

CURIOSITY

COMPASSION

COURAGE



Academic outline 2023-24

	Sub	ject: A Level Drama and Theatre		
	Term 1 and 2 Aug-Dec	Term 3 and 4 Jan-Mar	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	INDUCTION PROGRAMME:	COMPONENT 1:	COMPONENT 3:	PRACTITIONER
	Introduction of elements of Drama & Theatre:	Choose text for deconstruction	Learners will develop their	WORKSHOPS
	Elements of characterisation	Choose 15 minute extract	knowledge of tis component	CONTINUED:
	 Acting techniques 	Choose practitioner	throughout year 12 and Year	Practitioners selected to
	 Improvisation as a creative tool 	Practical work on reinterpretation	13 so they can cover the	suit learners' needs and
	Useful if learners have varying experience of the	Focus on Creative Log throughout - log books	knowledge needed.	the expertise of the
	subject and not completed GCSE Drama	of developments made	Learners are given the	teacher – Splendid
		Assess A level Component 1:	opportunity to demonstrate	Productions and
	INTRODUCTION OF PRACTITIONER WORKSHOPS:	Internally assessed and externally moderated. Record	their knowledge,	Kneehigh Theatre
	 Stanislavski as a starting point with 	performances for submission for moderation.	understanding and skills in	company. Ensure an
	approaches to text; system of rehearsal;	This happens in Term 3 OR 4 of year 12, ready to be	interpreting texts for	appreciation of the
	naturalism	sent off in year 13.	performance in a written	varied elements of each
	 Brecht as a contrast to Stanislavski i.e. 		examination. Learners are	practitioner.
	Narrative Theatre versus Epic Theatre.	COMPONENT 3:	encouraged to approach this	
	Direct link to C1 and C2. Relevance to C3.	Learners will develop their knowledge of tis component	component practically as an	COMPONENT 2:
		throughout year 12 and Year 13 so they can cover the	actor, designer and	In term 6, learners are
	PRACTITIONER WORKSHOPS CONTINUED:	knowledge needed.	director, and as an informed	presented with 4 stimuli
	Practitioners selected to suit learners' needs and the	Learners are given the opportunity to demonstrate	member of a theatre	that they base their
	expertise of the teacher - Artaud, Berkoff, Frantic	their knowledge, understanding and skills in	audience. To this end,	devised and text work
	Assembly.	interpreting texts for performance in a written	learners are required to	on.
	Ensure an appreciation of the varied elements of each	examination. Learners are encouraged to approach this	view a minimum of two live	They must choose a
	practitioner.	component practically as an actor, designer and	theatre productions to	different practitioner or
		director, and as an informed member of a theatre	inform their understanding.	theatre company for
	COMPONENT 1:	audience. To this end, learners are required to view a	LINE THEATRE	Component 2 from that
	Choose text for deconstruction	minimum of two live theatre productions to inform	LIVE THEATRE	of Component 1.
	Choose 15 minute extract	their understanding.	If live theatre isn't available	(one devised piece using
	Choose practitioner		then visit to cinema	the working methods
	 Practical work on reinterpretation 	LIVE THEATRE	screenings of live theatre	and techniques of either an influential theatre
	Focus on Creative Log throughout - log books	If live theatre isn't available then visit to cinema	events e.g. NT Live or class viewing of a stage	practitioner or a
	of developments made	screenings of live theatre events e.g. NT Live or class	production e.g. Digital	recognised theatre
		viewing of a stage production e.g. Digital Theatre.	Theatre.	company and one
	Assess A level Component 1:	STUDY OF SET TEXT ONE: HEDDA GABLER	meatre.	extract from a text in a



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Internally assessed and externally moderated. Record				
performances for submission for moderation.				
This happens in Term 3 OR 4 of year 12, ready to be				
sent off in year 13.				

Learners will develop their knowledge of tis

COMPONENT 3:

component throughout year 12 and Year 13 so they can cover the knowledge needed.

Learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component practically as an actor, designer and director, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding.

LIVE THEATRE

If live theatre isn't available then visit to cinema screenings of live theatre events e.g. NT Live or class viewing of a stage production e.g. Digital Theatre.

STUDY OF SET TEXT ONE: HEDDA GABLER

Year 13:

COMPONENT 2:

Learners will select the style and text extract for this component. It must be different to their devised piece.

- Start work on the devised piece for this component.
- Rehearse DEVISED piece for Component 2. This should be influenced by practitioner.
- Rehearse TEXT piece for Component 2 This should be influenced by style.
 - Perform to an external examiner their 2 set pieces.
 - Complete a process and evaluation report within 5 days of their practical assessment.

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STUDY OF SET TEXT ONE: HEDDA GABLER

different style to the devised piece.)

COMPONENT 3:

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Learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this

Examination of

COMPONTENT 3 to be
completed end of Term
5/beginning of Term 6.



CURIOSITY COMPASSION





COMPONENT 3:

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Learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component **practically** as an **actor**, **designer** and **director**, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding.

LIVE THEATRE

If live theatre isn't available then visit to cinema screenings of live theatre events e.g. NT Live or class viewing of a stage production e.g. Digital Theatre.

STUDY OF SET TEXT TWO: ACCIDENTAL DEATH OF

AN ANARCHIST

RE-CAP/REVISION OF SET TEXT ONE: HEDDA GABLER

External Examiner to come into school in TERM 3. To perform Devised and Text piece. Complete process and evaluation report to send off for external marking.

COMPONENT 3:

Learners will develop their knowledge of tis component throughout year 12 and Year 13 so they can cover the knowledge needed.

Learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component **practically** as an **actor**, **designer** and **director**, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding.

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STUDY OF SET TEXT TWO: ACCIDENTAL DEATH OF AN ANARCHIST

STUDY OF SET TEXT THREE: THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME

RE-CAP/REVISION OF SET TEXT ONE: HEDDA GABLER

component **practically** as an **actor**, **designer** and **director**, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding.

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- RE-CAP/REVISION
 OF SET TEXT ONE:
 HEDDA GABLER
- RE-CAP/REVISION
 OF SET TEXT TWO:
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