

KS4 Expected Knowledge Skills:

- Understand the work of key practitioners and apply this knowledge when devising their own performances
- Evaluate your own contribution to the devising process and the effectiveness of your piece.
- Evaluate a piece of live theatre and the wider role of theatre makers
- Identify, describe, explain and analyse the role of theatre makers in practice.

KS4 Enrichment & Trips

UCAS Creative Industries Exhibition
 Live Theatre Performance (exam requirement)
 Residential in Year 10 for Component 1 exam preparation
 Rehearsals during enrichment
 Revision sessions
 1:1 support as per individual need
 LIPA widening participation programme
 Liverpool Hope University outreach programme
 Anti-Bullying Performance – Y6-7 Transition

KS4 Careers & options

*GCSE Drama Route – Role of a 'theatre maker'
 • Performer
 • Designer
 • Director

Post 16 Learning Routes:

- A Level Drama & Theatre
 - BTEC Performing Arts
 - BTEC Production Arts
- *Tailored to the cohort each year.

EP: To evaluate live theatre – how effective was the performance and how did a range of theatre makers contribute to this? Skills: Evaluate, analyse, describe. Q&A: How do a range of theatre makers contribute to an overall performance?

Live Theatre Evaluation (C3)

Devising (C1) 40% of GCSE: Performance & written portfolio

The Crucible (C3) 40% of GCSE 1 hour 45 minute written examination

11

Performing Texts (C2)

EP: To create, perform and evaluate the process of devising a performance from a stimuli. To justify decisions made throughout the creation process. Skills: Vocal, physical, style and form, language, characterisation. Q&A: How can we create theatre to communicate meaning to an audience?

EP: Set text exploration – role of performer, designer, and director in bringing the play to life. Skills: identify, describe, explain and analyse. Q&A: How do theatre makers contribute to a performance as a whole?

EP: To create and perform two contrasting script extracts to life from a published play. Skills: Vocal, physical, characterisation. Q&A: How do we interpret the work of playwrights?

+16

Theatre Makers in Practice Preparation for exam (C3)

EP: To finalise notes for Live Theatre Review and revise The Crucible.

Exploration and Performance of a Text

Intro to Brecht

10

LAMDA

EP: To explore Brechtian and Naturalistic techniques within a workshop setting. Skills: Multi-rolling, interpretation, characterisation. Q&A: Evaluate the use of Brechtian/Naturalistic techniques in performance.

EP: To develop a performance of a monologue/duologue from a published play. Skills: Directing, vocal and physical skills, staging, style and form. Q&A: How well do you know your character? How would they react in this situation? How well do you know the world of the play?

EP: To create and perform a piece of political theatre identifying an artistic intention. Skills: Directing, selecting techniques, vocal and physical skills, staging, style and form. Q&A: How can we bring about change through theatre?

Devising Theatre

Technical Theatre

9

Teacher's

Romeo and Juliet

KS3 Assessment Objectives:

Year 7 – What is the purpose of drama and theatre?
 Year 8 – How is a playwright's intentions brought to life through theatre?
 Year 9 – how have productions been influenced by the past? How is drama important in developing key communication skills for life?

EP: To create, design and perform a piece of theatre based on a stimulus. To understand the process of creating and producing a performance. Skills: Vocal and physical. Q&A: How effective is your performance? How do you communicate the meaning of your performance with the audience? Evaluate the impact of design elements on your performance?

EP: To explore Brechtian techniques within a scripted play. Skills: Multi-rolling, interpretation, characterisation. Q&A: Evaluate the use of Brechtian techniques in performance.

EP: To explore the role of director, performer and designer in Romeo and Juliet.

Curious Incident



Physical Theatre



Scripts

EP: To understand how language, design elements and form and structure collaboratively come together on stage. To understand how theatre can be used as a tool to educate society about issues. Skills: Lifts, chair duets, stillness, slow motion, pace. Q&A: How does the use of lighting and sound enhance a performance?

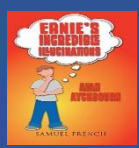
EP: To create and perform in the style of physical theatre. To understand how movement can be symbolic and communicate meaning without the spoken work. Skills: Lifts, chair duets, stillness, slow motion, pace. Q&A: How can we communicate meaning through movement?

A Midsummer Night's Dream

Lost Valley

8

Ernie



EP: To be able to create, perform and evaluate a 10 minute performance. Skills/Techniques: Vocal, physical, staging, setting, characterisation. Q&A: Why do we still explore Shakespeare in 2020?

EP: To be able to create and role play a character in a short performance and sustain the role. Skills: Vocal and physical skills. Q&A: How effective was the use of vocal and physical skills in demonstrating character?

EP: To understand the different stage layouts and to experiment with different approaches to script work. Skills: Role on the wall, script annotation, 5 W's, vocal and physical skills. Q&A: Evaluate the role of stage directions in interpreting a performance.

Ghost Stories



Silent Movies



Theatre History

7

EP: To know and be able select from a range of drama techniques when creating theatre. To be able to use vocal and physical skills in performance. Skills: Dramatic tension, narration, flash back, cross-cutting. Q&A: How do you create tension on stage?

EP: To know and demonstrate key physical skills in performance. Skills: Movement, facial expression, gestures, body language, timing and no backs to the audience. Q&A: How do you communicate without words?

EP: To explore and bring alive the development of theatre, both in terms of types of theatre and the development of the theatre building itself. Skills: Greek theatre, commedia, kabuki, Victorian theatre, naturalism, Brecht. Q&A: What theatre come before what we know now?

KEY STAGE 2
 Participate in discussions, presentations, performances, role play, improvisations and debates

KS5 Drama Learning Journey – Year 12

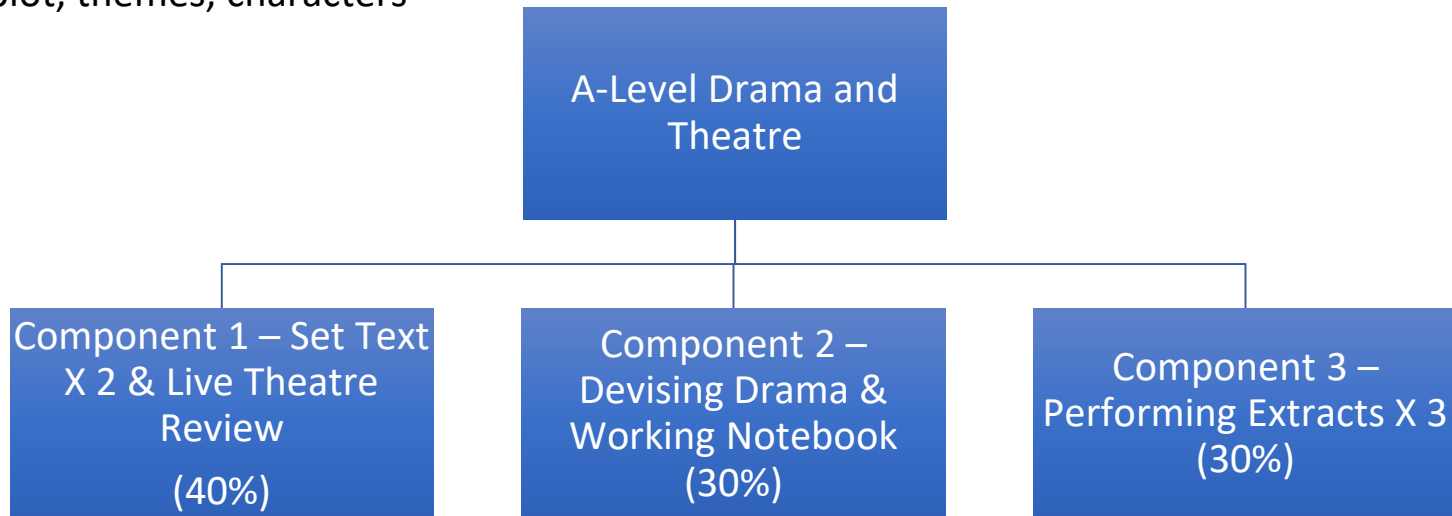
Bridging the Gap Programme Year 11 – 12 Transition

C1: Read set texts X 2

C1: Watch live performances (if available on Digital Theatre)

C2: Read extracts from Frantic Assembly devising book

C3: Compile a list of 10 monologues/duologues you like and create mind maps detailing the context, plot, themes, characters



HALF TERM	CONTENT
HT1	<p>(3 weeks) Introduction to A-Level: getting to know your peers and linking back to Bridging the Gap work. *Baseline Assessment</p> <p>(5 weeks) Component 2: Devising Drama – stimuli exploration and practitioner work. (C1 Exam) Live Theatre trip – preparation for note taking.</p>
HT2	<p>Component 2: Devising Drama – stimuli exploration and practitioner work.</p> <ul style="list-style-type: none"> • Creating and rehearsing devised work • Working notebook <p>(1 lesson per week) C1: Set Text ‘That Face’ – read through and explore practically.</p>
HT3	<p>C2 Exam January window.</p> <p>Component 1: Set Text Exploration – (3 lessons) Explore set text 1 in relation to the following theatre makers:</p> <ul style="list-style-type: none"> • Performer • Designer • Director <p>Practice exam questions throughout as homework.</p> <p>(1 lesson per week) Finalise/re-draft working notebook</p>
HT4	<p>Component 3: Performance of text extracts – choose from the 10 choices selected during the bridging the gap work. Work through these stages:</p> <ul style="list-style-type: none"> • Research • Interpretation • Rehearsal • Refinement <p>*Mini performance of set texts if possible.</p> <p>Live Theatre Trip – notes collated</p>
HT5	<p>Component 1: Set Text Exploration – (3 lessons) Explore set text 2 in relation to the following theatre makers:</p> <ul style="list-style-type: none"> • Performer • Designer • Director <p>Mock exam preparation</p> <p>*Mini performance of set texts if possible.</p>
HT6	<p>Component 3: Performance of text extracts – choose from the 10 choices selected during the bridging the gap work. Work through these stages:</p> <ul style="list-style-type: none"> • Research • Interpretation • Rehearsal • Refinement <p>Finalise working notebook</p> <p>Careers focus – choices for post 18 studying.</p>

KS5 Drama Learning Journey – Year 13

- A-Level Drama and Theatre
 - Component 1 – Set Text X 2 & Live Theatre Review
 - (40%)
- Component 2 – Devising Drama & Working Notebook (30%)
- Component 3 – Performing Extracts X 3 (30%)

HALF TERM	CONTENT
HT1 Settling in event	(2x lesson per week) Component 3: Performance of text extracts – finalise performances and complete mock exams for each extract. Finalise intentions paperwork. (1 lesson per week – notebook re-draft) (1 lesson per week) C1: written exam prep – set text preparation.
HT2	(2x lesson per week) Component 3: Performance of text extracts – finalise performances and complete mock exams for each extract. Finalise intentions paperwork. (1 lesson per week – notebook re-draft) (1 lesson per week) C1: written exam prep – set text preparation. *See final live theatre performance and collate notes.
HT3	Component 1: Set Text Exploration – mock exams and walking/talking mocks.
HT4	Component 1: Set Text Exploration – mock exams and walking/talking mocks. **Moderate Component 2 with another school if possible prior to examination moderation.
HT5	Component 1: Set Text Exploration – mock exams and walking/talking mocks

Careers/Trips/Enrichments: **All students will be expected to participate in the School Production and LAMDA examinations to support their learning in the craft of Acting/Drama**

- UCAS Create Your Future Event
- Links with regional universities – LJMU
- LIPA Widening Participating Team – lots of free outreach trips/events
- Live Theatre – one per term to support students learning in this area.

Post 18 Choices:

- University
- Drama School – degree/foundation course
- Apprenticeship
- Employment
- Gap Year to gain theatre/performance experience