



CURIOSITY

COMPASSION

COURAGE



Academic outline 2023-24

Subject: 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:	<p>INDUCTION PROGRAMME: Introduction of elements of Drama & Theatre:</p> <ul style="list-style-type: none"> • Elements of characterisation • Acting techniques • Improvisation as a creative tool <p><i>Useful if learners have varying experience of the subject and not completed GCSE Drama</i></p> <p>INTRODUCTION OF PRACTITIONER WORKSHOPS:</p> <ul style="list-style-type: none"> • Stanislavski as a starting point with approaches to text; system of rehearsal; naturalism • Brecht as a contrast to Stanislavski i.e. Narrative Theatre versus Epic Theatre. <p><i>Direct link to C1 and C2. Relevance to C3.</i></p> <p>PRACTITIONER WORKSHOPS CONTINUED: Practitioners selected to suit learners' needs and the expertise of the teacher - Artaud, Berkoff, Frantic Assembly. <i>Ensure an appreciation of the varied elements of each practitioner.</i></p> <p>COMPONENT 1:</p> <ul style="list-style-type: none"> • Choose text for deconstruction • Choose 15 minute extract • Choose practitioner • Practical work on reinterpretation • Focus on Creative Log throughout - log books of developments made <p>Assess A level Component 1:</p>	<p>COMPONENT 1:</p> <ul style="list-style-type: none"> • Choose text for deconstruction • Choose 15 minute extract • Choose practitioner • Practical work on reinterpretation • Focus on Creative Log throughout - log books of developments made <p>Assess A level Component 1: Internally assessed and externally moderated. Record performances for submission for moderation. <i>This happens in Term 3 OR 4 of year 12, ready to be sent off in year 13.</i></p> <p>COMPONENT 3: <i>Learners will develop their knowledge of this component throughout year 12 and Year 13 so they can cover the knowledge needed.</i> 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.</p> <p>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.</p> <p>STUDY OF SET TEXT ONE: HEDDA GABLER</p>	<p>COMPONENT 3: <i>Learners will develop their knowledge of this component throughout year 12 and Year 13 so they can cover the knowledge needed.</i> 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.</p> <p>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.</p>	<p>PRACTITIONER WORKSHOPS CONTINUED: Practitioners selected to suit learners' needs and the expertise of the teacher – Splendid Productions and Kneehigh Theatre company. <i>Ensure an appreciation of the varied elements of each practitioner.</i></p> <p>COMPONENT 2: In term 6, learners are presented with 4 stimuli that they base their devised and text work on. They must choose a different practitioner or theatre company for Component 2 from that of Component 1. <i>(one devised piece using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company and one extract from a text in a</i></p>



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Year 13:	<p>COMPONENT 2: Learners will select the style and text extract for this component. It must be different to their devised piece.</p> <ul style="list-style-type: none"> Start work on the devised piece for this component. Rehearse DEVISED piece for Component 2. <i>This should be influenced by practitioner.</i> Rehearse TEXT piece for Component 2 <i>This should be influenced by style.</i> Perform to an external examiner their 2 set pieces. Complete a process and evaluation report within 5 days of their practical assessment. 	<p>COMPONENT 2: Learners will select the style and text extract for this component. It must be different to their devised piece.</p> <ul style="list-style-type: none"> Start work on the devised piece for this component. Rehearse DEVISED piece for Component 2. <i>This should be influenced by practitioner.</i> Rehearse TEXT piece for Component 2 <i>This should be influenced by style.</i> Perform to an external examiner their 2 set pieces. Complete a process and evaluation report within 5 days of their practical assessment. 	<p>COMPONENT 3: <i>Learners will develop their knowledge of tis component throughout year 12 and Year 13 so they can cover the knowledge needed.</i> 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</p>	<p><i>Examination of</i> COMPONENT 3 <i>to be completed end of Term 5/beginning of Term 6.</i></p>



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COMPONENT 3:

Learners will develop their knowledge of this 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 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 this 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 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.

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.

- **RE-CAP/REVISION OF SET TEXT ONE: HEDDA GABLER**
- **RE-CAP/REVISION OF SET TEXT TWO: ACCIDENTAL DEATH OF AN ANARCHIST**
- **RE-CAP/REVISION OF SET TEXT THREE: THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME**