

YEAR 12	Curriculum Related Expectations	KNOWING WHAT (Information, facts & content)			KNOWING HOW (Methods and processes)		
		<p>Component 1. Drama and theatre.</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Study of two set plays, chosen by teachers • Analysis and evaluation of the work of live theatre makers • Written exam • Worth 40% of overall grade <p>Component 2. Creating original drama (practical)</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer, designer, or director) • Devised piece must be influenced by the work and methodologies of one prescribed practitioner. • Written logs and final performance • Worth 30% of overall grade <p>Component 3. Making theatre (practical)</p> <ul style="list-style-type: none"> • Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play. • Methodology of a prescribed practitioner must be applied to Extract 3 Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer, or director) • Reflective report analysing and evaluating theatrical interpretation of all three extract. • Worth 30% of overall grade 			<p>Component 1. Drama and theatre.</p> <ul style="list-style-type: none"> • Reading and understanding theatre through the ages and the historical context of two contrasting plays • Analyse set plays, characters, language, and original context of performances • Evaluate a piece of live theatre through being an audience member. • Demonstrate an understanding of key terminology through extended answers. <p>Component 2. Creating original drama (practical)</p> <ul style="list-style-type: none"> • Develop their own ideas. • Research relevant processes and practices of theatre making to inform their own practice. • Apply what they have learnt from live theatre to their own work in practice. • Collaborate with other theatre makers. • Explore devising and rehearsal methods. • Refine and amend work in progress. <p>Component 3. Making theatre (practical)</p> <ul style="list-style-type: none"> • Interpret texts. • Create and communicate meaning. • Realise artistic intention in text-based drama. • Analyse and evaluate their own work. • Explore practically three key extracts each taken from a different play. • Perform or create a realised design for one of these key extracts. • Evidence the influence of the work and methodology of the practitioner in the performance • Analyse and evaluate their interpretation of all three key extracts studied. 		
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Introduction to course	Component 1, Component 2 and Component 3- extract 1	Component 1, Component 2 and Component 3- extract 1	Component 1 and Component 2	Component 2- performances. Component 1 and Component 3- extract 2.	Component 1 and Component 3	

KNOWLEDGE
focus

Introduction to A-Level Drama and expectations. Explain the 2 years. course. Introduction to theatre practitioners.

Opportunity to attend a London residential trip.

Component 2
Workshop and research theatrical practitioner; Stanislavski.

Component 3
Explore 20th Century script. Workshop approach to monologues. Research and preparation for performance of Extract one

Component 1
Review of Live evaluate/analyse opening section.

Component 2
Introduction to devised. component. Independent research explored to find stimulus. Presentations. Extended research into stimulus material and practitioner. Ideas and skeleton plot created. Initial scenes scripted. Rehearsal.

Component 3
Continue exploration of 20th Century Script. Rehearsal and preparation for performance of Extract One. Perform

Component 1
Review of Live performance. Discuss and evaluate/analyse selected sections.

Component 2
Development and collaboration. Continue the development of the script. Rehearse and refine plot and characterisation. Character profiles, hot seating, role development and responsibility organised. Use and exploration of practitioner methodology. Perform for peer evaluation, review, and adjust.

Component 2
Rehearsal of final script and correction of small faults and errors that appear when reflecting on piece against marking criteria. Ensure practitioner methodology is used and complete. Prepare areas of responsibility and prepare production elements. Prepare and submit Section One of Coursework.

Component 1
Class read of set play. Develop understanding of play, play wright and historical context.

Component 2
Prepare for final performance. Rehearse and perform for others – feedback. Final polish, dress, and tech rehearsal. Perform. Filmed. Prepare and submit.

Component 3
Begin exploration of extract 2 script. Rehearsal and preparation for performance of Extract Two.

Component 1
Class read of set play. Develop understanding of play, play wright and historical context.

Component 1
Review of Live. Discuss and evaluate/analyse selected sections. Begin set texts historical context. Research and presentations. Begin to explore questions and the demands of Component 1.

Component 3
Continue exploration of extract 2 script. Perform and complete coursework write up of extract 2.

<p>METHODS focus</p>	<p>Practical exploration of practitioner</p> <p>Reading and annotation of scripts, character development and staging</p> <p>Reading and understanding of mark schemes</p>	<p>Independent working and research</p> <p>Use of leadership skills and collaboration for a successful group</p> <p>Demonstrate understanding of staging configurations and practitioners.</p> <p>Research within the history of theatre and using this information to inform practical decisions</p>	<p>Use of performance techniques to demonstrate character.</p> <p>Collaboration and communication skills for effective teamwork</p> <p>Theatre trip for theatre review prep</p>	<p>Use of analytical skills for essay writing, research into social, cultural, and historical context</p> <p>Reflection of own work and analysis of development</p>	<p>Autonomy during rehearsals, application of skills</p> <p>Reading and annotation of set play</p>	<p>Reading, annotation, and research into set plays for component 1. Answering questions on both set texts.</p> <p>Use of performance techniques and skills within performance</p>
<p>Planned ASSESSMENT opportunities</p>	<p>Performance of a scripted extract linked to practitioner.</p>	<p>Live theatre review of opening of the play oral/written. Performance of Extract 1</p>	<p>Continual assessment of scripted and devised. Reflective report for comp 3, extract 1.</p>	<p>Live Theatre review of one specific section. Performance of Extract 2 Commence section 1 of comp 2 Coursework.</p>	<p>Commence section 2 of Comp 2 Coursework.</p> <p>Performance of component 2 extract recorded for moderation.</p> <p>Begin reflective report for extract two</p>	<p>Presentations on historical context on comp 1 text Completion of Coursework for Component 2</p>
<p>Independent study</p>	<p>Rehearsal</p> <p>Research into practitioners</p>	<p>Research for stimuli</p> <p>Rehearsal</p> <p>Theatre review</p>	<p>Reflective report</p> <p>Rehearsal</p> <p>Theatre review</p>	<p>Comp 2 notes</p> <p>Rehearsal</p> <p>Reflective report notes and research</p>	<p>Rehearsal and final prep for performance</p>	<p>Research into set plays for component 1</p>