So, what does the Learning Journey look like in drama?

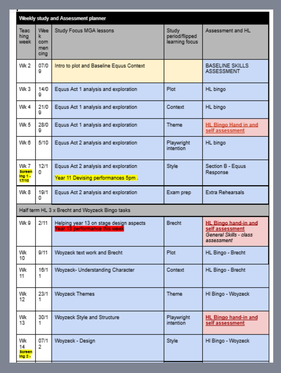
A Level











Component 3

Equus, Woyzeck and live theatre exam

Component 2 – Performance from text

(1 group performance and 1 monolugue)

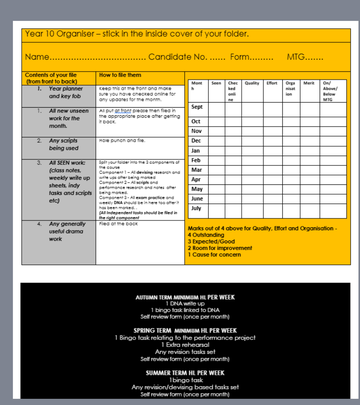


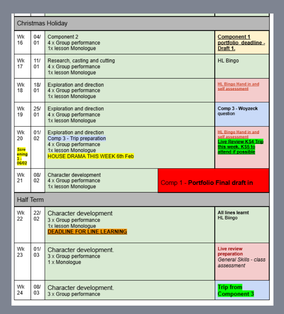




Component 1

Devising performance and portfolio





Component 3

DNA script and live theatre exam prep

Component 2 – Performance from text

(1 group performance and 1 monolugue)





Component 1 -

Practitioner work and devising



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Devising and Exam

Design – Staging 3—ASSSD Types of stage, style (naturalistic/Representative) Context, Transitions, Box set, Significant props.

Directing - Epic theatre, plausibility, "Why me, why this, why now?" Time frames, Message

Performance Skills– Choral movement 2, Multi-roling, Actioning, Gestus, Monologue

ASPIRE—RESPONSIBLE LEARNERS

Cult. Cap. focus — Can I understand how I inhabit space better in order to communicate more effectively?

Knife crime and gangs

Design - Light 3—ASSSD Lantern types, Programming and operating, Focusing (lanterns)

Directing – Forum theatre, Conscience alley, Linear/non linear, Research, Character arc, Actioning

Performance Skills– Direct/indirect, Sustained/quick, Proxemics, Characterisation 2, Displacement gestures

ASPIRE—RESOURCEFUL & RESILIENT LEARNERS

Cult. Cap. focus — What is happening on an individual and societal level that means some people only see violence and gang membership as a way to a better life.

Stage fighting

Design – Costume 3

Broken down, Genre, practicality, fitment, Allegiance, Costume props, Era

Directing – Stage terms, HKS, Cues, Pacing, Audience placement, Measuring, Mise-en-scene

Performance Skills– Non contact Distance Eye contact Stance and Balance Reverse/pulled energy Masking Timing Knaps

ASPIRE—RESPONSIBLE LEARNERS

Cult. Cap. focus — How do I keep myself and my partner safe whilst creating something that looks violent to others?

The Play That Goes Wrong & Exam

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ASPIRE—REFLECTIVE LEARNERS

Cult. Cap. focus — What is it about the failure of others that creates such a high level of entertainment?

All aspects of Directing, design and performance are accounted for in this assessment and the follow up to it.

Blood Brothers

Design – Sound 3– Incedental, foreground background, underscoring, Location, Time of day, Speaker placement, cue sheet, added effects,

Directing - Cross– cutting, Style and Genre, Themes, Context, Subtext, Marking the moment, Chord voice 2

Performance Skills– Voice—the 3 Ps, Poise, Light/strong, free/bound, Characterisation 1, Submission/Dominance, Displacement gestures

ASPIRE—RESOURCEFUL & RESILIENT LEARNERS

Cult. Cap. focus — What judgements do we make about others based on their backgrounds?



Pantomime

Design 2 – Staging and set 2 Proscenium arch, Sightlines stage furniture, colour themes, back-drop/flies/scenery,

Directing - Breaking the 4th wall, Scale, Entrances/Exits, Dramatic irony, Mash-up

Performance Skills—Pace, Scale, Annunciation, Caricature, Cues, Timing, Choreography

ASPIRE—RESOURCEFUL LEARNERS

Cult. Cap. focus — What is the fascination with fairy-stories?

Melodrama/Silent film

Design – Costume 2 Status, style, Scale, Silhouette, Personality, make up.

Directing - Stock characters, Evolution Line, Language, Backstory,, Narrative , Placards

Performance Skills– Clarity, Diction, Accent, Gait, Mannerism, Mime

ASPIRE—REFLECTIVE LEARNERS

Cult. Cap. focus — What can I learn through recreating the earliest form of cinema about how film makers tell stories today?

Clowning

Design – Sound 2 Live – pre-recorded. Layers, Functions,, Pitch and tone, Diegetic/non-diegetic, Foreground/Background

Directing - Levels of tension, Status, Lazzi, Slapstick, Conventions

Performance Skills– Centre of gravity, Tension, Exaggeration, Leading with, Timing

ASPIRE—RESILIENT LEARNERS

Cult. Cap. What do I find funny and what does it take to make others laugh?

Mask & Physicality

Props and Stage furniture 1 —Personal and significant prop. Use of mask, Stage directions

Directing— Levels of tension, Recreating, Use of mask, Exaggeration scale

Performance Skills— Neutrality, Posture, Gait, Intention,

ASPIRE—RESPONSIBLE AND LEARNERS

Cult. Cap. focus — Can I understand how my body works better in order to communicate more effectively with it?





Greek Soap Opera

Design –Staging and set 1

Entrances/exits, Space and levels,

Directing - Structure, plot/subplot, Chorus, Dialogue, 3 unities , Classic form

Performance Skills— Clarity, Diction, Accent, Energy, Stance ,

ASPIRE—RESOURCEFUL LEARNERS

Cult. Cap. focus — What influences have ancient Greece had on western culture?

Childhood exam

Design – Costume 1

Period /age, gender, occupation, costume props, garments

Directing - Spontaneous/Rehearsed improv, Time management, Leading and following

ASPIRE—RESILIENT LEARNERS

Cult. Cap. focus — What happens to the dreams we have as children? Do they differ from those of adults?

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Vocal Awareness and Abstract techniques

Design – Lighting 1 B/out, framing, Setting, Crossfade, Setting, Audience focus, warm/cold

Directing - Morphing Image, Hotseating, Soundscape, Thought Track, Flashback, Memory Alley, Abstract storytelling

Performance Skills— Voice: Anatomy, and technique Pace, Emphasis, Tone, Articulation, voice for other purposes Movement: Gesture, Posture, Body as a prop, Technique , Proxemics, Cues

ASPIRE—REFLECTIVE &RESILIENTT LEARNERS

Cult. Cap. focus — What are my and my classmates feelings about what happens after life?

TV and Film Forms

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Design – Sound 1 Mood and Atmosphere, Music, style/era, Tone, Volume, Timing, SFX

Directing - Freeze, Role play, Montage, Narration, Target audience

Performance Skills— Pitch, Volume, Pause, Body language, Facial expression, Eye contact

ASPIRE—RESPONSIBLE LEARNERS

Cult. Cap. focus — Why do I respond to cinema and TV the way I do?

