

Drama

Intent:

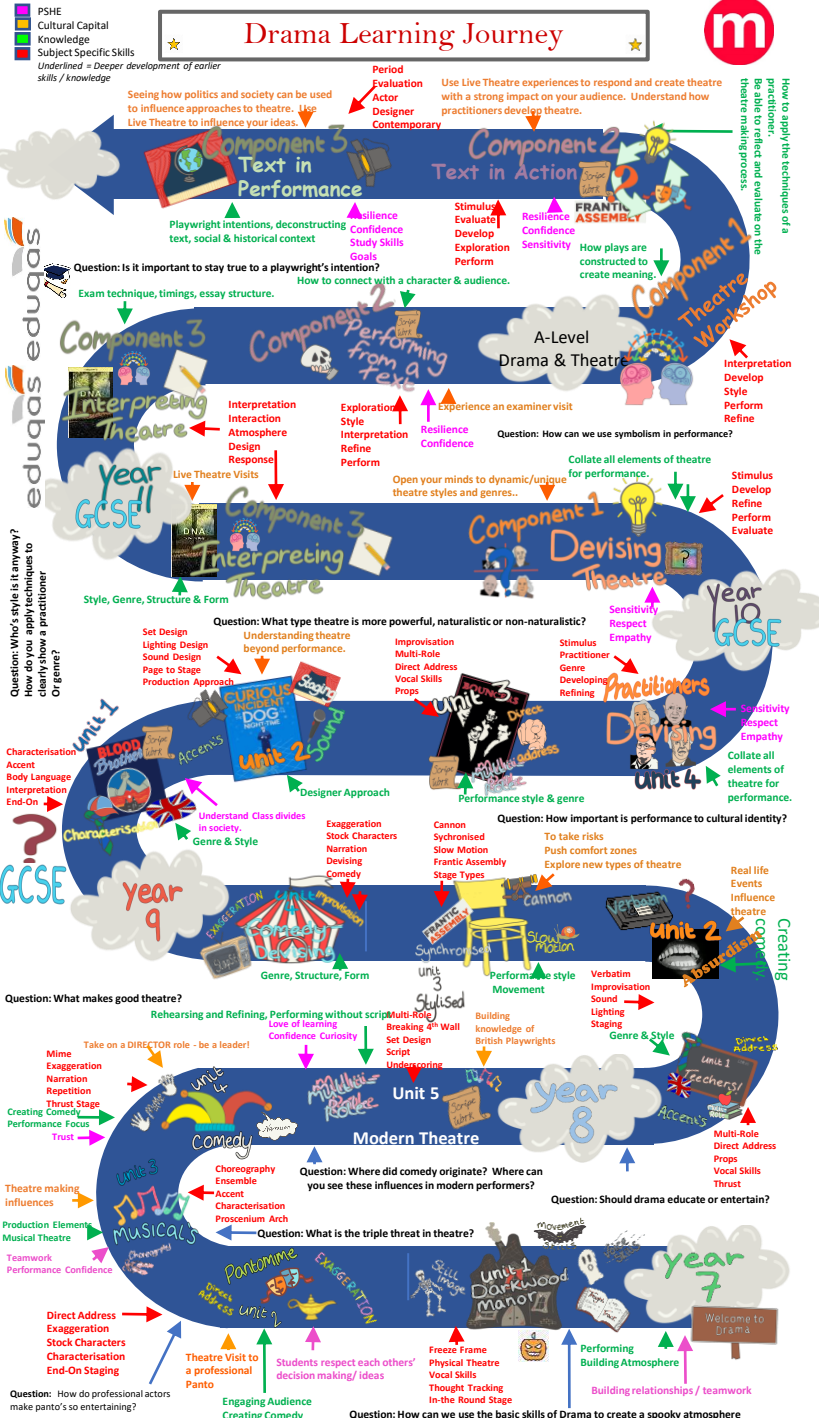
The KS3 Drama Curriculum provides students with an introduction to the key genres, skills and techniques required to be a diverse theatre practitioner.

Students will build on their LORIC skills to allow them to work collaboratively to develop creative ideas and then realise these ideas in performance. In KS4 & 5 Learners will further develop their creativity as performance as well as interpreting texts for performances in a written examination. Additionally they will have the opportunity to attend live theatre performances and develop skills as thoughtful audience members.

Context:

Students will build upon the skills they have learnt in KS2, however for many students this will be the first step in their learning as Drama Students. Alongside the curriculum students will have the opportunity to showcase their theatrical talents in whole school and community events.

Drama Learning Journey



Name: _____

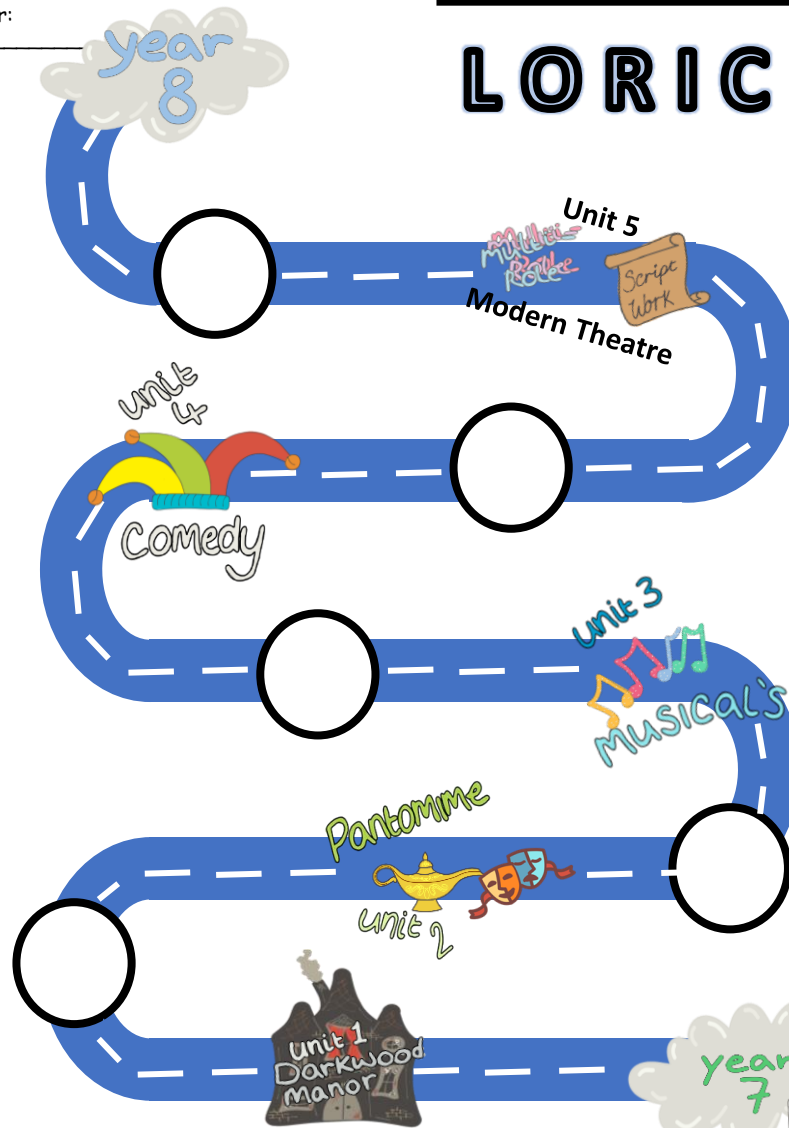
Class: _____

Teacher: _____

My Year 7 Learning Journey



LORIC



End of KS4 Grade

POOR	MINIMUM	GOOD	EXCEPTIONAL
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Welcome to Drama

Scheme of Learning Year Overview

The Big Picture—Intent:
 The first year of the KS3 Drama Curriculum provides students with an introduction to the key genres, skills and techniques required to be a diverse theatre practitioner. Students will build on their LORIC skills to allow them to work collaboratively to develop creative ideas and then realise these ideas in performance. The main intent throughout KS3 Drama is to build performance confidence alongside technical awareness of theatre to prepare students for GCSE & A-Level.

Year 7
Drama

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1: Darkwood Manor 2: Pantomime 3: Musicals 4: Comedy 5: Modern Theatre	1: Freeze Frame, Thought Tracking, Body as Object, Naturalism, Theatre in the Round. 2: Direct Address, Exaggeration, Stock Characters, Characterisation, End-On. 3: Choreography, Characterisation, Chorus, Stage combat, Proscenium Arch. 4: Mime, Exaggeration, Narration, Repetition, Thrust Stage. 5: Multi-Role, script, 4 th Wall, Underscoring & Set Design.	Develop a foundation of theatrical knowledge covering a range of genres and styles. Make use of different skills in different context so that students have the knowledge and understanding of how to apply skills effectively in order to create meaning for the audience. Students will begin to develop some knowledge of the wider elements of theatre such as lighting, set and sound design.	Learning in Y6 will be very limited for Drama. However, some students may have had the opportunity to perform a short role in a primary play/concert.	Continue to build upon the key skills and knowledge of theatre in a more advanced way with some focus on scripted work and devising.

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week/ Twice every other week depending on timetabling</p> <p>LORIC is developed through a range of tasks in lessons. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, making, rehearsing and performing as well as some analysis of how to create meaning in performances. Drama is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in all the elements of theatre at the end of KS3.</p> <p>Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following:</p> <p>Drama is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves, develop verbal communication skills. Students will also develop an awareness of others through group work.</p> <p>Throughout KS3 they will understand how theatre has developed over time and what that looks like in the 21st Century.</p> <p>Throughout Year 7, students will learn about different genres of Theatre and develop an awareness of the different career avenues you can explore within the theatre.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment on <i>Darkwood Manor</i></p> <p>Autumn 2 End of unit assessment on <i>Pantomime</i></p> <p>Spring 1 End of unit assessment on <i>Musicals</i></p> <p>Spring 2 End of unit assessment on <i>Comedy</i></p> <p>Summer Term End of unit assessment on <i>Modern Theatre</i></p>

Impact:
 Students will have developed the key elements of *Making, Performing & Responding* to different genres and styles of theatre. They will be developing cultural capital and an understanding of the world around them and how theatre can have an impact on their audience. They will have gained an understanding of the different careers in the theatre beyond acting. They will understand how to approach the creative process and take risks to allow them to stand out from others. They will have had a fun and positive experience of Drama with a good understanding of their own personal strengths as a performer and their preferred genre of theatre.

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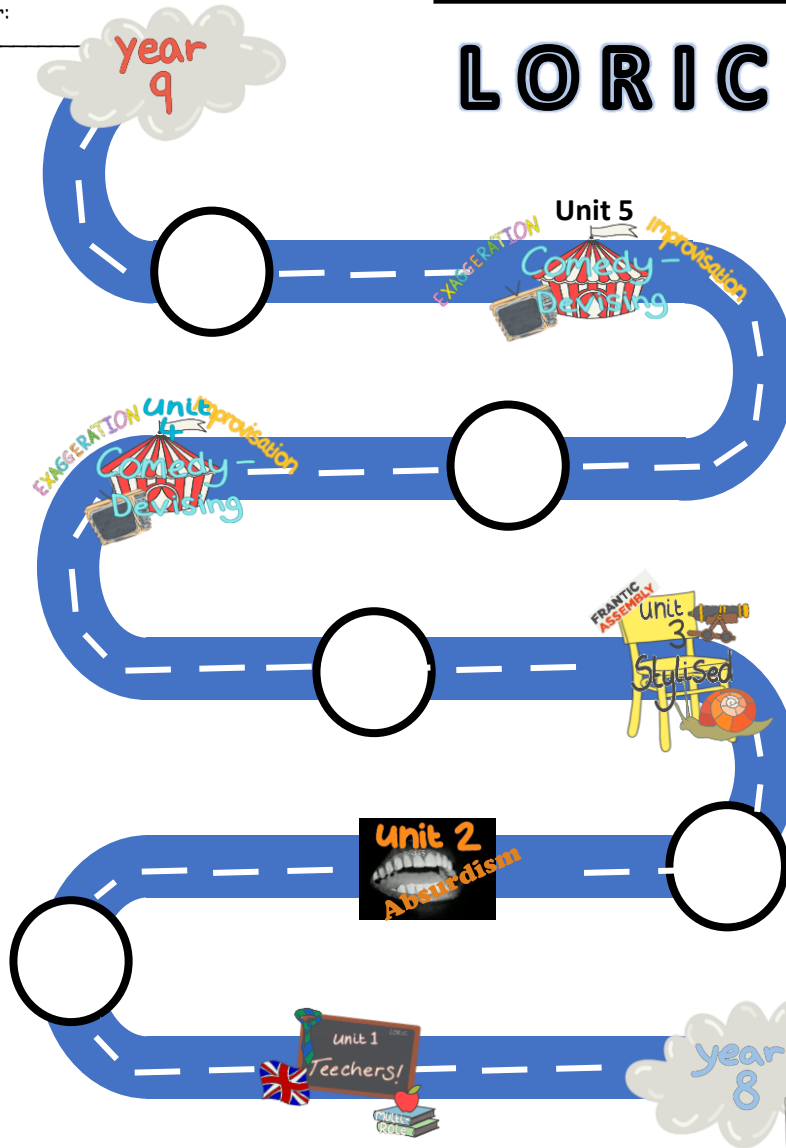
Class: _____

Teacher: _____

My Year 8 Learning Journey



LORIC



End of KS4 Grade

POOR	MINIMUM	GOOD	EXCEPTIONAL

Welcome to Drama

Scheme of Learning Year Overview

The Big Picture—Intent:
 The second year of the KS3 Drama Curriculum will build upon the key genres, skills and techniques required to be a diverse theatre practitioner. Students will continue to build their LORIC skills to allow them to work collaboratively to develop creative ideas and then realise these ideas in performance. The main intent throughout KS3 Drama is to build performance confidence alongside technical awareness of theatre to prepare students for GCSE & A-Level.

Year 8
Drama

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1: Teechers 2: Absurdism 3: Stylised Theatre 4: Comedy 5: Comedy Devising	1: Multi-Role, Direct Address, Prop, Voice, Thrust Stage. 2: Verbatim, Improvisation, Sound, Lighting, Staging. 3: Canon, Synchronised, Slow Motion, Frantic Assembly, Stage Types. 4&5: Melodrama, Stock Characters, Silent Movie, Physical Comedy, Slapstick.	Develop a foundation of theatrical knowledge covering a range of genres and styles. Make use of different skills in different context so that students have the knowledge and understanding of how to apply skills effectively in order to create meaning for the audience. Students will continue to develop some knowledge of the wider elements of theatre such as lighting, set and sound design.	Learning in Y7 provided students with a foundation for the different genres and styles of Drama. They will have learnt to communicate in groups and begin to establish confidence. Some basic awareness of non-acting elements were explored.	Continue to build upon the key skills and knowledge of theatre in a more advanced way with a more in depth knowledge and understanding of the technical elements of theatre in preparation for GCSE.

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week/ Twice every other week depending on timetabling</p> <p>LORIC is developed through a range of tasks in lessons. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, making, rehearsing and performing as well as some analysis of how to create meaning in performances. Drama is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in all the elements of theatre at the end of KS3.</p> <p>Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following: Drama is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves, develop verbal communication skills. Students will also develop an awareness of others through group work.</p> <p>Throughout KS3 they will understand how theatre has developed over time and what that looks like in the 21st Century.</p> <p>Throughout Year 8, students will learn about different genres of Theatre and develop an awareness of the different career avenues you can explore within the theatre. They will also look at the routes of comedy and how it has developed over time.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment on <i>Teechers</i></p> <p>Autumn 2 End of unit assessment on <i>Absurdism</i></p> <p>Spring Term End of unit assessment on <i>Stylised Theatre</i></p> <p>Summer Term End of unit assessment on <i>Comedy</i></p>

Impact:
 Students will have developed the key elements of *Making, Performing & Responding* to different genres and styles of theatre. They will be developing cultural capital and an understanding of the world around them and how theatre can have an impact on their audience. They will have gained an understanding of the different careers in the theatre beyond acting. They will understand how to approach the creative process and take risks to allow them to stand out from others. They will have had a fun and positive experience of Drama with a good understanding of their own personal strengths as a performer and their preferred genre of theatre.

Name: _____

Class: _____

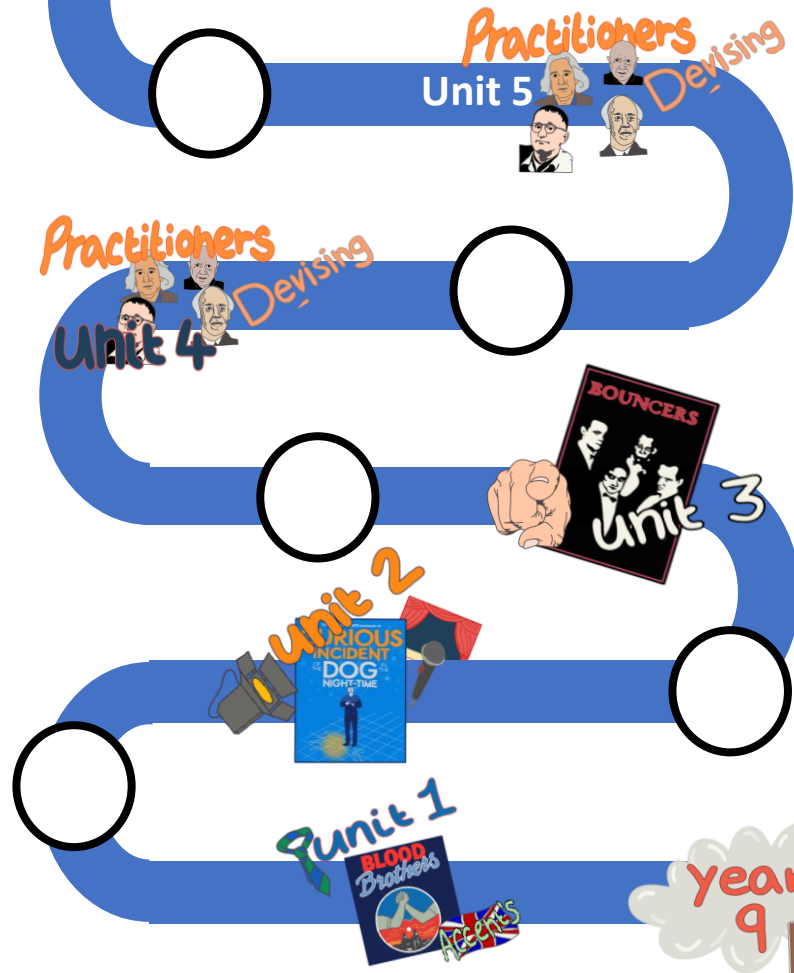
Teacher: _____

My Year 9 Learning Journey



Year 10 GCSE

LORIC



End of KS4 Grade

POOR	MINIMUM	GOOD	EXCEPTIONAL

Welcome to Drama

The Big Picture—Intent:

The final year of the KS3 Drama Curriculum will build upon the key genres, skills and techniques required to be a diverse theatre practitioner. Students will continue to build their LORIC skills to allow them to work collaboratively to develop creative ideas and then realise these ideas in performance. The main intent for this year is to build performance confidence and embed technical awareness of theatre to prepare students for GCSE. This year is when we aim to recruit our most engaged students for GCSE.

Year 9
Drama

Content / Units	Skills	Knowledge	Prior—Y8	Next—GCSE
1: Blood Brothers 2: Curious Incident 3: Bouncers 4& 5: Practitioners & Devising	1: Characterisation, Accent, Body Language, Interpretation, End-on. 2: Set Design, Lighting Design, Sound Design, Page to Stage, Production Approach. 3: Improvisation, Multi-Role, Direct Address, Voice, Props. 4&5: Stimulus, Practitioner, Genre, Developing, Refining.	Embed and apply theatrical knowledge covering a range of genres and styles. Make use of different skills in different context so that students have the knowledge and understanding of how to apply skills effectively in order to create meaning for the audience. Students should have confident knowledge of the wider elements of theatre such as lighting, set and sound design.	Students have had two years in which they have covered all the key elements of theatre and should now have a strong foundation to begin to apply this in a more creative way during Year 9.	Students who opt for GCSE will begin to study plays in greater depth and be able to write about their creative ideas. They will work in groups to create, develop and perform theatre as part of their exam.

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week/ Twice every other week depending on timetabling</p> <p>LORIC is developed through a range of tasks in lessons. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion, making, rehearsing and performing as well as some analysis of how to create meaning in performances. Drama is key to developing all of the LORIC strands in every scheme of work and students are encouraged to evaluate their own LORIC strengths and areas for development.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study in a spiral curriculum that will ensure students are confident in all the elements of theatre at the end of KS3.</p> <p>Students have an opportunity to refine their practice in each scheme of work to allow them to share their work and celebrate 'Wow Moments'. End of scheme performances ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the parent bulletin and the whole school rewards system.</p>	<p>Include the following:</p> <p>Drama is a vital subject in the KS3 curriculum as it allows students the opportunity to express themselves, develop verbal communication skills. Students will also develop an awareness of others through group work.</p> <p>Throughout KS3 they will understand how theatre has developed over time and what that looks like in the 21st Century.</p> <p>Throughout Year 9, students will build upon previous study of the genres of Theatre and develop an awareness of the different career avenues you can explore within the theatre.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 End of unit assessment on <i>Blood Brothers</i></p> <p>Autumn 2 End of unit assessment on <i>Curious Incident</i></p> <p>Spring Term End of unit assessment on <i>Bouncers</i></p> <p>Summer Term End of unit assessment on <i>Practitioners & Devising</i></p>

Impact:

Students will have developed the key elements of *Making, Performing & Responding* to different genres and styles of theatre. They will be developing cultural capital and an understanding of the world around them and how theatre can have an impact on their audience. They will have gained an understanding of the different careers in the theatre beyond acting. They will understand how to approach the creative process and take risks to allow them to stand out from others. They will have had a fun and positive experience of Drama with a good understanding of their own personal strengths as a performer and their preferred genre of theatre. Those students who thrive in Drama will opt to continue to study it at GCSE.

The Big Picture—Intent:

First year of Eduqas GCSE Drama. Learners will be given the opportunities to participate in and interpret their own and others' drama. They will work as performers and will investigate a practitioner or genre of Drama. They will also have the opportunity to participate in the performance of an extract from a play text. Learners will develop their ability to interpret texts for performance, in a written examination. Additionally they will have the opportunity to attend live theatre performances and develop skills as thoughtful audience members.

Year 10

Drama

Content / Units	Skills	Knowledge	Prior—KS3	Next—Yr 11
Component 1: Devising Theatre	Component 1: Respond to stimulus, develop, refine, perform, evaluate.	This is an exciting, inspiring and practical course that will promote the involvement in and enjoyment of drama as performers and designers. Students will understand how to create, develop and refine a performance in order to create meaning and to realise the intentions of a well known practitioner/genre. They will be able to reflect on the creative process in their written coursework. Students will practically explore their set text as a performer, designer and director and then apply this knowledge and understanding of drama in their written exam.	Students have had the equivalent of one Drama lesson per week throughout KS3. The KS3 Drama Curriculum will have provided students with a strong foundation to step up to GCSE with confidence in performance and design aspects.	Students will refine exam technique and experience Live Theatre. They will complete Component 2 and perform in front of a visiting examiner in Spring Term.
Component 3: Interpreting Theatre	Component 3: Interpretation, Interaction, Developing Atmosphere, Design Approach, Response			

Implementation	Marches Futures Links	Summative Assessment
<p>5 X 55 minute lessons over a 2 week timetable.</p> <p>Drama is key to developing all of the LORIC strands and this will continue in KS4.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and will inform our teaching of Component 3 to allow students to see the bigger picture and how all elements of theatre link to create the final performance and to realise artistic intentions. They will make use of exemplar material, writing frames and mark scheme to develop student exam technique and to allow them to strive to achieve high band marks.</p> <p>Students will make use of research and develop their cultural capital by looking beyond the given in order to create a piece of theatre that has an intended impact on their target audience. They will refine their practice through peer evaluation tasks in lesson and celebrate 'Wow Moments'.</p> <p>Successful student work will be shared on a whole school platform and/or Year Group specific platform dependent on the suitability of content.</p>	<p>Include the following:</p> <p>Drama at GCSE gives students the opportunity to see the impact theatre can have and how practitioners and genres have shaped their approach to theatre making throughout history.</p> <p>They will begin to form their own views and opinions on social/political/age group specific issues and learn how to convey these views practically.</p> <p>They will have the opportunity to see Live Theatre and be part of that shared experience with people beyond our school community.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 Baseline Assessment <i>Live Theatre Review</i></p> <p>Autumn 2 Mock Assessment <i>Component 1</i></p> <p>Spring Term 1 End of unit assessment on <i>Component 1</i></p> <p>Spring Term 2 <i>Coursework Focus</i></p> <p>Summer Term Mock Exam <i>Component 3</i></p>

Impact:

Students will have created, developed and performed their Devised Theatre piece to a high standard. They will all have a First Draft of their coursework. All students will have covered their full written exam and should be developing confidence writing about their set text from the perspective of a performer, designer and director. Students should understand how different practitioners/genres can influence the creative process. They should also understand the impact they want to have on their audience and should be able to talk about this confidently based on their final piece and chosen practitioner/genre.

The Big Picture—Intent:
 Final year of GCSE. Learners will make use of feedback to refine their coursework for Component 1 of the course. They will research a variety of texts and choose a suitable play for their Component 2 performers.. Learners will begin to refine their ability to interpret texts for performance, in their written examination. Additionally they will have the opportunity to attend live theatre performances and develop skills as thoughtful audience members.

Year 11
Drama

Content / Units	Skills	Knowledge	Prior—Yr 10	Next—Yr 12
Component 2: Performing from a Text	Component 2: Exploration, Understanding of Style, Interpretation, Refine, Perform	This is an exciting, inspiring and practical course that will promote the involvement in and enjoyment of drama as performers and designers. Students will explore a number of play texts and choose one that they will perform. They will need to use their wider knowledge of the play and style to interpret their character for performance. Students will practically explore their set text as a performer, designer and director and then apply this knowledge and understanding of drama in their written exam. They will use their knowledge of drama to review Live Theatre.	Students will have completed their Component 1 performance and should have a first draft of Component 1 coursework. They should understand the pay they are studying from a performing, director and design view	Eduqas A-Level Drama & Theatre. First Year of the A-Level course will focus on Component 1 practical and Set Text 1 & 2.
Component 3: Interpreting Theatre	Component 3: Interpretation, Interaction, Developing Atmosphere, Design Approach, Response			

Implementation	Marches Futures Links	Summative Assessment
<p>5 X 55 minute lessons over a 2 week timetable.</p> <p>Drama is key to developing all of the LORIC strands and this will continue in KS4.</p> <p>Interleaving and retrieval practice are key elements of our curriculum approach and will inform our teaching of Component 3 to allow students to see the bigger picture and how all elements of theatre link to create the final performance and to realise artistic intentions. They will make use of exemplar material, writing frames and mark scheme to develop student exam technique and to allow them to strive to achieve high band marks.</p> <p>Students will be supported in exploring a range of possible plays for their Component 2 performance. They will learn their script and fully stage it for their examination which will be assessed by a visiting examiner in Spring Term.</p> <p>Opportunities to see Live Theatre will be planned into the course.</p> <p>Successful student work will be shared on a whole school platform and/or Year Group specific platform dependent on the suitability of content.</p>	<p>Include the following:</p> <p>Drama at GCSE gives students the opportunity to see the impact theatre can have and how practitioners and genres have shaped their approach to theatre making throughout history.</p> <p>They will begin to form their own views and opinions on social/political/age group specific issues and learn how to convey these views practically.</p> <p>They will have the opportunity to see Live Theatre and be part of that shared experience with people beyond our school community.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn 1 Mock Exam <i>Component 3</i></p> <p>Autumn 2 Mock Assessment <i>Component 2 & Final adjustments to Component 1 Coursework</i></p> <p>Spring Term 1 End of unit assessment on <i>Component 2</i></p> <p>Spring Term 2 <i>Exam preparation</i></p>

Impact:

Students will have completed all elements of the course and will have had opportunities to respond to feedback to help them refine work so it is to the highest standard. Students will feel confident and prepared for the written exam.

Students who have thrived will be continuing to study Drama/Theatre Studies at A-Level.

The Big Picture—Intent:
 Eduqas A Level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. Component 1 gives learners the chance to reinterpret a text to create a piece of theatre which is a combination of the selected text and original ideas. The exploration of the workings of a theatre practitioner will allow them to make connections between dramatic theory and their own practice. In Component 3 students will study a pre 1956 and post 1956 text for their written exam.

Year 12
Drama

Content / Units	Skills	Knowledge	Prior—GCSE	Next—Yr 13
Component 1: Theatre Workshop	Component 1: Perform, Refine, Develop, Interpret, Style	Students will develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. They will understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in information theoretical knowledge of drama and theatre. They will gain knowledge in the social, cultural and historical contexts of performance texts	Students will have achieved a good GCSE Grade in Drama. They will be diverse performers and understand how to interpret texts from the perspective of an actor, designer and director. This will provide a strong foundation for A-Level Drama & Theatre.	Eduqas A-Level Drama & Theatre. Second year of the course will focus on the Third set text and developing exam technique for Component 3. They will develop two Component 2 performances in contrasting styles.
Component 3: Text in Performance	Component 3: Design, Acting, Awareness of Period, Evaluating, Contemporary Theatre Techniques			

Implementation	Marches Futures Links	Summative Assessment
<p>5 X 55 minute lessons per week.</p> <p>Drama is key to developing all of the LORIC strands and this will continue in KS5..</p> <p>Interleaving and retrieval practice are key elements of our curriculum approach and will inform our teaching of Component 3 to allow students to see the bigger picture and how all elements of theatre link to create the final performance and to realise artistic intentions. They will make use of exemplar material, writing frames and mark scheme to develop student exam technique and to allow them to strive to achieve high band marks. Students will develop an understanding of twenty-first century theatre making and will explore the social, cultural and historical contexts of the plays they study.</p> <p>Students will explore a diverse range of practitioners and play-texts to allow them to complete their Component 1 performance.</p> <p>Opportunities to see Live Theatre will be planned into the course.</p> <p>Successful student work will be shared on a whole school platform and/or Year Group specific platform dependent on the suitability of content.</p>	<p>Include the following:</p> <p>Drama & Theatre Studies at A-Level gives students the opportunity to see the impact theatre can have and how practitioners and genres have made an impact on social and political change.</p> <p>They will begin to form their own views and opinions on social and political issues and learn how to convey these views practically.</p> <p>They will have the opportunity to see Live Theatre and be part of that shared experience with people beyond our school community.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>	<p>Autumn Term <i>Mock Assessment</i> Component 1</p> <p>Spring Term <i>End of unit assessment</i> on Component 1</p> <p>Summer Term <i>Mock Exam</i> Component 3</p>

Impact:
 Students will have completed Component 1 with coursework refinement. They will have covered two of the set texts for C3 and have a good understanding of the type of questions that can be asked in the written exam and how these should be structured. Students will understand how contemporary theatre ideas can help make texts feel relevant to a modern audience.

The Big Picture—Intent:

Final Year of A-Level. Component 2 gives learners to opportunity to create both a Devised and Scripted performance in response to stimulus from the exam board. Both performances will utilise the theories and techniques of contrasting practitioners/theatre companies. These performances will be assessed in front of a visiting examiner. In Component 3 students will continue to study a pre 1956 and post 1956 text for their written exam. They will also study a pre-released extract from a third text an prepare for the written exam.

Year 13

Drama

Content / Units	Skills	Knowledge	Prior—Year 12	Next—Further Ed
Component 2: Text in Action Component 3: Interpreting Theatre	Component 2: Responding to Stimulus, Developing, Exploring, Performing, Evaluating. Component 3: Design, Acting, Understanding of Period, Evaluating, Contemporary Theatre Skills	Students will develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. They will understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in information theoretical knowledge of drama and theatre. They will gain knowledge in the social, cultural and historical contexts of performance texts	Students will have completed their Component 1 performance and coursework. They will have sound knowledge of the pre and post 1956 set texts and be able to respond to exam questions with increased confidence.	Students will either continue to Further Education or enter the world of work.
Implementation		Marches Futures Links		Summative Assessment
<p>5 X 55 minute lessons per week.</p> <p>Drama is key to developing all of the LORIC strands and this will continue in KS5..</p> <p>Interleaving and retrieval practice are key elements of our curriculum approach and will inform our teaching of Component 3 to allow students to see the bigger picture and how all elements of theatre link to create the final performance and to realise artistic intentions. They will make use of exemplar material, writing frames and mark scheme to develop student exam technique and to allow them to strive to achieve high band marks. Students will develop an understanding of twenty-first century theatre making and will explore the social, cultural and historical contexts of the plays they study.</p> <p>Students will explore a diverse range of practitioners and play-texts to allow them to complete their Component 2 performances in front of a visiting examiner.</p> <p>Opportunities to see Live Theatre will be planned into the course.</p> <p>Successful student work will be shared on a whole school platform and/or Year Group specific platform dependent on the suitability of content.</p> <p>Exam technique will be the focus for the latter part of the course.</p>		<p>Include the following:</p> <p>Drama & Theatre Studies at A-Level gives students the opportunity to see the impact theatre can have and how practitioners and genres have made an impact on social and political change.</p> <p>They will begin to form their own views and opinions on social and political issues and learn how to convey these views practically.</p> <p>They will have the opportunity to see Live Theatre and be part of that shared experience with people beyond our school community.</p> <p>Students will have the opportunity to audition for the whole school production and be involved in various PA events throughout the year.</p>		<p>Autumn 1 Mock Exam <i>Component 3</i></p> <p>Autumn 2 Mock Assessment <i>Component 2</i></p> <p>Spring Term 1 End of unit assessment on <i>Component 2 – Visiting Examiner</i></p> <p>Remainder of Course <i>Exam preparation</i></p>

Impact:

Students will have completed all elements of the course and will have had opportunities to respond to feedback to help them refine work so it is to the highest standard. Students will feel confident and prepared for the written exam.

Students who have thrived will be continuing to study Drama/Theatre Studies at A-Level.

Glossary of Key Terms:

LORIC: Leadership, Organisation, Resilience, Initiative & Communication

Theatre Practitioners: People who develop their own ideas on how theatre should be developed, performed and interpreted by an audience.

Devising: Developing an original piece of theatre using some given material to inspire your ideas e.g. a song/quote/picture/poem

Interleaving & Retrieval Practice: Blending different aspects of learning so that students understand how theories, skills, techniques etc fit into the bigger picture. This allows them to retrieve, or recall information in a confident way.

Audition: Using your skills as a dancer, actor or singer to try out for a role/performance. This is a like an interview for Performing Arts.

Cultural Capital: Giving students the opportunity to experience life beyond their local setting e.g. trips to the theatre/orchestra

