

SUBJECT: DRAMA



NESTON HIGH SCHOOL

KS5 CURRICULUM PLAN 2020-21

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Practitioners & Study of Set Text	Review of Live Play / Extract 1/ Set Text	Reviews / Reflective Reports/ Extract 2	Extract 2 Performance / Reflective Report	Revision for CAE	CAE / Feedback / Summer Tasks
Knowledge	Introduction to the Course. Focus on Key performance terminology. Reading of selected extracts from the chosen Set Text 'A Servant To Two Masters' Focus on Characterisation, Plot, Setting, Costume and Historical context in preparation for Component 1 Section A questions on the Exam Paper. Watching 'One Man Two Guvnors' on stream for ideas.	Completing work on Set Text. Watching a live theatre performance for Component 1 Section C. Going through how to write a Review at A Level in addition to revision on Text in preparation to attempt AS Component 1 Exam assessment. Moving on to a series of lessons Exploring Practitioners including Stanislavski, Brecht, Artaud and Frantic Assembly.	Exploration of Naturalistic Texts. Focus is on developing performance / design skills in order to perform an extract of text as a key assessment for Component 3 (Examined performance) Looking at extracts from Ibsen, Strindberg, Tennessee Williams, Arthur Miller. Monologue, Duologues, small group work. Writing up practical work for Reflective Report.	Rehearsal. Responding to feedback on development of practical or design skills. research on Greek / Shakespearean / Jacobean texts. Choosing for stretch and challenge. Rehearsing. Completing Performances as a summative assessment. Completion of Reflective Report notes on first 2 extracts - redrafting to feedback given so far.	CAE revision. Recapping Plot, character analysis. Commedia Context, 18th Century Context of the Set Text 'A Servant To Two Masters' Another Theatre Trip / Streamed Production analysed so students have more choice on Section C. Retrieval / Revision techniques. Independent Learning. Analysis & Evaluative skills of own work and that of others. Exam technique / time management.	Continuation of Revision for the CAE. CAE sat and marked and feedback given, targets set and interventions planned. (Component 1 - Exam - 40%) Introduction to Devising task for Component 3 - practitioners looked at, previous students' work looked at, examples of past Working Notebooks and AQA exemplar on Teams and students set research tasks for the Summer.
Skills	Literacy skills - Reading and analysing text (scripts), reading fluency, Acting Skills (VFMPREG), retrieval skills, sequencing skills, subject specific analytical skills, exam technique, aide memoirs e.g. knowledge organisers. Theatre Roles and Terminology also learnt as appropriate to the study of the play.	Retrieval skills, analytical and evaluative skills in assessing a Live Theatre performance, interpretative skills to respond to their Text, mnemonics and memory aids to access and retrieve information under Exam conditions, respond to exploring differing theatre methodologies and styles. Collaborative / team building skills and creativity.	Practical skills. Naturalism. Delivery of character. Ensemble skills. Collaboration. Response to feedback / positive criticism. Ability to act to tragedy. Looking at the exam assessment scheme and targeting precise improvements to own acting / design skills to get higher. Looking at Reflective Report exemplar / past students work to develop own skills	Research on context of chosen historical period / theatrical genre. Interpretation of text. Rehearsal skills, Directing, Design and Performance skills. Collaboration and co-operation. Flexibility and ability to respond proactively to criticism. Resilience. Research. Record keeping. Redrafting. Response to feedback. Desire to improve.	Retrieval / Reviewing skills. Various revision methods trialled. Research and practice papers attempted to develop approaches and to build up adaptability. Exam technique / Timing. Positive response to feedback and targets. Development of independent learning - with structures to aid the process. Memory skills developed in terms of Plays seen examples.	Revision skills, memory aids, timing, ability to respond to positive criticism and targets for improvement. Organisation skills. Independent learning. Time management. Research skills, creative responses and an ability to record / structure them. Independent learning.
Key Vocab	Acting Skills (VFMPREG) Character, Design, Staging, Commedia Dell'Arte, Setting, Context	Stock Plots, Stock Character, Style, Audience, Impact, Examples, Demonstrating, Devising, Practitioner	Performance Design Focus Belief Stanislavski Naturalism Motivation Subtext Impact Effect	Staging Effects Directing Audience response Skills Development Feedback Reworking Research	Revision and Exam Technique Knowledge Organisers Targets Independent Learning Timing	Assess Evaluate Plan Respond Target Research Think Create Structure Independent

KS4
Knowledge
and key skills



Key
Knowledge
Transfer



YEAR 13	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC		Revision EE	Extract 3 Exam / Revision EE	CAE / Extract 3 / Reflective Report	Set Text 2 / Devising / Revision	Set Text 2 / Reviews / Devising
Knowledge	Revision sessions planned in light of how the students have responded to the questions set. Revision materials gone through. Targets set based on feedback given. Varied revision techniques recapped so students can access the information required in their most effective way. Revision plans created. Component 1 - Exam sat (usually early June) - 3 Hrs (40%).	Component 2 completed, marks submitted. Notebooks sent off with footage when requested. Revision tasks for Component 1 now focussed upon. Reviews of Plays seen - notes picked apart for examples to learn for the Exam. 2 set texts revised. Practice Papers attempted and feedback given on how to improve.	Examination of the Text Extract Performances - Component 3 - (20%) Groups rehearsing and preparing for the exam day. Completing Reflective Reports (10%). Final look at Working Notebooks and staff to complete CRFs - so Component 2 (30%) can be sent off to the Exam Board after Easter.	CAE sat at the start of Term. Feedback on marking and targets set. Preparation for the Component 3 extract 3. Groupings decided upon. Skills chosen. Pieces explored and decided on. Rehearsal plans put forward. Groups given regular feedback to ensure progress. 3rd Extract added to the notes in the Reflective Report. Theatre Visit?	Continuation of the last half term with addition of Review of a play seen to add to options available for students to choose from for the CAE. Completion of Working Notebooks by the end of the term (20%) Final rehearsals planned and done for the completed assessed, filmed performance (10%). Revision for CAE in January started.	Study of 2nd Set Text 'Our Country's Good' and the Epic elements it uses. Begin process of creating a Devised performance (10%) based on the techniques of a chosen Practitioner and of writing up the process in a Working Notebook (20%). Revision for Component 1 - Exam / CAE ongoing.
Skills	Revision work continued, targets set, past papers attempted to develop exam technique / timing / varying skills demanded in order to attempt the Full Text Questions on Section A, the Extract questions on Section B and the analysis and evaluation of other's work via key examples from memory on Section C. Component 1 - 3 Hour Exam (40%).	Retrieval skills, analytical and evaluative skills in assessing a Live Theatre performance, interpretative skills to respond to their Texts, mnemonics and memory aids to access and retrieve information under Exam conditions, respond to exploring differing theatre methodologies and styles.	Focus on final performance. Dramatic Intentions worked towards as the group aim and plan. Organisation / collaboration / independent thinking and creative development all key at this point. Proactive response to feedback from families / staff / other students in order to fully prepare for the day. Completing reports to deadline set of Exam day.	Planning, organisation, collaboration, rehearsal skills all key to the effective preparation of the performances for the Practical Exam. Responses to feedback, drive to improve and develop, performance / design skills in a live performance context. Research and redrafting techniques ongoing / developing.	Assessing and Evaluating a live theatre performance - record of many examples of the work created to use in the exam. Processing and applying research key to success on Devised piece. Skills in responding effectively to targets set for both practical and written work key too. Revision / Exam / Time management skills. Independent learning.	Workshopping / Directing / Designing for key scenes in Set Text 2. Analysing the text in terms of own dramatic intentions. Redrafting skills in response to targets for WN. Research on Practitioner must be applied to own dramatic intentions and practical work. Desire to improve. Response to guidance. Interpersonal / collaborative skills really vital.
Key Vocab	Interpretation Director Dramatic Intent Designer Actor PEDI	Context Plot Character Design Audience Impact Examples	Dramatic Intentions Practitioner Performance Skills Development	Rehearsal Text Analysis & Interpretation Acting Design	Devising Develop Analyse Revision Memory aids VFMPREG Targets	Practitioner Techniques Self Evaluation Wertenbaker Epic Interpretation