

KS5 EDEXCEL DRAMA – KS5 Curriculum Map

The aims and objectives of A level DRAMA revolve around the further development of the 3 areas of dramatic exploration at KS3 and 4 - understanding our personal story, other people's stories and Theatrical storytelling.

In addition, the A level curriculum will enable pupils:

- A level drama encourages creativity, focuses on practical work and develops skills that will support progression to further study of drama and a wide range of other subjects
- We tailor our course using set texts that connect with students and what they understand whilst also expanding their awareness and experience of the world around them.
- We aim for students to explore practitioners and performance texts that are dynamic and exciting and from a range of eras, including the most recent publications.
- With similar approaches to assessment at GCSE and A level, students will have a coherent experience of drama, developing valuable skills that support a smooth transition to the next level of study.
- Students will deepen their knowledge and application of a range of theatrical skills in creating, designing, directing and performing
- They will explore, interpret and analyse performance texts deeply, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Students will reflect continually, developing as creative, effective and independent students, making consistently and highly informed choices in both process and performance
- They will develop their awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Students will identify, adopt and apply consistently safe working practices.

Assessment objectives:

- **AO1** Create and develop ideas to communicate meaning for theatrical performance.
- **AO2** Apply theatrical skills to realise artistic intentions in live performance.
- **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- **AO4** Analyse and evaluate their own work and the work of others.

Skills being developed in the teaching of each unit:

Component 1 - Being part of a process of creating our own performance pieces:

- Applying research to inform practical work by organising and researching topics, presenting findings, finding narratives and stories, photographs and films that illustrate the themes and ideas
- Selecting key aspects of their research to be put into their original piece
- Deconstructing the dramatic elements that make up a performance text
- Exploring how meaning in performance texts can be informed by social, historical and cultural contexts
- Isolating specific themes and ideas, deciding what themes are to be emphasised
- Connecting their own experiences of live theatre to their own practice and decisions, applying the relevant depth of research, independent thought and analysis
- Selecting an appropriate style and genre, possibly connected to the chosen practitioner
- Understanding the impact they want to have on an audience by the form and style they are using
- Shaping the drama, giving consideration to pace, tempo, order of scenes, finished scripts, desired impact on audience, alternative theatre spaces.
- Learning to imitate and emulate the performance style and/or use of theatrical conventions of the practitioner
- Implementing the working methodology/methodologies (evidenced through the portfolio and the performance)
- Adapting the text to match the philosophy of the practitioner's performance style and/or use of theatrical conventions
- Showing some key moments from a practitioner's oeuvre in the performance.

Component 2 – Creating performance from text by:

- Refining and amending work in progress with the aim to realising their artistic intentions
- Rehearsing and learning lines
- Understanding and developing characterisation skills in:
 - Vocal expression: use of clarity, pace, inflection, pitch and projection
 - Physicality: use of space, gesture, stillness and stance
 - Proxemics: contact, relationships and communication with other performers on stage
- Communication and engagement with the audience.
- Exploring and researching ideas
- Understanding the decisions made and the rationale behind them

- Awareness of their collaborative involvement
- Content, genre, structure, character, form, style, and language
- The effectiveness of contribution to the final performance
- Understanding and realising performance intentions.
- Understanding and using subject-specific in analysis and evaluation.

Component 3 - Learning about a theatrical text in terms of:





















- Deconstruction of text: analysis of themes, content, structure
- Understanding key scenes or turning points in the narrative
- Awareness of the relationship with the audience; the nature of the communication
- Learning about the style of the text and how it fits into a wider genre
- Exploring ideas about character through experimenting with characterisation.
- Understanding form and structure
- Developing awareness of how language is used to communicate character and intentions
- Identifying style, structure, language and stage directions
- Character construction and interpretation
- Use of performance space and spatial relationships on stage
- Relationships between performers and audience
- Understanding the use of design elements.
- Developing knowledge about how a practice developed in a different social, historical and cultural context can be understood and adapted to a contemporary age and audience
- Making detailed connections between theory and practice in a range of periods, theatrical
- The ideas, theatrical purpose, practice and working methodologies underpinning their work
- The realisation of an artistic intention
- The use of theatrical style and use of conventions
- The collaboration with and influence on other practitioners
- How the relationship with audiences is defined in theory and then carried out in practice.

Year 12 Autumn term	Year 12 Spring term	Year 12 Summer term	Year 13 Autumn term	Year 13 Spring term	Year 13 Summer term
<p><u>Component 3 Sections A, B and C 5 lessons per week: Theatre makers in practice</u></p> <p>Initial study of <i>Equus</i> by Peter Shaffer and <i>Woyzeck</i> by Georg Buchner.</p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups, home learning bingo tasks and continued set text exam response work</i></p> <p><u>Practitioner work added in to lessons in the second half term</u></p> <p>Students are given a range of practical sessions exploring key practitioner related to their study texts. <i>A01 & A02 - Initial assessments on skill levels take place in lesson.</i></p>	<p><u>Component 2: Performance from text</u></p> <p>Students spend the majority of this term creating 2 performance pieces, developing skills enabling them to contextualise, interpret and perform their chosen extracts. 1 Extract is from a teacher chosen performance text and leads to a group performance piece. 1 extract leads to a Monologue performance chosen from DNA.</p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work.</i></p> <p><i>A01 & A02 - <u>Component 2</u> Mock performance exam of both extracts takes place in March-April.</i></p>	<p><u>Half term 1</u></p> <p><u>Component 3 Section A, B and C: Theatre makers in practice (First half term)</u></p> <p>Students develop their performance skills whilst exploring the set texts <i>Equus</i> and <i>Woyzeck</i> further for the written exam from a performer, designer and director point of view. Live review work is carried out based on performances seen this year</p> <p><i>A01 & A02 - Practical knowledge and application is marked every third week</i></p> <p><i>A03 & A04 - <u>Component 3</u> Mock written paper takes place in April/May</i></p> <p><u>Half term 2</u></p> <p><u>Component 1: Devised Performance - ground work (Second half term)</u></p> <p>Students explore the ways Complicite works in order to build their skills base for performance of the devised unit in November.</p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work</i></p>	<p><u>Component 1: Devised Performance (continued)</u></p> <p>Students are given the stimuli that their assessment A <i>Disappearing Number</i> by Complicite As a group, students devise their own piece of work based on the stimulus.</p> <p><i>A01 & A02 <u>Component 1</u> Devised performance Exam (10% of GCSE) performed In November.</i></p> <p><i>A03 & A04 <u>Component 1</u> Devised performance portfolio (30% of A level) first draft due in December.</i></p> <p><i>A03 & A04 - <u>Component 3</u> Mock written paper takes place in December.</i></p> <p><i>As year 12 -</i></p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work</i></p>	<p><u>Component 2: (continued) Performance from text</u></p> <p>Students spend the majority of this term creating 2 performance pieces, showing awareness of how to contextualise, interpret and perform their chosen extracts. Monologue is the student choice and the group text is teacher chosen and directed.</p> <p><i>A01 & A02 - <u>Component 2</u> Performance exam of both extracts assessed by external examiner takes place in March (20% of A level)</i></p> <p><u>Component 3</u> – Revision intervention sessions and home learning continues throughout the term – see home learning.</p> <p><u>As before</u></p> <p><i>A01 & A02 - Practical skills and application are marked every third week.</i></p> <p><i>A03 & A04 - Folder hand in points are every 3 weeks assessing write ups and continued set text exam response work</i></p>	<p><u>Component 3 Section A, B and C: Revision of Theatre makers in practice</u></p> <p>Students use 5 lessons per week to revisit and revise from their notes made throughout the course relating to their set texts and live review.</p> <p><i>A01 & A02 Students sit the external examination in May/June</i></p>

Year 12 Extra/Super-curricular	Year 13 Extra/Super-curricular
<p>AUTUMN TERM HWK 1 Equus or Woyzeck write up per week 1 independent task linked to your texts or practitioners per week</p> <p>SPRING TERM HWK 1 Equus/Woyzeck/Live Performance evaluation exam question per week 1 Independent task relating to your performance script per week</p> <p>SUMMER TERM HWK 1 Equus/Woyzeck/Live Performance evaluation exam question per week 1 Independent task relating to your devised piece per week</p>	<p>AUTUMN TERM HWK Devised write ups, independent task, process essays and exam responses.</p> <p>SPRING TERM HWK 2 Equus/Woyzeck/Live review exam home learning tasks per week 1 Independent task relating to your performance script per week</p> <p>SUMMER TERM HWK 2 Equus/Woyzek/Live review exam home learning tasks per week</p>
<p><u>In addition to the above students are involved in:</u> Trips to see theatre organised by themselves Running the Year 7/8 Drama Club Directing the House Drama Competition and aiding the direction of lower year exam groups Partaking in the National Theatre Connections drama festival Upper school productions and musicals depending on what we are offering Working with other years providing tech support</p>	

Year 12/13 Homework bingo sheet - Woyzeck

Resources to help you prepare for Drama A Level

 <p>Explore this Jstor for Max Reinhardt - the director of the first production of Woyzeck in 1913</p> <p>Jstor - Max reinhardt</p>	 <p>Create a full diagram or model 'box' set for your production of Woyzeck.</p>	 <p>Read and annotate the Woyzeck script scene by scene.</p> <p>Annotate and highlight</p> <ol style="list-style-type: none"> 1. All important themes, 2. How the scene serves the story and message. 3. Major performance choices 4. Major design choices 	 <p>Rewrite Brecht's whole manifesto about theatre in less than 500 of your own words.</p>	 <p>Read and make notes on this article about German theatre.</p> <p>German theatre history</p>
 <p>Listen to this podcast Isobel Waller - Bridge (Phoebe's sister) on her play - Woyzeck</p> <p>woyzeck podcast</p>	 <p>Research and find out as much as you can about the beginnings of German EXPRESSIONISM in theatre and what came before.</p>	 <p>Read and watch the links</p> <p>Brecht and links to Buchner</p>	 <p>Complete the stage design powerpoints.</p> <p>Go through all of them and use them to formulate an overall design concept for your own production of Woyzeck.</p>	 <p>Listen to this podcast Simon Stephens and Jack Thorne</p> <p>2 brilliant theatre writers talk about their process. Jack Thorne was the writer who adapted the latest version of Woyzeck in London.</p>
 <p>Watch at least 2 full interpretations of Woyzeck from different directors and that took place years apart.</p>	 <p>Create a playlist of songs and sound effects that would fit your directorial vision for the play</p>	 <p>Read, print and annotate this study guide for Woyzeck</p> <p>grade saver study guide</p>	 <p>Watch the National Theatre's version of Mother Courage with Fiona Shaw.</p> <p>Write notes about how there are similarities in this and Woyzeck and how you might be influenced</p>	 <p>Research news articles from around the world that have similar themes to Woyzeck.</p> <p>Create a brainstorm making parallels between one of the world issues and all the characters and events in Woyzeck</p>
 <p>Read and make notes on these answer structures and apply it to an exam question.</p> <p>woyzeck helpsheet</p>	 <p>Design the costumes of your characters in detail and with notes, annotating the decisions (use the costume powerpoint on the GC to help.)</p>	 <p>Complete this Kahoot Quiz with someone else. Make note of any answers you get wrong.</p> <p>Buchner Woyzeck and OPC quiz</p>	 <p>Borrow the drama room in your own time to direct a scene both with the performers and with at least 1 design element in place. Annotate all decisions around your script.</p>	 <p>Watch the video interview with one of this country's leading directors. To direct you have to know the process others go through. She is amazing.</p> <p>Katie Mitchell influence</p>

Above is a selection of the independent tasks set as 'Home learning Bingo' which students are to complete each week.

An example of the week by week structure for Year 13 A level Drama:

Weekly study and Assessment planner				
Teaching week	Week commencing	Study Focus MGA lessons	Assessment and HL	CCA Lessons
Wk 1	04/09	Intro - group skills working together and baseline test	Comp 3 - Equus Question & HL Bingo	Live review based work Areas to be covered as well as watching live theatre streams. Commercial and Subsidised theatre Current theatre trends Theatre relevance to modern audiences
Wk 2	11/09	<u>COMPONENT 1 - DEvised PROCESS STARTS</u> Research into Key moment and context	HL Bingo	
Wk 3	18/09	Research into Key moment and themes	Comp 1 - Initial response essay HL Bingo + Rehearsal	
Wk 4	25/09	Exploration and development - style	HL Bingo and write up + Rehearsal	
Wk 5	02/10	Exploration and development - structure	HL Bingo Hand in and self assessment General Skills - class assessment	
Wk 6	9/10	Emergence and development of design	Comp 1 - Process essay + Rehearsal	
Wk 7	16/10	Emergence and development of roles	Comp 3 - Woyzeck question + Rehearsal	
Half term				
Wk 8	30/10	Emergence and development of roles	Comp 3 - Live review question + Rehearsal	Development and exploration
Wk 9	6/11	Refining all areas	HL Bingo + write up Rehearsal	Development and exploration
Wk 10	13/11	Final rehearsals including tech	HL Bingo Hand in and self assessment General Skills - class assessment	Development and exploration
Wk 11	20/11	Component 1 - Performance 21st November 2023 5.30pm		