal & the Theatre of the Oppressed</p> <p>Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● *Design Skills: costume, hair, lighting, make-up, masks, puppetry, props, set & sound ● *Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore the role of the oppressor & the oppressed within the genre ● Dramatic Techniques: to shape & structure their work: image theatre, forum theatre, ● Acting Styles: Theatre of the Oppressed

- **Devising:** Group performances of Commedia Dell' Arte pieces
- **Script Work:** Extracts from relevant plays, mini-scripts, given scenarios or one-liners
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions.

Built On: Students will have an understanding of 'Stock Characters' from the Year 7 experience of Fairytale. This gives them a new set of tools as to what Stock Characters look like in another genre. They will also explore the same Acting Skills from previous work and some of the Dramatic Techniques such as 'The Aside'.

- **Script Work:** Extracts from relevant plays, mini-scripts, given scenarios or one-liners
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions.

Built On: Students will have an understanding of 'Stock Characters' from the Year 8 Commedia Dell' Arte. This gives them a new set of tools as to what Stock Characters look like in another genre. They will also explore the same Acting Skills from previous work and some of the Dramatic Techniques such as 'The Aside'.

- **Improvisation:** Scenarios inspired by Greek plays & current images of the oppressed
- **Devising:** group performances based on Greek plays/real life images of the oppressed
- **Script Work:** Extracts from Greek plays, mini-scripts, given scenarios or one-liners
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions.

Built On: Students will have an understanding of Greek Myths in English, this now enables them to consider a new set of skills related to Greek Theatre and the stock characters. They will also explore the same Acting Skills from previous work and some of the same Dramatic Techniques such as the use of still image.

**Year 9
Drama
Club**

Topic: Introduction to Theatre Practitioners, Theatre Games & Improvisation

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial
- ***Design Skills:** costume, hair, lighting, make-up, masks, puppetry, props, set & sound
- ***Directing Skills:** students practice at leading & collaborating with others as they create & rehearse their pieces.
- **Role Play:** help pupils to identify with and explore characterisation in different practitioner styles
- **Dramatic Conventions:** to shape & structure their work depending on the practitioner style
- **Acting Styles:** Epic Theatre, Frantic Assembly, Naturalism, Theatre of the Oppressed (re-visit)
- **Improvisation:** Scenarios created in the style(s) of different practitioners
- **Devising:** Group performances in the style of different practitioners
- **Script Work:** Extracts from relevant plays, mini-scripts, given scenarios or one-liners
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions.

Topic: Devise a short play in a practitioner style and perform it to peers/family eg for HMD

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial
- ***Design Skills:** costume, hair, lighting, make-up, masks, puppetry, props, set & sound
- ***Directing Skills:** students practice at leading & collaborating with others as they create & rehearse their pieces.
- **Role Play:** help pupils to identify with and explore characterisation in different practitioner styles
- **Dramatic Conventions:** to shape & structure their work depending on the practitioner style
- **Acting Styles:** Epic Theatre, Frantic Assembly, Naturalism, Theatre of the Oppressed (re-visit)
- **Improvisation:** Scenarios created in the style(s) of different practitioners
- **Devising:** Group performances in the style of different practitioners
- **Script Work:** Extracts from relevant plays, mini-scripts, given scenarios or one-liners
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions.

Topic: Perform in a whole school play and perform it to peers/family

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial
- ***Design Skills:** costume, hair, lighting, make-up, masks, puppetry, props, set & sound
- ***Directing Skills:** students practice at leading & collaborating with others as they create & rehearse their pieces.
- **Role Play:** help pupils to identify with and explore characterisation to a live audience
- **Dramatic Conventions:** to shape & structure their work depending on the practitioner style
- **Acting Styles:** Dependent on the play chosen.
- **Script Work:** learning lines, working with others in an ensemble, or a chorus, understanding how a complete play works in performance
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions in rehearsals

	<p>Built On: Students will have an understanding of some of the practitioner styles from Year 8 but will explore these in more depth along with new ones. They will also revisit the Acting Skills from Year 8 and improve on their understanding and use of these.</p>	<p>Built On: Students will have an understanding of some of the practitioner styles from term one and will explore these in more depth in their own work. They will also use the Acting Skills & Dramatic Conventions from Term one and their chosen Practitioner Style with confidence.</p>	<p>Built On: Some students will have performed in plays before both at and outside of school whereas others will have no experience of being in an entire play. This gives students opportunities beyond the classroom to perform to a live audience. They will also use Acting Skills & Dramatic Techniques dependent on the play the director has chosen with a deeper and more developed way in performance.</p>
<p>Year 10</p>	<p>Exam Board: EDEXCEL/Pearson Component 1: Introduction to Theatre Practitioners Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: students revise their vocal, physical & spatial skills from Years 7 - 8. ● Design Skills: Students learn about discrete Design Skills and consider how they can both support & enhance the group's Devised Piece. ● Directing Skills: students are confident at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore characterisation in different practitioner styles ● Dramatic Conventions: to shape & structure their work depending on the practitioner styles explored ● Acting Styles: DV8, Epic Theatre, Frantic Assembly, Naturalism, Theatre of the Oppressed 	<p>Exam Board: EDEXCEL/Pearson Component 2: Devising Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: students practice their use of vocal, physical & spatial skills in creating, rehearsing & performing ● Design Skills: Students practice their use of Design Skills to both support & enhance the group's Devised Piece. ● Directing Skills: students practice at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: help pupils to identify with and explore the characters within their piece ● Dramatic Conventions: to be able to identify the techniques pertinent to the chosen set text, for example if 'The Crucible' then Naturalism and Stanislavski's System. ● Acting Styles: Dependent on the chosen set text, e.g. if 1984 this would be Epic Theatre. ● Improvisation: Scenarios based on the Set text to enable students to explore the backstory of a role for example. 	<p>Exam Board: EDEXCEL/Pearson Component 3: Scripted Performance Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: students are more knowledgeable as to how they might vocal, physical & spatial skills to play a role. ● Design Skills: Students use their Design Skills with growing confidence to both support & enhance their Director's Concept. ● Directing Skills: students are more practised at understanding how to create a director's concept and put this into practice. ● Role Play: help pupils to identify with and explore the characters within the text ● Dramatic Conventions: to be able to identify the techniques pertinent to the chosen extracts, e.g. if in the style of frantic assembly they might use Chair Duets.

- **Improvisation:** Scenarios created in the style(s) of different practitioners
- **Devising:** Group performances in the style of different practitioners
- **Script Work:** Extracts from relevant plays in the practitioner style & stimulus materials such as artefacts, documentaries, newspaper articles, music, pictures, poems & sound effects
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions. Watch live professional performances and be able to analyse the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage.

Built On: Students will have a varied understanding of some of the practitioner styles from Year 9 dependent on whether they have attended Drama Club. However we will explore these new practitioners together in more depth. They will also develop the acting skills and Dramatic Conventions that they learnt in Years 7, 8 & 9.

- **Script Work:** Extracts from relevant set text are explored in line with the questions in the written paper on acting, directing & design.
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions in the exploration of the text. Watch live professional performances and be able to analyse the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage.
- **Written Work:** Students answer questions on their set text as exam practice on Acting, Directing & Design. These range from short points answers to full length essays on these areas.

Built On: Students should have a firmer understanding of practitioner styles from Term 1, one of which will be applicable to the Set Text. They will also utilise the acting skills and Dramatic Conventions that they learnt in Term 1 in order to be able to explore the Set Text more confidently.

- **Acting Styles:** Dependent on the chosen extracts e.g. if it is The Unreturning then it would be performed in the style of frantic assembly.
- **Improvisation:** Scenarios based on the Set text to enable students to explore the backstory of a role for example.
- **Script Work:** Extracts from the chosen extracts are rehearsed in class and performed to their peers/family.
- **Analyse & Evaluate:** Watch live professional performances and be able to analyse the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage.
- **Written Work:** Students write a document answering 4 questions about their role as an actor or designer. These are set prior to their Mock Exam as evidence of their understanding of their role, the extract & the whole text in preparation for Year 11.
- **Mock Exam:** Students will perform short extracts in the Summer Term to an invited audience & are assessed by their teachers.
- **Written Mock Exam:** Students will take an exam based on an extract from their

			<p>Set Text and answer questions based on Acting, Directing & Design.</p> <p>Built On: Students will have a strong understanding of practitioner styles, one of which will be applicable to their exam extract. They will also utilise the acting skills and Dramatic Techniques that they learnt in Terms 1 & 2 in order to be able to confidently explore the Set Text & Perform their Scripted Mock Exam Pieces.</p>
<p>Year 11</p>	<p>Exam Board: EDEXCEL/Pearson Component 1: Perform Devised Piece Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial engaged in exploration, rehearsal & performance with confidence. ● Design Skills: Students use Design Skills with confidence to both support & enhance the group's Devised Piece. ● Directing Skills: students are confident at leading & collaborating with others as they create & rehearse their pieces. ● Role Play: explore characterisation in chosen practitioner style ● Dramatic Conventions: shape & structure devised work depending on their chosen practitioner style 	<p>Exam Board: EDEXCEL/Pearson Component 2: Scripted Performance Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial engaged in exploration, rehearsal & performance with confidence. ● Design Skills: Students use Design Skills with confidence to both support & enhance the group's Devised Piece. ● Directing Skills: students are confident at leading & collaborating with others as they rehearse their extracts. ● Role Play: help pupils to identify with and explore the characters within the text ● Dramatic Conventions: to be able to identify the conventions pertinent to the chosen set text, for example if from 'Blue 	<p>Exam Board: EDEXCEL/Pearson Component 3: Set Text & Live Performance Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● Design Skills: costume, lighting, props, puppetry, sound & set ● Directing Skills: a confident knowledge of a director's concept involving all the Acting & Design skills for a production of the set text & understanding of the Director's Concept for a Live Performance. ● Role Play: helps students to identify with and explore the characters within the Set Text(s) & revise scenes from earlier in the course ● Dramatic Conventions: be knowledgeable about the dramatic

	<ul style="list-style-type: none"> ● Acting Styles: DV8, Epic Theatre, Frantic Assembly, Naturalism, Theatre of the Oppressed ● Improvisation: Scenarios created in the style of the chosen practitioner ● Devising: Performance of a group piece in the style of the chosen practitioner ● Script Work: Stimuli such as artefacts, documentaries, newspaper articles, music, pictures, poems & sound effects & creating/writing their own script ● Analyse & Evaluate: Each other's performance skills & use of theatrical conventions. Watch each other's work in rehearsal and be able to analyse the actors'/designer's use of performance & design skills. This will inform the development and impact of their work on a future audience. Students will have a strong understanding of practitioner styles, one of which will be applicable to their exam extract. ● Written Work: Students write up aspects of the questions related to their performance. This is more successful after they have performed their pieces as they develop and change direction in rehearsal and performance. Feedback from the audience is embedded in their answers to support their creative ideas and consolidate them. Their intentions may be 	<p>Remembered Hills' then Naturalism & the use of subtext in performance.</p> <ul style="list-style-type: none"> ● Acting Styles: Dependent on the chosen set text, e.g. if 'Blue Remembered Hills' this would be Naturalism. ● Improvisation: Scenarios based on the Set text to enable students to explore the backstory of a role for example. ● Script Work: Extracts from relevant set text are explored, rehearsed and performed to an external examiner. ● Analyse & Evaluate: Each other's performance skills & use of theatrical conventions in the exploration of the performance extracts in rehearsal. ● Written Work: Students write a document answering 4 questions about their role as an actor or designer. These are sent to the external examiner prior to the exam as evidence of their understanding of their role, the extract & the whole text. ● Performance Exams: Students will perform two extracts to an external examiner in March. <p>Built On: Students will have a strong understanding of practitioner styles from Year 10, one of which will be applicable to their chosen performance extract. They will also utilise the acting skills and Dramatic Techniques that they learnt in Year 1 in order to be able to confidently perform their chosen extracts.</p>	<p>conventions pertinent to the chosen extracts and be able to apply them in their Director's Concept.</p> <ul style="list-style-type: none"> ● Acting Styles: be knowledgeable about the Acting Skills pertinent to the chosen extracts and be able to apply them in their Director's Concept. ● Improvisation: be able to Act, Direct & Design extracts from the Set Texts with confidence in revision lessons. ● Script Work: be able to discuss/write about how to create their director's concept with confidence when faced with an unseen extract from the play. Students are able to make reference to contextual knowledge/sources in order to prove informed knowledge of the Original Performance Conditions in discussion & written work. ● Analyse & Evaluate: Section A: Watch each other's interpretation of extracts from the play and be confident in analysing the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage. Section B: Watch Live Professional Performances & be able to analyse and evaluate the Director's Concept, the Acting & Design Skills and whether they
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	<p>perceived/responded to in different way(s) in performance which can change outcomes.</p> <p>Built On: Students will have a strong understanding of their chosen practitioner style from Year 10. They will also have a strong understanding of the acting skills and Dramatic Conventions that they learnt in Year 10 in order to shape their work and perform it.</p>		<p>are successful and relevant to a modern audience confidently in essay form.</p> <ul style="list-style-type: none"> ● Written Work: Section A: Students' practice essays demonstrate confidence in their knowledge of Acting, Directing & Design. Section B: Students write well-informed notes (500) to take into their Exam based on the Live Performance they watched. These are completed in class and kept securely until the day of the exam. ● Exam: Students take their exam based on an extract from their Set Text and answer questions based on Acting, Directing & Design in June. <p>Built On: Students will have a sophisticated understanding of Acting, Directing & Design skills from Years 10 & 11. They will be confident in utilising a range of acting skills and Dramatic Conventions that they have practised in their Mock Exams on the set text and the Live Performance Review questions in Years 10 & 11.</p>
<p>Year 12</p>	<p>Exam Board: EDEXCEL/Pearson Component 1: Devising Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial engaged in exploration, rehearsal & performance ● Design Skills: Students develop Design Skills to both support & enhance the group's Devised Piece. 	<p>Exam Board: EDEXCEL/Pearson Component 3: Set Text Section B Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● Design Skills: costume, lighting, props, puppetry, sound & set ● Directing Skills: concept involving all the Acting & Design skills for a production of the set text. 	<p>Exam Board: EDEXCEL/Pearson Component 3: Live Performance Section A & Set Text Section C Knowledge/Skills:</p> <ul style="list-style-type: none"> ● Acting Skills: vocal, physical & spatial ● Design Skills: costume, lighting, props, puppetry, sound & set

- **Directing Skills:** students are confident at leading & collaborating with others as they create & rehearse their pieces.
- **Role Play:** help pupils to identify with and explore characterisation in different practitioner styles
- **Dramatic Conventions:** to shape & structure their work depending on the practitioner style
- **Acting Styles:** Epic Theatre, Frantic Assembly, Jacques Lecoq, Katie Mitchell, Naturalism, Punchdrunk, Theatre of Cruelty, Theatre of the Oppressed
- **Improvisation:** Scenarios created in the style(s) of chosen theatre practitioner
- **Devising:** Group performance in the style of the chosen theatre practitioner
- **Script Work:** A 10 minute extract from a whole play is the springboard for the performance; relevant themes, structure and characterisation are influences. e.g. 'The Ferryman' evokes themes of memory, terrorism & revenge.
- **Analyse & Evaluate:** Each other's performance skills in rehearsal & use of theatrical conventions.
- **Performance:** Pre-Covid19 this was in April, however 2021 will take place in November 2021.
- **Written Work:** Students begin to write up aspects of the questions related to their

- **Role Play:** helps students to identify with and explore the characters within the Set Text
- **Dramatic Conventions:** to be able to identify the conventions pertinent to the chosen extracts, e.g. if the Set Text is 'That Face' then conventions like 'Time & Place' & Facts & Questions.'
- **Acting Styles:** Dependent on the chosen extracts e.g. if 'That Face' then Katie Mitchell
- **Improvisation:** Scenarios based on the Set Text to enable students to explore the backstory of a role for example.
- **Script Work:** Extracts from the chosen Set Text are explored in class to embed knowledge as to how they might be performed, directed & designed. Written material relevant to the context is read in order to deepen and inform students' understanding of the Original Performance Conditions.
- **Analyse & Evaluate:** Watch live professional performances and be confident in analysing the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage.
- **Written Work:** Students write practice essays relevant to the three areas of Acting, Directing & Design. Students write a total of

- **Directing Skills:** concept involving all the Acting & Design skills for a production of the set text
- **Role Play:** helps students to identify with and explore the characters within the Set Text
- **Dramatic Conventions:** to be able to identify the conventions pertinent to the chosen extracts, e.g. if the Set Text is 'The School for Scandal' then conventions related to Stanislavski from The System.
- **Acting Styles:** Dependent on the chosen extracts e.g. if 'The School for Scandal' then Naturalism
- **Improvisation:** Scenarios based on the Set Text to enable students to explore the backstory of a role for example.
- **Script Work:** Extracts from the chosen Set Text are explored in class to embed knowledge as to how they might be performed, directed & designed. Written material relevant to the context is read in order to deepen and inform students' understanding of the Original Performance Conditions.
- **Analyse & Evaluate:** Section C - Watch each other's interpretation of extracts from the play and be confident in analysing the actors' use of performance skills, the director's concept & the

	<p>performance. This is more successful after they have performed their pieces as they develop and change direction in rehearsal and performance. Feedback from the audience is embedded in their answers to support their creative ideas and consolidate them. Their intentions may be perceived/responded to in different way(s) in performance which can change outcomes.</p> <p>Built On: Students will have a strong understanding of practitioner styles from Year 11 GCSE Drama. Although they will be learning a new Practitioner style, they will be more confident about the devising process and the discipline needed to create a performance that will make an impact on a contemporary audience.</p>	<p>500 words of notes that they may take into their Mock Exam based on the Live Performance they watched. These are completed in class and kept securely until the day of the exam.</p> <ul style="list-style-type: none"> ● Mock Exam: Students will take a Mock exam based on an extract from their Set Text and answer questions based on Acting, Directing & Design in June. <p>Built On: Students will have a strong understanding of practitioner styles from Year 11 GCSE Drama. They will be confident in utilising a range of acting skills and Dramatic Conventions that they learnt in Years 10 & 11 in their answers on the set text and the Live Performance Review questions.</p>	<p>Design Skills that go into bringing the performance from page to stage.</p> <p>Section A - Watch Live Professional Performances & be able to analyse and evaluate the Director's Concept, the Acting & Design Skills and whether they are successful and relevant to a modern audience in essay form.</p> <ul style="list-style-type: none"> ● Written Work: Students write practice essays relevant to the three areas of Acting, Directing & Design. Students write a total of 500 words of notes that they may take into their Mock Exam based on the Live Performance they watched. These are completed in class and kept securely until the day of the exam. ● Mock Exam: Students will take a Mock exam based on an extract from their Set Text and answer questions based on Acting, Directing & Design in June. <p>Built On: Students will have a strong understanding of practitioner styles from Year 11 GCSE Drama. They will be confident in utilising a range of acting skills and Dramatic Techniques that they learnt in Years 10 & 11 in their answers on the set text and the Live Performance Review questions.</p>
<p>Year 13</p>	<p>Exam Board: EDEXCEL/Pearson Component 3: Set Text Section C</p>	<p>Exam Board: EDEXCEL/Pearson Component 2: Scripted Performance</p>	<p>Exam Board: EDEXCEL/Pearson Component 3: Live Performance Section A, B &</p>

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial
- **Design Skills:** costume, lighting, props, puppetry, sound & set
- **Directing Skills:** concept involving all the Acting & Design skills for a production of the set text
- **Role Play:** helps students to identify with and explore the characters within the Set Text
- **Dramatic Conventions:** to be able to identify the conventions pertinent to the chosen extracts, e.g. if the Set Text is *'The School for Scandal'* then conventions related to Stanislavski from The System.
- **Acting Styles:** Dependent on the chosen extracts e.g. if *'The School for Scandal'* then Naturalism
- **Improvisation:** Scenarios based on the Set Text to enable students to explore the backstory of a role for example.
- **Script Work:** Extracts from the chosen Set Text are explored in class to embed knowledge as to how they might be performed, directed & designed. Written material relevant to the context is read in order to deepen and inform students' understanding of the Original Performance Conditions.
- **Analyse & Evaluate:** Watch each other's interpretation of extracts from the play and

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial engaged in exploration, rehearsal & performance with confidence.
- **Role Play:** help pupils to identify with and explore the characters within the text
- **Dramatic Conventions:** to be able to identify the conventions pertinent to the chosen set text, for example if from *'Macbeth'* it could be Punchdrunk & physical theatre
- **Acting Styles:** Dependent on the chosen set text, e.g. if *Macbeth* then Punchdrunk
- **Improvisation:** Scenarios based on the Set Text to enable students to explore the backstory of a role for example.
- **Script Work:** Extracts from the chosen set text are explored, rehearsed and performed to an external examiner.
- **Analyse & Evaluate:** Each other's performance skills & use of theatrical conventions in the exploration of the performance extracts in rehearsal.
- **Written Work:** Students write a document answering 5 questions about their role as an actor or designer. These are sent to the external examiner prior to the exam as evidence of their understanding of their role, the extract & the whole text.

Set Text Section C

Knowledge/Skills:

- **Acting Skills:** vocal, physical & spatial
- **Design Skills:** costume, lighting, props, puppetry, sound & set
- **Directing Skills:** Students will have a confident understanding of their Director's concept involving all the Acting & Design skills for a production of the set text & understanding of the Director's Concept for a Live Performance.
- **Role Play:** helps students to identify with and explore the characters within the Set Text(s) & revise scenes from earlier in the course
- **Dramatic Conventions:** be knowledgeable about the dramatic conventions pertinent to the chosen extracts and be able to apply them in their Director's Concept.
- **Acting Styles:** be knowledgeable about the Acting Skills pertinent to the chosen extracts and be able to apply them in their Director's Concept.
- **Improvisation:** be able to Act, Direct & Design extracts from the Set Texts with confidence in revision lessons.
- **Script Work: Section A:** be able to discuss/write about how to create their director's concept with confidence

be confident in analysing the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage. Watch Live Professional Performances & be able to analyse and evaluate the Director's Concept, the Acting & Design Skills and whether they are successful and relevant to a modern audience in essay form.

- **Written Work:** Students write practice essays relevant to the three areas of Acting, Directing & Design. Students write a total of 500 words of notes that they may take into their Mock Exam based on the Live Performance they watched. These are completed in class and kept securely until the day of the exam.
- **Mock Exam:** Students will take a Mock exam based on an extract from their Set Text and answer questions based on Acting, Directing & Design in June.

Built On: Students will have a strong understanding of practitioner styles from Year 11 GCSE Drama. They will be confident in utilising a range of acting skills and Dramatic Techniques that they learnt in Years 10 & 11 in their answers on the set text and the Live Performance Review questions.

- **Performance Exams:** Students performed to an external examiner pre-Covid19, in 2021 they performed in May.

Built On: Students will have a strong understanding of practitioner styles from Year 10, one of which will be applicable to their chosen performance extracts. They will also utilise the acting skills and Dramatic Conventions that they learnt in Year 12 in order to be able to confidently perform their chosen extracts. They performed a Mock Exam in 2021 to parents and friends as a Showcase last Summer.

when faced with an unseen extract from the play with confidence. **Sections B & C:** Students are able to make reference to contextual knowledge/sources in order to prove informed knowledge of the Original Performance Conditions in discussion & written work.

- **Analyse & Evaluate: Section A:** Watch Live Professional Performances & be able to analyse and evaluate the Director's Concept, the Acting & Design Skills and whether they are successful and relevant to a modern audience confidently in essay form. **Sections B & C:** Watch each other's interpretation of extracts from the play and be confident in analysing the actors' use of performance skills, the director's concept & the Design Skills that go into bringing the performance from page to stage.
- **Written Work:** Students' practice essays demonstrate confidence in their knowledge of Acting, Directing & Design. Students write well-informed notes (500) to take into their Exam based on the Live Performance they watched. These are completed in class and kept securely until the day of the exam.

			<ul style="list-style-type: none">● Exam: Students take their exam based on an extract from their Set Text and answer questions based on Acting, Directing & Design in June. <p>Built On: Students will have a sophisticated understanding of Acting, Directing & Design skills from Years 12 & 13. They will be confident in utilising a range of acting skills and Dramatic Conventions that they have practised in their Mock Exams on the set text and the Live Performance Review questions in Years 12 & 13.</p>
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