

Curriculum Map 2023-2024

Subject: A Level Drama and Theatre Studies

Exam Board: AQA

| YEAR 12 | Autumn 1 6 weeks | Autumn 2 - Spring 2 | Summer 1 and 2 |
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| Content | An Introduction to A Level Drama and Theatre | Component 1: Drama and Theatre Students will study two set texts 'A Servant to Two Masters' (Section A) and 'Our Country's Good' (Section B) Students will analyse and evaluate the work of live theatre makers. (Section C) | Component 2: Creating Original Drama |
| Knowledge | Students will understand the working practices of a range of theatrical practitioners. Students will understand how to apply a range of different theatrical styles and genres to their work. | Students will gain the following knowledge: - The theatrical processes and practices involved in interpreting and performing theatre. - How conventions, forms and techniques are used in drama and live theatre to create meaning. - How creative and artistic choices influence how meaning is communicated to an audience - How performance texts are constructed to be performed, conveying meaning. - How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience. | Students will explore the working practices of a key drama practitioner and understand the theory behind his or her work. Students will understand how to apply the practitioners' working practices to their devised performances. Students will understand how to create an effective devised performance. Students will understand how to structure a performance to engage the audience. Students will understand how to create an engaging character. Students will analyse the development of their performance through the devising log. Students will reflect on their performance through the working notebook. |

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| Skills | <p>Students will develop a range of higher level practical skills.</p> <p>Students will apply the working practices and techniques of a range of theatre practitioners.</p> <p>Students will apply a range of performance skills to explore different genres and styles in performance.</p> | <p>Students will develop their skills to explore:</p> <ul style="list-style-type: none"> - practical demands of texts - the choice and use of performance space - patterns of stage movement - stage positioning and configuration - spatial relationships on stage - performer and audience configuration - character motivation and interaction - performers' vocal and physical interpretation of character - delivery of lines - playing of sub-text - development of pace, pitch and dramatic climax - relationships between performers and audience - design of sets, costume, makeup, lighting, sound and props - design fundamentals such as scale, shape, colour, texture. - the social, cultural and historical contexts of plays | <p>Students will use a range of devising skills:</p> <ul style="list-style-type: none"> - carry out research - practically apply the working practices of their assigned practitioner - develop their own ideas - collaborate with others - rehearse, refine and amend their work in progress - analyse the effective application of the practitioner's skills - analyse and evaluate their own process of creating devised drama |
| Key Question | <p>How do we apply performance work to the practitioners theories?</p> <p>What effect do we wish to have on the audience?</p> <p>How have the social/cultural/political context of the time affected the work of the key practitioners?</p> <p>How do we experiment</p> | <p>How do we take a scene from page to stage?</p> <p>How do we successfully bring a character to life? Why is the play's social context so important? What is the impact on the audience? How do we vocalise/physicalise key moments of the text? How do we explore the subtext of the play? How do we 'block' the performance? How do the play's original playing conditions affect our understanding/vision of the play? What is our overall vision as a performer/director/designer?</p> | <p>How can we use the practitioner's working methods to inspire our devising work? How will we use research to help us to create a devised performance? How will we structure a performance to ensure it makes sense to the audience? How will we make sure we are being respectful and truthful in our performances as we are exploring real life events? Is our performance</p> |

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| | with style and genre in performance? | | staying true to the work of our practitioner? Which are the most appropriate drama conventions to apply to a performance? How do we ensure we are engaging the audience? How do we ensure we continually refine and develop our performance ideas? |
| Assessment | Short answer essay style questions on the practitioners working practices and their application. | On-going preparation for the written exam: 3 hours • Open book • 80 marks • 40% of A-level | INTERNAL ASSESSMENT - Working notebook (40 marks) - Devised performance (20 marks) - 60 marks in total - 30% of A-level |
| Literacy/numeracy/SMSC/Character | Literacy: Script analysis, background reading, essay writing. Exploration of the social/political/historical background of the practitioners. | Literacy: Script analysis, background reading, essay writing. Social inequality and injustice, crime and punishment, the redemptive power of theatre. | Literacy: Research, exploring texts for meaning, written analysis of the practitioner, developing working notebook Research of social issues. |
| Enrichment opportunities and futures | Enrichment: School Show Community Leadership Futures: Actor Director Theatre maker | Enrichment: School Show Community Leadership Futures: Actor Director Playwright Set designer Lighting designer Sound designer Theatre critic | Enrichment: Community Leadership Futures: Theatre maker Actor Director Playwright |

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| YEAR 13 | Autumn 1 6 weeks | Autumn 2 - Spring 1 | Spring 2 - Summer 1 |
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| <p>Content Knowledge</p> | <p>Component 2: Creating Original Drama</p> <p>Students will explore the working practices of a key drama practitioner and understand the theory behind his or her work. Students will understand how to apply the practitioners' working practices to their devised performances. Students will understand how to create an effective devised performance. Students will understand how to structure a performance to engage the audience. Students will understand how to create an engaging character. Students will analyse the development of their performance through the devising log. Students will reflect on their performance through the working notebook.</p> | <p>Component 3: Making Theatre</p> <p>Practical exploration and interpretation of three extracts each taken from a different play and a different time period. Students will explore the working practices of a theatrical practitioner and apply this to their performance of Extract 3. Students will create an effective reflective report analysing and evaluating theatrical interpretation of all three extracts.</p> | <p>Revision of Component 1: Drama and Theatre Students will revise the two set texts 'A Servant to Two Masters' (Section A) and 'Our Country's Good' (Section B) Students will analyse and evaluate the work of live theatre makers. (Section C)</p> |
| <p>Skills</p> | <p>Students will use a range of devising skills: - carry out research</p> | <p>Students will practically develop their skills to explore: - practical demands of texts</p> | |

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| | <ul style="list-style-type: none"> - practically apply the working practices of their assigned practitioner - develop their own ideas - collaborate with others - rehearse, refine and amend their work in progress - analyse the effective application of the practitioner's skills - analyse and evaluate their own process of creating devised drama | <ul style="list-style-type: none"> - successfully applying the working practices of the practitioner to Extract 3 - the choice and use of performance space - patterns of stage movement - stage positioning and configuration - spatial relationships on stage - performer and audience configuration - character motivation and interaction - performers' vocal and physical interpretation of character - delivery of lines - playing of sub-text - development of pace, pitch and dramatic climax - relationships between performers and audience | |
| Key Question | <p>How can we use the practitioner's working methods to inspire our devising work? How will we use research to help us to create a devised performance? How will we structure a performance to ensure it makes sense to the audience? How will we make sure we are being respectful and truthful in our performances as we are exploring real life events? Is our performance staying true to the work of our practitioner? Which are the most appropriate drama conventions to apply to a performance? How do we ensure we are engaging the audience? How do we ensure we</p> | <p>How do we apply the working practices of our practitioner to an extract? How do we analyse a character to gain a deeper understanding of their motivations? How do we explore the character's subtext? How do we physically create an effective and engaging character? How do we vocally create an effective and engaging character? Why is the social/cultural/historical background to the play so important for our overall understanding? How do we successfully 'block' a performance? How do we explore the proxemics in a performance? How do we explore the actor/audience relationship in a performance? How can we experiment with pause and silence in a</p> | |

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| | continually refine and develop our performance ideas? | performance? How do we create an appropriate atmosphere or mood in a performance? | |
| Assessment | INTERNAL ASSESSMENT - Working notebook (40 marks) - Devised performance (20 marks) - 60 marks in total - 30% of A-level | EXTERNAL ASSESSMENT - Performance of Extract 3 (40 marks) - Reflective report (20 marks) - 60 marks in total - 30% of A-level | WRITTEN EXAM - 3 hours - Open book - 80 marks - 40% of A-level |
| Literacy/numeracy/SMSC/Character | Literacy: Research, exploring texts for meaning, written analysis of the practitioner, developing working notebook Research of social issues. | Literacy: Research, exploring texts for meaning, written analysis of the practitioner, developing reflective report | |

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| Enrichment opportunities and futures | Enrichment: School Show Futures: Theatre maker Actor Director Playwright | Enrichment: School Show Futures: Theatre maker Actor Director Playwright | Futures: Theatre maker Actor Director Playwright |
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