

Holy Family Catholic School

Curriculum Overview Year 12 –

Drama & Theatre Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Autumn Term 1 (Sept-Dec)	Introduction to (Drama) What is A Level Drama and Theatre? Breakdown of the course. Introduction to Component 3 - Theatre Makers in Practice - Section B: Page to Stage: Realising a Performance Text 36 marks, assessing AO3. Introduction to Component 3 Section B - practical exploration of the text <i>Machinal</i>. Students answer two extended response questions based on an unseen extract from the performance text they have studied. (<i>Machinal</i>) Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. Students answer from the perspective of a performer and a designer. Performance texts for this section are not allowed in the examination as the extracts will be provided. Students will practically explore the set text during workshops. Students will need to take notes on their practical exploration. Revision and fortnightly exam practice to be built into curriculum time.	• Read <i>Machinal</i> by Sophie Tredwell • Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628 • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read a range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Manage deadlines • Redrafting exam practice essays for section B of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 3 (Jan-Feb)	Introduction to Component 3 - Theatre Makers in Practice - Section C: Interpreting a Performance Text 24 marks, assessing AO3. Introduction to Component 3 Section C - practical exploration of the text <i>Lysistrata</i>, focusing on the practitioner Brecht. Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.	• Read <i>Lysistrata</i> by Aristophanes • Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628 • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies

	Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions. Students will practically explore the set text during workshops. Students will need to take notes on their practical exploration. Revision and fortnightly exam practice to be built into curriculum time.	to get ideas: DV8, Complicite, Push • Read a range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Manage deadlines • Redrafting exam practice essays for section C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 4 (Feb-March)	Component 1: Devising Non-examination assessment, 40% of the qualification, 80 marks. AO1, AO2 and AO4 are assessed. The unit is internally assessed and externally moderated. There are two parts to the assessment: 1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4) Students complete a handwritten/typed portfolio between 2500–3000 words 2. The devised performance (20 marks, assessing AO2) Students must devise an original performance piece, using one key extract from a performance text and a theatre practitioner as stimuli. This half term students will start teacher led workshops for devising. The teacher will facilitate the devising work and establish the expectations for the portfolio evidence. Component 3 - Theatre Makers in Practice - Section A - Live Theatre Evaluation 20 marks, assessing AO4. This half term students visit the theatre to watch a live performance in preparation for Part A of the Component 3 exam. Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.	• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read a range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Attend rehearsals at lunchtime or after school • Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628 • Redrafting of portfolio for Component 1 • Consider costume, lighting, set and sound ideas for the devised performance exam • Attend a live theatre trip • Take detailed notes on the performance • Draft 500 hundred words worth of notes on the performance seen.

	Students will focus on developing notes for section A of the Component 3 exam - Theatre Evaluation. Students are allowed to bring theatre evaluation notes of up to a maximum of 500 words into the final exam. These notes must be focused on one performance only and include the details of the title, venue and date seen. These notes should help them to demonstrate knowledge and understanding as an informed member of the audience. These notes may include reference to: - performers, including performers in specific roles - design considerations, including the use of costume, set, lighting and sound - the director's concept/interpretation and the chosen performance style - impact on the audience, including, specifically, on the student, and how this was achieved - the use of the theatre space - how ideas were communicated during the performance. Sketches, drawings and diagrams may also be included in the notes and used to support the response to the question if required.	
Half Term 5 (Apr-May)	Component 1: Devising Students finalise their devised performances. For this students will: • Rehearse and refine scenes • structure and develop plot and characters considering transitions • Consider lighting, sound and costume for their performance • Continue to develop their portfolio • Perform to a selected audience and internal examiner	• Attend rehearsals at lunchtime or after school • Finalise costume, lighting, set and sound ideas for the devised performance exam • Finalise portfolio for Component 1
Half Term 6 (Jun-Jul)	Component 3: Theatre Makers In Practice - PPE1 Students will revisit Section A: Live Theatre, Section B: Machinal and Section C: Lysistrata of Component 3 Theatre Makers in Practice written examination, in preparation for the end of year pre-public exams.	• Redrafting exam practice essays for sections A, B and C of the Component 3 exam, in order to develop confidence and secure writing style • Finalise portfolio for Component 1

Examples of Home Learning Tasks	Homework assessments to focus on: • Logging practical exploration of text in exercise books. • Research and exploration notes on both set Texts, focusing on: Plot, Genre, Themes, Historical, Cultural, Social and Political Context, Visual Aural and Spatial elements, Vocal Awareness, Language and Practitioner • Exam practice for sections B and C of the exam paper that are completed in timed conditions. This will happen on rotation • Structured paragraphs that focus on developing appropriate language to answer Section A, of the exam paper - live theatre evaluation • Logging process of devising to enable the final writing of the portfolio • Completion of notes for theatre review • preparation of practitioner workshops to deliver to the rest of the class
Assessment Tasks, Methods & Frequency	Fortnightly mini assessments that will focus on application of practical work summarised into written paragraphs, focused on character, design and direction, throughout half term 1, 2, 3 • Main assessment 1: Complete a 18 mark and a 24 mark question on both set texts. (Plan essay in class and can do assessment with the plan) • Main assessment 2: Complete a 18 mark and a 24 mark question on both set texts. (Plan essay in class and can do assessment with the plan) • Main assessment 3: A modified A Level paper where possible – Max 2hrs) • This will be a section B and C of the exam paper, which equates to two thirds of the final exam paper - which will be a 2 hour exam • Main assessment 4: Complete exam paper - 2 hours and 30 minutes • Main assessment 5: Mock performance examination of devised unit
Equipment that Students Need	• Component 3 Section B ‘Machinal’ Student Booklet • Component 3 Section C ‘Lysistrata’ Student Booklet • Component 3 Section A ‘Theatre Evaluation’ Student Booklet • Pens (black, purple and Green) • Purple exam practice exercise book - Component 3 Section B ‘Machinal’ • Purple exam practice exercise book for both - Component 3 Section C ‘Lysistrata’ and Section A ‘Live Theatre Evaluation’.

Parent / Carers can help their child by:	• Purchasing an affordable laptop/chromebook for their child • Checking their child’s Drama Google Classroom for homework and revision materials • Taking them to watch live theatre performances frequently • Ensuring their child attends rehearsals outside of their timetabled lessons - this is a requirement of the course!. • Going over lines with their child for their scripted exam • Purchasing the: Pearson/Edexcel A Level Drama and Theatre Revision guide
Useful Websites	http://youtube.com https://www.nationaltheatre.org.uk/ https://www.franticassembly.co.uk/ https://www.stevenberkoff.com/ https://almeida.co.uk/sophie-treadwell-and-radical-theatre-2 https://www.lagreektheatre.com/ https://www.nationaltheatre.org.uk/blog/five-best-sarah-kane-plays https://essentialdrama.com/sarah-kane/ http://essentialdrama.com/practitioners/antonin-artaud/

**Extra-Curricular
Activities & Career
Opportunities**

- Training with lighting equipment in the Wiseman Drama Studio
- Opportunities to focus on the role of the director
- Opportunities to focus on the role of a designer (lighting/sound/costume)
- Opportunities to take part in workshops provided by professional actors/directors/playwrights
- Opportunities to attend theatre trips

**Who Can I
Contact?**

Head of Drama

Ms Hampshire - ms.hampshire@holyfamilycatholicschool.co.ukTeachers of Year 12
DramaMs Hampshire - ms.hampshire@holyfamilycatholicschool.co.uk

Holy Family Catholic School

Curriculum Overview Year 13 –

Drama & Theatre Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Component 2: Scripted Performance (External Exam) - 20% Begin preparation for the Component 2 scripted exam. Students will perform either a monologue or duologue and a group performance for an external visiting examiner. Students will complete a performance concept ahead of their performance exam, for the visiting examiner. Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.	• Research and read a variety of play texts • Identify which play texts/extracts will be performed for the exam • Editing of texts for performance • Re-drafting/typing of extracts • Annotating texts/scripts with vocal and movement decisions • Applying Stansislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 2 (Nov-Dec)	Component 2: Scripted Performance (External Exam) - 20% Rehearsal and refinement of performance work	• Annotating texts/scripts with vocal and movement decisions • Applying Stansislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.

Half Term 3 (Jan-Feb)	Component 2: Scripted Performance (External Exam) - 20% Rehearsal and refinement of performance work Component 3: Theatre Makers in Practice - Section A - Theatre Evaluation: Visit to the theatre as a second option to write about in the final exam Generation of notes and exam practice.	• Annotating texts/scripts with vocal and movement decisions • Applying Stanislavskian system techniques in rehearsal • Applying a range of techniques in rehearsal • Completing a performance concept for the visiting examiner • Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 4 (Feb-Mar)	Component 2: Scripted Performance (External Exam) - 20% Finalising performance work Component 3: Theatre Makers in Practice - Section A - Theatre Evaluation: Generation of notes and exam practice.	• Line learning • Rehearsal • Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to develop confidence and secure writing style.
Half Term 5 (Apr-May)	Component 3: Theatre Makers in Practice Final countdown to the Component 3 written exam. Students will have a strategic revision schedule designed for them right up to the day of the exam. Revision cards designed for each question of the exam. Section A - Theatre Evaluation notes will be revisited and finalised. Students will complete timed essays responses.	• Redrafting exam practice essays for section A, B and C of the Component 3 exam, in order to secure the highest grade possible.
Half Term 6 (Jun-Jul)	Course Complete	

Examples of Home Learning Tasks	• Line learning and rehearsal of scripted performance work • Completion of notes for theatre review • Exam practice for sections A, B and C of the exam paper that are completed in timed conditions
Assessment Tasks, Methods & Frequency	Fortnightly mini assessments that will focus on practice of sections A, B and C of the paper. • Main assessment 1: Presentation of a piece of script work against exam criteria • Main assessment 2: Mock exam on section A of Component 3 - with a focus on a different live performance • Main assessment 3: Complete exam paper - 2 hours and 30 minutes • Main assessment 4: Complete exam paper - 2 hours and 30 minutes • Main assessment 5: Complete exam paper - 2 hours and 30 minutes

**Equipment that
Students Need**

- Scripts for mono/duo and group piece
- Component 3 Section B 'Machinal' Student Booklet
- Component 3 Section C 'Lysistrata' Student Booklet
- Component 3 Section A 'Theatre Evaluation' Student Booklet
- Notes template for Section A 'Theatre Evaluation'
- Pens (black, purple and Green)
- Purple exam practice exercise book - Component 3 Section B 'Machinal'
- Purple exam practice exercise book - Component 3 Section C 'Lysistrata'

Parent / Carers can help their child by:	● Purchasing an affordable laptop/chromebook for their child ● Checking their child's Drama Google Classroom for homework and revision materials ● Taking them to watch live theatre performances frequently ● Going over lines with their child for their scripted exam ● Purchasing the: Pearson/Edexcel A Level Drama and Theatre Revision guide
Useful Website	http://youtube.com https://www.nationaltheatre.org.uk/ https://www.franticassembly.co.uk/ https://www.stevenberkoff.com/ https://almeida.co.uk/sophie-treadwell-and-radical-theatre-2 https://www.lagreektheatre.com/ https://www.nationaltheatre.org.uk/blog/five-best-sarah-kane-plays https://essentialdrama.com/sarah-kane/ http://essentialdrama.com/practitioners/antonin-artaud/
Extra-Curricular Activities & Career Opportunities	● Training with lighting equipment in the Wiseman Drama Studio ● Opportunities to focus on the role of the director ● Opportunities to focus on the role of a designer (lighting/sound/costume) ● Opportunities to take part in workshops provided by professional actors/directors/playwrights ● Opportunities to attend theatre trips