



# Wanstead High School

Education with Character

## Drama Curriculum Content 2024 - 25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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# Drama Year 7

**Pupils receive 2 lessons of Drama each fortnight.**

In Drama, pupils are introduced to the fundamental skills and techniques of Drama including vocal and physical skills, rehearsal and creation techniques and elements of technical theatre. Through a range of different topics and scenarios, pupils will learn how to apply these skills to exploration, rehearsal, and performance. At the end of each topic, pupils will create a performance in which they apply the skills they have developed, which will be shared with and evaluated by their class. Alongside the skills of performance creation, development and evaluation, pupils will have the opportunity to develop a number of transferable skills that are vital in developing pupils' skills in empathy, confidence and team working.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Socialisation Exercises/Mime</b>	<b>Autumn Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> </ul>	Pupils will be introduced to mime and the basic physical and vocal skills needed to devise a mime scene. <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Introduction to vocal skills</li> <li>• Introduction to physical skills</li> <li>• Mime skills</li> </ul>
<b>The Disappearance</b>	<b>Autumn Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> </ul>	Pupils will be introduced to a different genre of drama; mystery. Pupils will be lead investigators with a case in which they solve through devising small scenes. Pupils will be introduced to characterisation and how to analyse and study a character feature in order to perform. <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Improvisation</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>
<b>Refugee Boy</b>	<b>Spring Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> </ul>	Pupils will be working with their first scripted performance. Pupils will be expected to learn and analyse a script to perform with the stimulus of 'bullying'. Pupils will explore their literacy, vocal and physical skills. <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Working with text/script</li> <li>• Characterisation</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Flashbacks</li> <li>• Tension</li> </ul>

<b>Performing Arts Musicals Project</b>	<b>Spring Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> </ul>	Pupils will be introduced to musical theatre and understand cross-curricular skills from drama to understand how to prepare and perform as a musical theatre performer. <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Characterisation/Animalistic movement</li> <li>• Script writing</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Physical theatre</li> </ul>
<b>Macbeth Directing and Design</b>	<b>Summer Term 1 and 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> </ul>	Pupils will be introduced into how to devise a scene in Drama using the stimulus Macbeth. Pupils will be challenged in their role as a director and designer and weekly pupils will be given the opportunity to direct their group and give feedback to their peers. <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Working with text/script</li> <li>• Characterisation</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul>

<b>How are pupils informally and formally assessed?</b>	Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.
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<b>Developing Independent and Home Learning Skills</b>	Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.
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<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</a> <a href="https://www.youtube.com/watch?v=21CR01rlmv4andt=122s">https://www.youtube.com/watch?v=21CR01rlmv4andt=122s</a> <a href="https://www.youtube.com/results?search_query=west+african+dance">https://www.youtube.com/results?search_query=west+african+dance</a> <a href="https://www.youtube.com/watch?v=vD-LFksC1Nc">https://www.youtube.com/watch?v=vD-LFksC1Nc</a> <a href="https://www.youtube.com/watch?v=YqY1e-iCRdo">https://www.youtube.com/watch?v=YqY1e-iCRdo</a> <a href="https://www.youtube.com/watch?v=-ofM_1rPB5I">https://www.youtube.com/watch?v=-ofM_1rPB5I</a>
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<b>Equipment for lessons</b>	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.
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<b>Enrichment activities</b>	Year 7 and 8 Dance Company Key Stage 3 London Youth Games Team Dance competitions Annual dance show
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	Theatre trips
<b>Careers curriculum</b>	<p>Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p><b>Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.</b></p>
<b>Head of Department and email contact</b>	<p>Ms R Walker  <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>

# Drama Year 8

**Pupils receive 2 lessons of Drama each fortnight.**

In Drama, pupils are introduced to the fundamental skills and techniques of Drama including vocal and physical skills, rehearsal and creation techniques and elements of technical theatre. Through a range of different topics and scenarios, pupils will learn how to apply these skills to exploration, rehearsal, and performance. At the end of each topic, pupils will create a performance in which they apply the skills they have developed, which will be shared with and evaluated by their class. Alongside the skills of performance creation, development and evaluation, pupils will have the opportunity to develop a number of transferable skills that are vital in developing pupils' skills in empathy, confidence and team working.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Physical Theatre</b>	<b>Autumn Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	Pupils will be introduced to physical theatre and develop understanding of Hymn Hands and gestures to show a storyline and relationship between two people. Pupils are challenged as they do not use dialogue but only physical skills: <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Physical Theatre</li> <li>• Puppetry</li> <li>• Physical skills</li> </ul>
<b>Stage Directions/ Pantomime</b>	<b>Autumn Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• The Big Review: Evaluation of a professional stage production by Frantic Assembly</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	Pupils will be introduced to a new genre; pantomime. Pupils will explore and understand stock characters and explore a new theatrical style <ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Stage direction</li> <li>• Characterisation</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul>
<b>Monologues</b>	<b>Spring Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	Pupils will choose a song; the lyrics will be interpreted as a monologue. Pupils will be introduced to the Stanislavski theatre style; naturalism. Pupils will be expected to perform and memorise their monologue showing vocal and physical skills <ul style="list-style-type: none"> <li>• Practitioner work</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Devices</li> <li>• Characterisation</li> <li>• Naturalism</li> </ul>

<p><b>Performing Arts Musicals Project</b></p>	<p><b>Spring Term 2</b></p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will be introduced to musical theatre and understand cross-curricular skills from drama to understand how to prepare and perform as a musical theatre performer</p> <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> <li>• Script work</li> <li>• Flashback</li> <li>• Tension</li> </ul>
<p><b>Caucasian Chalk Circle and Bertolt Brecht</b></p>	<p><b>Summer Term 1</b></p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will devise scenes from the Caucasian Chalk Circle. Pupils will be introduced to practitioner Brecht and how to use his devices in epic theatre.</p> <ul style="list-style-type: none"> <li>• Practitioner work</li> <li>• Working with text/scripted</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Devices</li> <li>• Characterisation</li> <li>• Breaking the fourth wall</li> <li>• Naturalism</li> </ul>
<p><b>Romeo and Juliet</b></p>	<p><b>Summer Term 2</b></p>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will be introduced to new physical skills in relation to stage combat. Pupils will learn how to perform stage combat safely and perform a scene from Shakespeare's; Romeo and Juliet</p> <ul style="list-style-type: none"> <li>• Stage combat</li> <li>• Scripted work</li> <li>• Vocal skills</li> <li>• Health and safety</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>

<p><b>How are pupils informally and formally assessed?</b></p>	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>

<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a>  <a href="https://www.youtube.com/watch?v=SEzskNtFnIY">https://www.youtube.com/watch?v=SEzskNtFnIY</a>  <a href="https://www.youtube.com/watch?v=VjnKwTAmSNs">https://www.youtube.com/watch?v=VjnKwTAmSNs</a></p>
<p><b>Equipment for lessons</b></p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter.          Props and costume if necessary.</p>
<p><b>Enrichment activities</b></p>	<p>KS3 Drama Club          Annual Drama production          Old Vic Theatre Programme          LAMDA          Theatre Trips</p>
<p><b>Careers curriculum</b></p>	<p>Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.          Further career opportunities would include: actor, director, stage combat artist, screen writer, casting director, journalist, drama instructor or teacher, personal trainer, videographer, community arts worker or leader and artistic director.</p>
<p><b>Head of Department and email contact</b></p>	<p>Ms R Walker  <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>



# Drama Year 9

## Pupils receive 2 lessons of Drama each fortnight.

In Drama, pupils are introduced to the fundamental skills and techniques of drama including vocal and physical skills, rehearsal and creation techniques and elements of technical theatre. Through a range of different topics and scenarios, pupils will learn how to apply these skills to exploration, rehearsal, and performance. At the end of each topic, pupils will create a performance in which they apply the skills they have developed, which will be shared with and evaluated by their class. Alongside the skills of performance creation, development and evaluation, pupils will have the opportunity to develop a number of transferable skills that are vital in developing pupils' skills in empathy, confidence and team working. In year 9 the curriculum is mapped to give opportunities for insight to the AQA GCSE Drama curriculum we offer at KS4, using more sophisticated skills and mimicking GCSE assessments such as devising and scripted work.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Devising and Design with Horror</b>	<b>Autumn Term 1 and 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	Pupils will develop understanding of how to devise and the building blocks to being able to devise in group performance whilst using the Horror genre. Pupils are challenged as they are taught GCSE level skills in line with the AQA criteria. <ul style="list-style-type: none"> <li>• Creating scripts</li> <li>• Directing</li> <li>• Devising</li> <li>• Lighting</li> <li>• Sound</li> <li>• Costume</li> <li>• Stimulus work</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>
<b>Duologues</b>	<b>Spring Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	Pupils will choose a genre and scripts provided by the teacher. Pupils will practise and develop their skills in scripted performance. Pupils will be expected to remember and memorise their scripts. Pupils will be assessed in their ability to show their physical and vocal skills, how to stage the performance, interpreting the character and understanding subtext (Stanislavski) <ul style="list-style-type: none"> <li>• Practitioner</li> <li>• Proxemics</li> <li>• Directing</li> <li>• Naturalism</li> <li>• Vocal skills</li> </ul>

			<ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Characterisation</li> </ul>
<b>Performing Arts Musicals Project</b>	<b>Spring Term 2</b>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will be introduced to musical theatre and understand cross-curricular skills from drama to understand how to prepare and perform as a musical theatre performer</p> <ul style="list-style-type: none"> <li>• Creating scripts/raps</li> <li>• Directing</li> <li>• Devising</li> <li>• Lighting</li> <li>• Skills of musical theatre performer</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>
<b>The Facility; Sarah Hehir</b>	<b>Summer Term 1</b>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will be introduced into Greek Theatre (mask work and tragedy). Pupils will be expected to take a Greek Theatre play and modernise it to western theatre using modern acting styles and techniques.</p> <ul style="list-style-type: none"> <li>• Greek Theatre and tragedy</li> <li>• Directing</li> <li>• Devising</li> <li>• Stimulus work</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>
<b>Melodrama/So ap Operas</b>	<b>Summer Term 2</b>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> <li>• Script work and working with texts</li> </ul>	<p>Pupils will be introduced to Soap Opera as an acting style/genre. Pupils will be expected to devise using stock characters, combining the conventions of melodrama and soap opera into their performance</p> <ul style="list-style-type: none"> <li>• Creating scripts</li> <li>• Stock characters</li> <li>• Genre</li> <li>• Naturalism</li> <li>• Directing</li> <li>• Devising</li> <li>• Lighting</li> <li>• Costume</li> <li>• Melodrama</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Characterisation</li> </ul>

<p><b>How are pupils informally and formally assessed?</b></p>	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="https://www.youtube.com/watch?v=GCslju-ZkBI">https://www.youtube.com/watch?v=GCslju-ZkBI</a> <a href="https://www.youtube.com/watch?v=BZHnCtf-DEI">https://www.youtube.com/watch?v=BZHnCtf-DEI</a> <a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</a></p>
<p><b>Equipment for lessons</b></p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter. Props and costume if necessary</p>
<p><b>Enrichment activities</b></p>	<p>Key Stage 3 Drama Club Annual Drama production Old Vic Theatre Programme LAMDA Theatre Trips</p>
<p><b>Careers curriculum</b></p>	<p>Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: actor, director, stage combat artist, screenwriter, casting director, journalist, drama instructor or teacher, personal trainer, videographer, community arts worker or leader and artistic director.</p>
<p><b>Head of Department and email contact</b></p>	<p>Ms R Walker <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>

# GCSE Drama - Year 10

Pupils receive 3 lessons of Drama each fortnight (2 hours practical and 1 hour theory)

In AQA GCSE Drama, pupils will build on the skills and knowledge they have developed during Key Stage 3. Throughout Years 10 and 11, pupils will complete schemes of work which explore the world we live in and the experiences of different people. They will go on to create performances in response to the different themes in preparation for their final exams. Pupils will also study the play script, *Noughts and Crosses* by Malorie Blackman as a mock scripted exam and for the final written exam. As part of this study, pupils will both explore the text through practical and written activities. Pupils will develop their knowledge and understanding of theatre and learn new skills in different types and styles of performance. Pupils will devise their own pieces of theatre for performance as well as performing a scripted extract to an examiner. All pupils will attend a live theatre performance in preparation for their written exam.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p><b>Practical:</b> Mock Devising</p> <p><b>Theory: Section A and Devising logs</b></p>	<p><b>Autumn Term</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> <li>• Hymns Hands</li> <li>• Chair Duet</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete The Complete Stanislavsky Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p>In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners such as Stanislavski, Brecht and Physical theatre, and will explore ways to devise a performance using various stimuli from history, the media and the arts. Pupils will utilise key theatrical devices and acting skills they learnt in Key Stage 3, developing innovative ways to tell stories and think about the impact this has on their target audience.</p> <ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• practitioners</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p>In theory lessons pupils will learn about the context of theatre practitioners, watch selected examples of works, identify stage configurations and how they impact the audience experience, theatre roles and responsibilities for future career opportunities and how to answer exam questions using a clear structure. They will practise writing up their process of devising from initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Acting skill and definitions</li> <li>• Self-reflection</li> <li>• Self-evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> </ul>

			<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Capacity to improve</li> </ul>
<p><b>Practical:</b> Devising Mock</p> <p><b>Theory:</b> Devising Log Coursework Mock</p>	<p><b>Autumn Term</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Reading List:</b></p> <ul style="list-style-type: none"> <li>• Noughts and Crosses by Dominic Cooke/Malorie Blackman</li> <li>• Noughts and Crosses Play Guide for AQA GCSE Drama by Annie Fox</li> </ul>	<p>In practical lessons pupils will continue to develop their devised piece in conjunction with their chosen practitioner and stimulus, refining the plot and character development, message to the audience using feedback from teachers and pupils. Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Brechtian/Epic Theatre</li> <li>• Dystopia</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p>Pupils will begin practice writing up their devising logs. Pupils will be expected to monitor their process and progress as they devise their final performance. Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Design terminology</li> <li>• Self-reflection/Self evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> <li>• Feedback</li> <li>• Capacity to improve</li> </ul>
<p><b>Practical:</b> Noughts and Crosses</p> <p><b>Theory:</b> <b>Noughts and Crosses</b></p>	<p><b>Spring Term 1</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Reading List:</b></p> <ul style="list-style-type: none"> <li>• Noughts and Crosses by Dominic Cooke/Malorie Blackman</li> <li>• Noughts and Crosses Play Guide for AQA GCSE Drama by Annie Fox</li> </ul>	<p>Pupils will develop in practical lessons interpreting a script using Stanislavski techniques and theatrical devices suited to the genre of their script. Pupils will read all of Noughts and Crosses and stage key scenes in order to understand the theatrical style of Brecht, character development and the dystopian genre:</p> <ul style="list-style-type: none"> <li>• Working with a text</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p>Pupils will develop in theory Design concepts in conjunction with Noughts and Crosses. Pupils will learn terms associated with lighting, sound, set and costume and</p>

			<p>make choices which reflect the theme and message of the play. Key skills:</p> <ul style="list-style-type: none"> <li>• Theatre skills</li> <li>• Analytical skills</li> <li>• Character evaluation</li> <li>• Scene analysis</li> <li>• Themes</li> <li>• Genre</li> <li>• Exam style response</li> <li>• Drama terminology</li> </ul>
<p><b>Practical:</b> Devising</p> <p><b>Theory:</b> Devising logs</p>	<p><b>Spring Term 2</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> <li>• Hymns Hands</li> <li>• Chair Duet</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p>In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners such as Stanislavski, Brecht and Physical theatre, and will explore ways to devise a performance using various stimuli from history, the media and the arts. Pupils will utilise key theatrical devices and acting skills they learnt in Key Stage 3, developing innovative ways to tell stories and think about the impact this has on their target audience.</p> <ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• practitioners</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p>Pupils will begin writing up their devising logs. Pupils will be expected to monitor their process and progress as they devise their final performance. Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Acting skill and definitions</li> <li>• Self-reflection</li> <li>• Self-evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> <li>• Feedback</li> <li>• Capacity to improve</li> </ul>

<p><b>Practical:</b> Devising</p> <p>Theory: <b>Devising logs</b></p>	<p><b>Summer Term 1</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> <li>• Hymns Hands</li> <li>• Chair Duet</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p>In practical lessons pupils will develop community/ensemble building skills, introduction to practitioners such as Stanislavski, Brecht and Physical theatre, and will explore ways to devise a performance using various stimuli from history, the media and the arts. Pupils will utilise key theatrical devices and acting skills they learnt in Key Stage 3, developing innovative ways to tell stories and think about the impact this has on their target audience.</p> <ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• practitioners</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p>Pupils will begin writing up their devising logs. Pupils will be expected to monitor their process and progress as they devise their final performance. Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Acting skill and definitions</li> <li>• Self-reflection</li> <li>• Self-evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> <li>• Feedback</li> <li>• Capacity to improve</li> </ul>
<p><b>Practical:</b> Devising NEA Performance</p> <p>Theory: <b>Section A and B revision</b></p>	<p><b>Summer Term 2</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> </ul>	<p>In practical lessons pupils will be preparing for their final Devising NEA. Pupils will be expected to rehearse and respond to feedback in preparation for the assessment in line with the AQA marking criteria develop.</p> <ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• practitioners</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul>

	<ul style="list-style-type: none"> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> <li>• Hymns Hands</li> <li>• Chair Duet</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p>Pupils will be revisiting and refining their knowledge in the Component 1: Written Paper. Pupils will be taught key techniques to revision and how to answer the exam in preparation for their mocks.</p> <ul style="list-style-type: none"> <li>• Theatre skills</li> <li>• Self-reflection</li> <li>• Self-evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> <li>• Feedback</li> <li>• Capacity to improve</li> <li>• Analytical skills</li> <li>• Character evaluation</li> <li>• Scene analysis</li> <li>• Themes</li> <li>• Genre</li> <li>• Exam style response</li> </ul>
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<p><b>How are pupils informally and formally assessed?</b></p>	<p><b>COMPONENT 1</b> – This is based on the exploration, direction and performance of a set text. Pupils will also be expected to respond to a piece of live theatre they have been to see. Throughout the exam pupils will have to demonstrate an understanding of theatrical terminology and their experience as an audience member. This component will form 40% of the final grade.</p> <p><b>COMPONENT 2</b> – This component is based around the skill of ‘Devising Theatre’. Pupils will be expected to develop an understanding of how to create a piece of theatre from scratch and perform it to an audience. Alongside this, pupils will write a reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade.</p> <p><b>COMPONENT 3</b> – Pupils will explore a published play and perform an extract of this play to a visiting examiner. Pupils will need to write a short statement of their dramatic intention for the character and the overall performance. This will form 20% of the final grade.</p>
<p><b>Developing Independent and Home Learning Skills</b></p>	<p><b>Google classroom:</b></p> <p>Each term all lessons and classroom tasks are posted onto the google classroom along with resources and revision guides</p> <p>Pupils are set homework weekly to prepare for upcoming assessments both written and practical.</p>
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zrnjwty">https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</a></p>
<p><b>Equipment for lessons</b></p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter.</p> <p>Props and costume if necessary.</p>
<p><b>Enrichment activities</b></p>	<p>Tuesday Intervention (GCSE and A Level)</p>



	Grease The Musical (Auditions in September and show in February) Theatre Trip
<b>Careers curriculum</b>	Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: actor, director, stage combat artist, screen writer, casting director, journalist, drama instructor or teacher, personal trainer, videographer, community arts worker or leader and artistic director.
<b>Head of Department and email contact</b>	Ms R Walker <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a>

# GCSE Drama - Year 11

## Pupils receive 3 lessons of Drama each fortnight (2 hours practical and 1 hour theory)

In AQA GCSE Drama, pupils will build on the skills and knowledge they have developed during Key Stage 3. Throughout Years 10 and 11, pupils will complete schemes of work which explore the world we live in and the experiences of different people. They will go on to create performances in response to the different themes in preparation for their final exams. Pupils will also study play scripts; *Noughts and Crosses* by Malorie Blackman one as a practice and one for the final written exam. As part of this study pupils will both explore the text through practical and written activities. Pupils will develop their knowledge and understanding of theatre and learn new skills in different types and styles of performance. Pupils will devise their own pieces of theatre for performance as well as performing a scripted extract to an examiner. All pupils will attend a live theatre performance in preparation for their written exam.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p><b>Practical:</b> Texts in practice</p> <p><b>Theory:</b> <b>Devising logs</b></p>	Autumn Term	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p><b>Pupils will choose to be assessed as a:</b></p> <ul style="list-style-type: none"> <li>• performer</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> </ul> <p>Pupils will learn how to contribute to text-based drama in a live theatre context for an audience.</p> <p><b>Pupils will explore and demonstrate a practical understanding must develop their ability to:</b></p> <ul style="list-style-type: none"> <li>• Create and communicate meaning</li> <li>• Interpret texts</li> <li>• Realise artistic intention in text-based drama</li> </ul> <p>In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (<i>Noughts and Crosses</i>).</p> <p><b>Pupils will begin writing up their devising logs. Pupils will be expected to monitor their process and progress as they devise their final performance. Including their initial ideas to development and collaboration to analysis and evaluation of the final performance. Pupils will develop in theory:</b></p> <ul style="list-style-type: none"> <li>• Theatre skills</li> <li>• Self-reflection</li> <li>• Self-evaluation</li> <li>• Genre</li> <li>• Drama terminology</li> <li>• Feedback</li> <li>• Capacity to improve</li> </ul>

<p><b>Practical:</b> Text in practice</p> <p><b>Theory:</b> Section C Live Theatre evaluation</p>	<p><b>Autumn Term</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p><b>Pupils will choose to be assessed as a:</b></p> <ul style="list-style-type: none"> <li>• performer</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> </ul> <p>Pupils will learn how to contribute to text-based drama in a live theatre context for an audience.</p> <p><b>Pupils will explore and demonstrate a practical understanding must develop their ability to:</b></p> <ul style="list-style-type: none"> <li>• Create and communicate meaning</li> <li>• Interpret texts</li> <li>• Realise artistic intention in text-based drama</li> </ul> <p>In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (Noughts and Crosses).</p> <p><b>Pupil will watch a live/digital theatre performance and analyse all features of the performance in order to write an essay style question in the exam, pupils will be expected to understand the:</b></p> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Structure</li> <li>• Character</li> <li>• Form</li> <li>• Style</li> <li>• Language</li> <li>• Sub-text</li> <li>• Character motivation and interaction</li> <li>• The creation of mood and atmosphere</li> <li>• Pace and rhythm</li> <li>• Dramatic climax</li> <li>• Stage direction</li> </ul>
<p><b>Practical:</b> Text in practice</p> <p>NEA Assessment</p> <p><b>Theory:</b> Section B Review Noughts and Crosses</p>	<p><b>Spring Term 1</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul>	<p><b>Pupils will choose to be assessed as a:</b></p> <ul style="list-style-type: none"> <li>• performer</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> </ul> <p>Pupils will learn how to contribute to text-based drama in a live theatre context for an audience.</p>

		<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p><b>Pupils will explore and demonstrate a practical understanding must develop their ability to:</b></p> <ul style="list-style-type: none"> <li>• Create and communicate meaning</li> <li>• Interpret texts</li> <li>• Realise artistic intention in text-based drama</li> </ul> <p>In the NEA pupils must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1 (Noughts and Crosses)</p> <p><b>Pupils will develop in theory Design concepts in conjunction with Noughts and Crosses. Pupils will learn terms associated with lighting, sound, set and costume and make choices which reflect the theme and message of the play. Key skills:</b></p> <p>Pupils will develop in theory:</p> <ul style="list-style-type: none"> <li>• Theatre skills</li> <li>• Analytical skills</li> <li>• Character evaluation</li> <li>• Scene analysis</li> <li>• Themes</li> <li>• Genre</li> <li>• Exam style response</li> <li>• Drama terminology</li> </ul>
<p><b>Practical:</b> Noughts and Crosses</p> <p><b>Theory: Section C Live Theatre Evaluation</b></p>	<p><b>Spring Term 2</b></p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> <li>• Magic If</li> </ul>	<p>Pupils will develop in practical lessons interpreting a script using Stanislavski techniques and theatrical devices suited to the genre of their script.</p> <p><b>Pupils will read all of Noughts and Crosses and stage key scenes in order to understand the theatrical style of Brecht, character development and the dystopian genre:</b></p> <ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• practitioners</li> <li>• Techniques</li> <li>• Genre</li> <li>• Themes</li> <li>• Research</li> <li>• Analysis</li> <li>• Vocal skills</li> <li>• Physical skills</li> </ul> <p><b>Pupil will continue to analyse the chosen live/digital theatre performance and begin practice 32-mark answers in preparation for the final written exam:</b></p> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Structure</li> <li>• Character</li> <li>• Form</li> </ul>

		<p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<ul style="list-style-type: none"> <li>• Style</li> <li>• Language</li> <li>• Sub-text</li> <li>• Character motivation and interaction</li> <li>• The creation of mood and atmosphere</li> <li>• Pace and rhythm</li> <li>• Dramatic climax</li> </ul>
<p><b>Written Exam Preparation and revision</b></p>	<p>Summer Term 1</p>	<p><b>Promoting literacy through:</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Written tasks</li> <li>• Mock exam questions</li> <li>• Redrafting</li> <li>• Weekly homework assignments</li> <li>• Working with and analysing scripts</li> <li>• Devising logs - weekly written reflections</li> </ul> <p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• stimulus</li> <li>• devising</li> <li>• practitioner</li> <li>• genre/theatrical style</li> <li>• theatrical devices</li> <li>• acting skills</li> <li>• plot/action/tempo</li> <li>• juxtaposition</li> <li>• gestus</li> <li>• given circumstances</li> </ul> <p><b>Helpful Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Complete Brecht Toolkit by Stephen Unwin</li> <li>• The Complete Stanislavski Toolkit by Bella Merlin</li> <li>• The Frantic Assembly Book of Devising Theatre by Scott Graham</li> </ul>	<p><b>Pupils will review component 1 - Understanding Drama:</b></p> <ul style="list-style-type: none"> <li>• Section A - Theatre roles and terminology</li> <li>• Section B - Study of Set Play (Noughts and Crosses)</li> <li>• Section C - Live Theatre Evaluation</li> </ul>

<p><b>How are pupils informally and formally assessed?</b></p>	<p><b>COMPONENT 1</b> – This is based on the exploration, direction and performance of a set text. Pupils will also be expected to respond to a piece of live theatre they have been to see. Throughout the exam pupils will have to demonstrate an understanding of theatrical terminology and their experience as an audience member. This component will form 40% of the final grade.</p> <p><b>COMPONENT 2</b> – This component is based around the skill of ‘Devising Theatre’. Pupils will be expected to develop an understanding of how to create a piece of theatre from scratch and perform it to an audience. Alongside this, pupils will write a reflective log of the process of devising a piece of Drama. This component will form 40% of the final grade.</p> <p><b>COMPONENT 3</b> – Pupils will explore a published play and perform an extract of this play to a visiting examiner. Pupils will need to write a short statement of their</p>
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	dramatic intention for the character and the overall performance. This will form 20% of the final grade.
<b>Developing Independent and Home Learning Skills</b>	<p><b>Google classroom:</b></p> <p>Each term all lessons and classroom tasks are posted onto the google classroom along with resources and revision guides</p> <p>Pupils are set homework weekly to prepare for upcoming assessments both written and practical.</p>
<b>Useful e-Learning Resources (e.g., web links)</b>	<p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/understanding-drama</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/devising-drama</a></p> <p><a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/subject-content/texts-in-practice</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zrnjwty">https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</a></p>
<b>Equipment for lessons</b>	<p>Pen</p> <p>Props and costume if necessary</p>
<b>Enrichment activities</b>	<p>Tuesday Intervention (GCSE and A Level)</p> <p>Grease The Musical (Auditions in September and show in February)</p> <p>Theatre Trip</p>
<b>Careers curriculum</b>	<p>Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p>Further career opportunities would include: actor, director, stage combat artist, screen writer, casting director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.</p>
<b>Head of Department and email contact</b>	<p>Ms R Walker</p> <p><a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>

# A Level Drama and Theatre - Year 12 and 13

<b>SUBJECT:</b> Drama & Theatre Studies	<b>HEAD OF DEPARTMENT:</b> Ms R. Walker	
<b>QUALIFICATION:</b> A Level	<b>LENGTH:</b> 2 years	<b>EXAM BOARD:</b> Edexcel

## ENTRY REQUIREMENTS:

Grade 5 in Drama if studied or 5 in English.

Pupils must be able to demonstrate organisational skills, they will need to use their own time to rehearse with their group outside lesson, this can be either in free time during the school day or lunchtime and after school. Pupils need to demonstrate a mature attitude to working as part of a team.

**Due to smaller class sizes, in A Level Drama Year 12 and 13 cohorts are combined, this ensures greater depth of learning and provides increased opportunities for revision in preparation for all exams both practical and theory.**

## ASSESSMENT AND AREAS OF STUDY:

### Year 12

- The study of at two complete performance texts.
- Pupils will be required to perform two scripted pieces during the course.
- In addition to this, pupils will study the work of several drama practitioners.

### Year 13

- The study of at least two complete play texts and at least three key extracts from three additional texts.
- Pupils will be required to create a complete devised performance.
- In addition to this, pupils will study the work of several drama practitioners.

### Year 12

Pupils will be expected to demonstrate skills in all of the following:

- 1) The ability to explore texts to establish meaning, characterisation, vocal demands, non-verbal performance elements, the social cultural and historical elements of the piece and the value of Drama practitioners.
- 2) The ability to respond to an issue, theme, idea and then reflect their findings in performance. This will also involve planning for and meeting performance deadlines and working responsibly as a member of a group
- 3) Pupils must demonstrate an enthusiasm for working independently, exploring texts practically and theoretically and a willingness to participate fully in all practical activities.

Pupils should produce written work that is proof read and corrected prior to submission, typed font size 14, Times New Roman and to the deadlines set. This work should demonstrate a thorough understanding of the texts involved and reflect a growing understanding of the actor and director in presenting and reflecting on the work. It should involve an in-depth exploration of first year understanding and should be academic in tone.

### Year 13

In Year 13, pupils will need to work hard on the creation of good quality performance pieces by developing research, using the research to help develop a piece of performance work that reflects the ideas of a chosen practitioner. They will need to approach the practical work with energy and enthusiasm. They will need to focus heavily on characterisation for their scripted performances and develop good portfolios of work for examination and additionally good notes for revision for the terminal written examination. The theory work is all heavily related to the practical work and although it is demanding it does offer excellent opportunities for exploring creativity and performance skills.

## CAREER OPPORTUNITIES:

There are many areas of the creative industries that are served by the study of Drama and Theatre Studies. The skills it develops are useful in a broad spectrum of work and educational environments and it is specifically useful in preparing pupils for the world of professional performance. Many pupils of drama find careers typically in broadcasting, the media, HR, customer service industries, motivational speaking, hospitality and catering, directing, care industry, retail, journalism, design roles and arts admin, and use their highly developed interpersonal skills to become successful in their chosen fields.