

### KS5 Curriculum- A Level Drama & Theatre: Year 12

KS5 A Level Drama						
Key info:	Autumn 1    Autumn 2    Spring 1    Spring 2				Summer 1    Summer 2	
<b>Lessons per week:</b>  (2 hours per week)	<b><u>Component 1 – Devising 40%</u></b>  In this scheme students are introduced to the play text 'Our Country's Good' by Timberlake Wertenbaker they will explore the themes, character and plot of the play. Students the use the play as a stimulus to devise a piece from conducting wider independent research to create a devised piece of theatre & a portfolio coursework which documents the production process.  The focus of this scheme is to use the Vocal & Physical skills taught in KS3 & KS4 apply them to a devised piece. The piece must be in the style of the practitioners Frantic Assembly.  Regarding the portfolio, students must demonstrate the production process in written form, explaining their artistic choices & methodologies to create a piece of devised group work.  After initial introduction sessions, time is divided between devising & portfolio lessons. (1x lesson on 'Our Country's Good' 2x Devising, 1x Portfolio coursework lesson and 1x coursework type up lesson in the computer room per fortnight).				<b><u>Component 2 – Scripted Performance 20% &amp; Component 3 – Written Exam 40%</u></b>  In this term the lessons are divided into Component 2 & 3.  <b>Component 2:</b> Pupils are introduced to their scripted extracts that they will perform for their component 2 exam in March. Pupils perform 2x extracts from two different play texts provided to students by the teacher. They are then externally assessed on use of vocal & physical skills when bringing the text to life & will include myriad techniques learnt in KS3 & KS4.  <b>Component 3- Section A:</b> Students are taken to the theatre to see their 'Live Review' performance, this performance is compulsory for students but will change each year depending on what is appropriate and available at the theatre. The intention here is for students to learn the skills necessary to critique a piece of theatrical work. They respond to one statement about theatre using their live review performance .  <b>Component 3- Section B:</b> Year 12s are introduced to the play text 'Machinal' by Sophie Treadwell they will explore the plot, characters, themes and story of the play which acts as their <b>Section B - Set Text for Component 3</b> . Students are taught how to analyse the text and response in role as a performer & designer.  <b>Component 3- Section C:</b> Year 12s are introduced to the play text 'Antigone' by Sophocles they will explore the plot, characters, themes and story of the play and then create their own concept for their own version of the production. Our concept is setting the play in the middle of Nazi Germany in WW2. They will then write about this concept as a director in the component 3 written exam.	
<b>Assessment</b>	<ul style="list-style-type: none"><li><b>Portfolio (30% - 60 marks)</b></li><li><b>Devised performance (10% - 20 marks)</b></li></ul> Submission – End of spring 2				<ul style="list-style-type: none"><li><b>Practice papers for written exam sections A &amp; B &amp; C (40%)</b></li><li><b>Mock Assessment of scripted performances (20%)</b></li></ul>	
<b>Independent Work</b>	<ul style="list-style-type: none"><li>Students will work independently when creating the Comp 1 devised pieces &amp; rehearsal of scripted text.</li><li>Apply feedback to performances (Comps 1 &amp; 2) and written work (Component 1 Portfolio &amp; Comp 3 Written exam)</li></ul>					
<b>Key Knowledge covered in year 12</b>	<ul style="list-style-type: none"><li>Devising from a scripted stimuli inspiration.</li><li>Using tropes &amp; techniques from a key practitioner.</li><li>Write a production portfolio which journals the creative process.</li><li>Review a live performance.</li><li>Develops KS3 &amp; KS4 knowledge of vocal &amp; physical skills to perform a scripted text.</li></ul>					

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|  | <ul style="list-style-type: none"><li>• To gain an understanding of the social, historical and cultural context of the scripted stimuli. Scripts are also used to help develop understanding of people different from ourselves and historical periods. The schemes are designed to help gain an understanding of the world and challenges.</li><li>• Opportunities are given to offer opinions and justify ideas.</li><li>• Chance to use a range of social skills when working with others. Exploring theories and different beliefs.</li></ul> |
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