

Curriculum Map Year 13 A level Drama and Theatre Studies

Topic Name	Term	Skills developed with link to NC Subject content & GCSE and A level Specification	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p><u>Component 2: Text in Performance</u></p>	<p><i>Autumn HT1 and Autumn HT2</i></p>	<p>Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance.</p> <p><u>Students (as performers or designers) must acquire, develop and apply skills in:</u></p> <ul style="list-style-type: none"> ● working independently or collaboratively as performers or designers to interpret text, in rehearsal and in performance ● making appropriate judgements about the interpretation of texts in performance ● researching and developing ideas ● demonstrating the ability to apply acting/design skills effectively in the context of a performance to an audience. <p><u>Performers must also acquire, develop and apply the following skills:</u></p> <ul style="list-style-type: none"> ● refining and amending work in progress with the aim to realising their artistic intentions ● rehearsing and learning lines <p><u>Characterisation through:</u></p> <ul style="list-style-type: none"> ● vocal expression: use of clarity, pace, inflection, pitch and projection ● physicality: use of space, gesture, stillness and stance ● contact, relationships and communication with other performers on stage (proxemics) ● communication and engagement with the audience. 	<p>In year 12 students will have developed skills in creating and performing drama at KS5 level. The knowledge and understanding acquired through the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts.</p>	<p>Develops transferable skills for progression from A level, students will develop a multitude of skills, including collaboration, creativity, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.</p>
<p><u>Component 3: Theatre Makers in Practice</u></p> <p>Section C: Written exam</p> <p>Interpreting one performance text, in the light of one practitioner for a contemporary audience. Woyzeck by Georg Buchner.</p>	<p><i>Spring HT1 AND HT2</i></p>	<p>Students will practically explore the play Woyzeck, in the light of a chosen practitioner in order to outline and justify their ideas for a production concept. They will need to develop an integral understanding of the text as a whole in order to interpret it for a contemporary audience. Assessment objective A03 is addressed in this component. Students will develop knowledge and understanding of how drama and theatre is developed and performed</p> <p><u>Students must acquire, develop and apply skills in:</u></p> <ul style="list-style-type: none"> ● forming critical judgements about the practice of theatre makers based on their understanding of drama and theatre ● responding to texts imaginatively conveying ideas clearly and coherently 	<p>Students will have developed skills in developing, creating and performing drama in year 12 at KS5 level. These skills will be further developed and students will take on a directorial approach. Some students will have gained some experience in directing peers in year 11 and year 12.</p>	<p>Develops transferable skills for progression from A level, students will develop a multitude of skills, including collaboration, creativity, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.</p>

		<ul style="list-style-type: none"> practically exploring the use of voice, movement, staging and characterisation practically exploring ways in which the ideas of the director are interpreted in performance the use of an appropriate subject-specific terminology analysing the ways in which different performance and production elements are brought together to create theatre applying practitioner methodology to their own dramatic interpretations using research to develop ideas in a variety of contexts. 		
<p>Component 3: Theatre Makers in Practice</p> <p>Section B: Written exam</p> <p>Page to stage: realisation of a complete of the performance text, 'That Face' by Polly Stenham.</p>	<p><i>Spring HT2 and summer HT1</i></p>	<p>Students will practically explore the performance text 'That Face' by Polly Stenham. This links to the curriculum as students must make creative decisions and theatrical choices as theatre makers and must explore in depth the ways in which theatre makers collaborate to create theatre, by understanding how performers and designers use dramatic elements to communicate meaning and ideas to an audience. They must have a knowledge of production values and be able to make clear choices about how a performance text might be realised in performance. Assessment objective A03 and A04 are addressed in the component; students will demonstrate knowledge and understanding of how drama and theatre is developed and performed and analyse and evaluate their own work and the work of others.</p> <p><u>Students must acquire, develop and apply skills in:</u></p> <ul style="list-style-type: none"> forming critical judgements about the practice of theatre makers based on their understanding of drama and theatre responding to texts imaginatively, conveying ideas clearly and coherently practically exploring the use of voice, movement, staging and characterisation practically exploring ways in which the ideas of key theatre makers are realised in performance the use of an appropriate subject-specific terminology analysing the ways in which different performance and production elements are brought together to create theatre. Develop exam writing skills 	<p>Students will have practically explored this set text in year 12. This will be revisited in year 13.</p>	<p>Develops transferable skills for progression from A level, students will develop a multitude of skills, including collaboration, creativity, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.</p>
<p>Component 3: Theatre Makers in Practice</p>	<p><i>Spring HT2 and summer HT1</i></p>	<p>Students will reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and understanding of performance</p>	<p>Students will have developed skills in analysing and evaluating live performances at KS5 level in year 12.</p>	<p>Students will develop transferable skills in critical thinking, analysing, evaluating and</p>

<p>Section A: Written exam</p> <p>Live Theatre Evaluation</p>		<p>through analysis and evaluation. This component addresses assessment objectives AO3 and AO4, analyse and evaluate their own work and that of others.</p> <p><u>Students must acquire, develop and apply skills in:</u></p> <ul style="list-style-type: none">● interpreting, analysing and evaluating the work of various theatre makers● forming critical judgements about live theatre, based on their understanding of drama and theatre● analysing the ways in which different performance and production elements are brought together to create theatre● using subject-specific terminology in a range of contexts.● developing exam writing skills		<p>reflecting. These are key skills needed in their next level of study or employment.</p>
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