



Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p>Practitioners</p>	<p>Introducing genre of drama or theatre practitioner</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Key techniques used by the following practitioners/companies • Key differences between each style/genre • Social/historical/cultural influences <p>Frantic Assembly, Stanislavski, Paper Birds, Children’s theatre, Verbatum & Documentary theatre</p>	<ul style="list-style-type: none"> • Perform key scenes from a variety of theatrical styles • Develop and demonstrate key physical and vocal skills of designated practitioners • Understand the key roles and responsibilities of a theatre company • Apply key subject terminology to a written evaluation 	<p>End of term internal assessment mini devised project.</p> <p>Students will deliver a presentation and practical workshop in the style of each of the practitioners</p>
<p>Devising skills</p>	<p>Introduction to devising: Devising skills</p> <p>Students will understand and apply the following skills to a devised performance</p> <ul style="list-style-type: none"> • Structure • Theme/Plot • Form and style • Language/Dialogue. • Character • Working with stimuli. 	<ul style="list-style-type: none"> • Rehearse effectively in a group • Develop drama performance from a stimulus • Develop a stimulus into written dialogue • Create effective characterisation linked to the style of the practitioner • Refine and amend practical work • Evaluate their own and others contribution to the drama 	<p>End of term internal assessment mini devised project.</p> <p>Students will demonstrate their understanding of genre/practitioner through practical performance</p>

		<ul style="list-style-type: none"> Apply rehearsal techniques using the theory of a chosen practitioner 	
Devising Drama preparation	Component 1 preparation – Exploration of stimulus Students will know and understand drama conventions, exploratory, techniques and performance techniques including: <ul style="list-style-type: none"> performance conventions use of space and spatial relationships on stage relationships between performers and audience design elements including lighting, sound, set and costume the physical and vocal interpretation of character. 	Students will be able to: <ul style="list-style-type: none"> Develop a clear message and intention for a piece of drama and realise this in their performance/design Clearly communicate meaning through all stated performance conventions Perform a clear interpretation of a character/role in a short mini devised drama 	Students will create, develop and perform a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre Learners must produce: <ul style="list-style-type: none"> a realisation of their piece of devised theatre a portfolio of supporting evidence an evaluation of the final performance or design.
	Study of set text (The IT) (1st half of text) Students will know how the text is constructed and how performances create meaning through: <ul style="list-style-type: none"> The characteristics of the performance text, including genre, structure, character. Form and style, language/dialogue, stage directions 	Students will be able to: <ul style="list-style-type: none"> Direct a scene from the text (The IT) with a specific intention for the acting/design of a specific moment Discuss ideas for the application of technical ideas for a specific scene Clearly communicate the social, historical and cultural context including the theatrical conventions of the period through a written response Interpret and communicate imaginative ideas for the performance, design or direction of a scene from The IT. (including the use of performance space, spatial relationships on stage, relationships between performer and audience, the design of lighting, sound, set (including props) and costume, hair and make-up and the actor's vocal and physical interpretation of character. 	Students will write a practical and design-based essay based on a specific scene in the play Students will direct a rehearsal based on their own performance, technical, directorial ideas for a scene.

<p>Devised Drama Development</p> <p>Set Text exploration</p>	<p>Comp 1 Rehearsal & Examination</p> <p>Students will know and understand drama conventions, exploratory, techniques and performance techniques including:</p> <ul style="list-style-type: none"> • performance conventions • use of space and spatial relationships on stage • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. <p>The key relationships between both acting and technical/design and production roles.</p>	<ul style="list-style-type: none"> • Use Naturalistic and non-naturalistic rehearsal techniques when devising drama • Demonstrate a clear ability to work as an effective member of a performance group • Create an accurate physical and vocal interpretation of a character(s) • Reflect on their own strengths and weaknesses in the rehearsal process • Demonstrate a clear awareness on stage of the relationships between performers and audience 	<p>Students will create, develop and perform a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre</p>
	<p>Continued study of set text. (The IT) (2nd half of text)</p>	<p>Students will be able to create a clear, detailed responses that demonstrate an outstanding knowledge of the text, it's characters and themes as well as the use of creative acting and design choices, employing the use of key terminology.</p>	<p>See above</p>
<p>Devised Drama Exam</p>	<p>Comp 1 Rehearsal & Examination</p> <p>See above</p>	<ul style="list-style-type: none"> • Students will develop their ability to work individually and as part of a group in the development of the skills needed to develop an effective character in the style of their chosen practitioner • Analyse and evaluate either their interpretation of character/role or their realisation of design and the effectiveness of the drama in their final performance. • Analyse and evaluate their individual contribution to the final performance. 	<ul style="list-style-type: none"> • Students will create, develop and perform a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre

<p>Live theatre</p>	<p>Comp 3 Preparation of a written response for Live Theatre</p> <p>Students will know and understand the following key terms in relation to a live theatre production</p> <ul style="list-style-type: none"> • Actor, interpretation of character, character interaction, vocal skills, movement skills. • Designer: creation of mood and atmosphere, use of performance space, lighting, sound, set and props, costume and make-up • Director: interpretation and style, performance conventions, spatial relationships on stage, relationship between performer and audience, reaction and response of individual and audience. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. • Understand intentions, motivations and interactions of actors in a production • Analyse characters, playwrights, practitioners and live performance work 	<p>Students will complete a question assessing analysis and evaluation of a given aspect of a live theatre production</p>
<p>Scripted performance</p>	<p>Students will know and understand:</p> <ul style="list-style-type: none"> • In depth knowledge of chosen published play text • In depth knowledge of chosen character in chosen extracts (Acting Candidates) • In depth knowledge of lighting/set/sound/costume hair & makeup design for chosen extracts (design candidates) • Drama techniques and skills • Line learning & effective rehearsal (acting candidates) • Interpretation • In depth character development • Acting range (Acting candidates) • Design skills (design candidates) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify script conventions • Develop a character physically, vocally and emotionally connected to the chosen text • Learn lines • Contribute effectively to a group performance • Performance / design • Develop a directorial Interpretation of a script 	<p>Mini scripted performance approximately 2 minutes per candidate.</p>

