

Subject overview: Drama (KS5)

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Drama and Theatre is a practical, engaging and creative A Level for learners to study. It provides them with opportunities to interrogate drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices. It is a fantastic curriculum to ignite and engage learners' creativity, passion and interests. Having separate performance and design components for the non-exam assessment allows learners to follow their own interests and study either performance or design skills in depth. It also provides freedom for learners to experiment and take risks with their work while working on developing their own style.

Additional details

A Level in Drama and Theatre will encourage learners to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- understand the practices used in twenty-first century theatre making
- experience a range of opportunities to create theatre, both published text-based and devised work
- understand and experience the collaborative relationship between various roles within theatre
- develop and demonstrate a range of theatre making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning?) Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission	Main method of assessment?
Term 1:1	Component 11/12 Creating, devising and performing original theatre	Students will begin practical workshops on the practitioners Bertolt Brecht and Steven Berkoff, students are encouraged to write a diary entry after every practical session of what was achieved in the lesson. Both this practical and theory work is important for students' future research report and portfolio.	Devising performance. Marking and moderation of the students' research report and reflection on their own work.
Term 1:2	Component 11/12 Creating, devising and performing original theatre		
Term 2:1	Component 13/14 Creating, devising and designing for original theatre	Students will begin devising their performances using the findings and work of practitioners they have studied for their completed research report. This practical exploration will run alongside completing the 3000 word portfolio from creating their own work, the creative process and then evaluation of the final performance. It is important students continue to write diary entries after each practical session as they will be important reflective pieces to add to the portfolio. The Technical terms added to the portfolio will help students for their final exams.	Marking and moderation of the students' portfolios in three sections. Marking and moderating the students' final devising performance.
Term 2:2	Component 13/14 Creating, devising and designing for original theatre		
Term 3:1	Component 13/14 Creating, devising and designing for original theatre		
Term 3:2	Deconstructing text for performance	Students will read Sweeney Todd as a class, and both theory and practical sessions will be based on this topic. As Year 12 will have a mock exam on this topic before year 13 it is important that this time is spent getting to know the play well, practice papers will be explored and the characters developed.	Marking of practice paper questions.

YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Component 21 Performing live theatre/Analysing performance*	This Component may start just before year 13, students will know their groups and have a copy of their play to read for the summer so when they return to school, the rehearsal process can begin. Students are encouraged to learn their lines as soon as possible so that blocking can take place. Students will perform in March for a visiting examiner. Students will be having theory lessons after watching a live theatre performance to evaluate this while fresh in their memories. This will be helpful for their final exam. Students will write a pro forma about their play and creative process which is sent to the examiner.	Written exam. Students will be moderated and marked on live theatre performance and completed pro forma.
Term 1:2			
Term 2:1			
Term 2:2			
Term 3:1	Analysing performance Deconstructing the text.	All lessons will be dedicated to theory and revision practices for the two upcoming exam papers. Students will analyse the performance of two plays, write a live theatre review and deconstruct a musical. Practice papers and Mock exams will lead up to the final papers to prepare students.	Written exam. Marking and Moderating of practice papers and Mock exams.
Term 3:2			