KS3 Expected Knowledge/Skills:

Create and perform a

and vocal skills

Evaluate their own

contributions to

Devise their own

characterisation Generate ideas for

technical theatre

demonstrating their

understanding of style,

form and structure and

their peers

performance

character using physical

performances and that of

## **KS3&4 Drama Learning Journey**

- Post 16 Learning Routes:
- A Level Drama & Theatre
- **BTEC Performing Arts**
- **BTEC Production Arts** \*Tailored to the cohort each year.

+16

**Theatre Makers** in Practice Preparation for exam (C3)

**EVALUATE** 

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

**DESIGN** 

Performing Texts (C2)

Role of theatre in society **EP:** To evaluate live theatre – how effective was the performance and how did a range of theatre

makers contribute to this? Skills: Evaluate, performance?

Evaluation (C3) Live Theatre

practitioners and apply this

**KS4 Expected Knowledge Skills:** 

- Understand the work of key 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.

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

**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 well do you know your character? How would they react in this situation? How well do you know the world of the play?

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

**EP:** Set text exploration – role of performer, designer, director and designer in bringing the play to life. Skills: identify, describe, explain and analyse. Q&A: How can you communicate meaning vocally, physically and through design elements?

EP: To create and perform two contrasting script extracts to life from a published play. Skills: Vocal, physical, characterisation. Q&A: How can we consider the role of the audience when developing your performance.

**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

**Exploration** and Performance of a Text

**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?

Intro to Brecht

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: What are you trying to communicate to your audience?

**KS4 Careers & options** 

\*GCSE Drama Route -Role of a 'theatre maker'

- Performer
- Designer
- Director

Monologues/Duologues

**Blood Brothers** 

EP: To explore a naturalistic play exploring the context. Skills: Vocal and physical , interpretation, characterisation. Q&A: Evaluate the use of vocal and physical

skills in performance.

**EP:** To create a believable character on stage using techniques from Stanislavski's system and and to understand the world of the play. Skills: Interpretation, characterisation, staging, context, subtext. Q&A: How do you create your own interpretation of a character?

Live Theatre Review - when move to classrooms due to exams.

Devising Theatre



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 understand how language, design elements and form and structure collaboratively come together on stage. To understand how theatre can be used 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?

Curious Incident

KS3 Careers – a career in the arts:

**KS3 Enrichment & Trips** 

Special Effects Make up

**Musical Theatre Trip** 

School show **LAMDA Exams** Drama Club

Script Writer Performer Producer Sound/Light Designer Director

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

**Ghost Stories** 

**Scripts** 

**Physical Theatre** 

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.

**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?

**Ernie** 



Baseline - The Street



EP: To be able to follow stage directions and perform from a script. To be able to create a character using vocal and physical skills. Skills: Pitch, pace, pause, projection, accent. Q&A: How do we understand the playwrights intentions?

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

**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 - students will have completed a GCSE in Drama or Level 2 **Technical Award in Perfing Arts.** 

recimient / Ward in Ferning / West						
Route A - Academ	<u>ic - A-Level</u>	Route B - Vo	ocational - BTEC			
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,		Practitioner Booklet – Stanislavski VS Brecht The Voice in Practice – extract of book by Patsy Rodenburg Skills and techniques revision Directing theatre – extract from book 'The Devising Manual' Production Arts Route				
A-Level Drama and Theatre  Set Text eatre  Component 2 — Devising Drama & Working Notebook (30%)	Component 3 – Performing Extracts X 3 (30%)	Unit 59 – Stage Management	BTEC Production Arts  Unit 65 Technical Stage Operations			

HALF

**TERM** 

Term 1

Term 3

**CONTENT** 

			Devising Working	nent 2 – Drama & Notebook 0%)		Component 3 - orming Extract (30%)	
HA TE	ALF RM	CONTENT					
H.	Т1	(3 weeks) Introduction to A-Level: getting to know your peers and linking back to Bridging the Gap work.  *Baseline Assessment  (5 weeks) Component 2: Devising Drama – stimuli exploration and practitioner work.  (C1 Exam) Live Theatre trip – preparation for note taking.					
H.	Т2	Component 2: Devising Drama – stimuli exploration and practitioner work.  • Creating and rehearsing devised work  • Working notebook (1 lesson per week) C1: Set Text 'That Face' – read through and explore practically.					
H	ТЗ	C2 Exam January window.  Component 1: Set Text Exploration – (3 lessons) Explore set text 1 in relation to the following theatre makers:  Performer  Designer  Director  Practice exam questions throughout as homework.  (1 lesson per week) Finalise/re-draft working notebook					
H	Т4	Component 3: Performance of text extracts – choose from the 10 choices selected during the bridging the gap work.  Work through these stages:  Research  Interpretation  Rehearsal  Refinement  *Mini performance of set texts if possible.  Live Theatre Trip – notes collated					
H <sup>-</sup>	Т5	Component 1: Set Text Exploration – (3 lessons) Explore set text 2 in relation to the following theatre makers:  Performer  Designer  Director  Mock exam preparation  *Mini performance of set texts if possible.					
H	Т6	•	ces selecte gh these si ch	d during th		cts – choose ng the gap v	

#### managers throughout the process of putting on the production. Live Theatre visits this half term to see professional theatre Assessment Points - On completion of this unit a learner should: 1 Know the role and the skills needed to function as an assistant stage manager 2 Be able to work as an ASM within a production team 3 Be able to operate in an ASM role during a performance or event4 Be able to observe safe working practices. Assessment Evidence – students will work as a stage manager for the school production. All students are provided with copies of the following: Stage Lighting the Technicians Guide – Bloomsbury Sound Design for the Stage – Gareth Fry Stage Management Handbook Unit 65: Technical Stage Operations – students will Term 2 work alongside Year 10 to develop lighting, sound and video support for their devised performances. This will give support to students in year 10 who are working as designers. Assessment points - On completion of this unit a learner should: 1 Know the technical skills used in the production 2 Be able to apply the appropriate technical skills during the production process 3 Be able to perform as a technical operative. Assessment Evidence – students will produce lighting, sound and video paperwork for a small performance and set-up and operate the equipment for each area. Careers – students will explore the different career pathways for the Production Arts and work with LIPA student during enrichment sessions.

Unit 2: Production Arts Workshop – students will

Assessment points - On completion of this unit a

3 Be able to present production ideas in a workshop

setting4 Understand the potential of the production

Assessment Evidence – students will produce a

portfolio showing the ideas and research

1 Know the role of the production team

2 Be able to develop ideas creatively

learner should:

process.

work alongside year 10 students who are starting to

work on monologues and duologue performances. This will not be performed until Year 11 (Year 13) of the course in order to give enough preparation time.

Unit 59: Stage Management – students will work

alongside the school production and act as stage

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\*\*

Careers focus – choices for post 18 studying.

UCAS Create Your Future Event

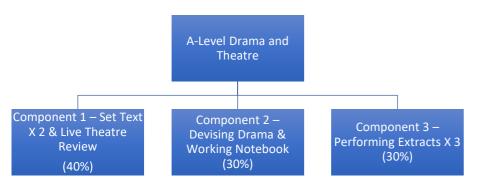
Rehearsal Refinement

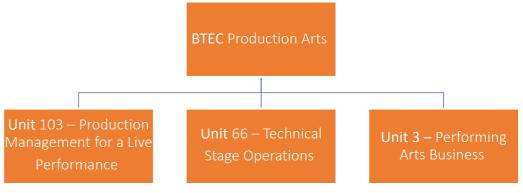
Links with regional universities – LJMU

Finalise working notebook

- LIPA Widening Participating Team lots of free outreach trips/events
- Live Theatre one per term to support students learning in this area.
- Residential to prepare for external examination.

## **KS5 Drama Learning Journey – Year 13**





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.
НТ3	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.
НТ5	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

HALF TERM	CONTENT
Term 1	Unit 66: Technical Stage Operations and Unit 59: Stage Management – students will work alongside the school production and act as stage managers and lighting operators and designers throughout the process of putting on the production.  • Students will see live theatre this term
	Unit 59: Stage Management (evidence 2) Assessment Points - On completion of this unit a learner should:  1 Know the role and the skills needed to function as an assistant stage manager  2 Be able to work as an ASM within a production team  3 Be able to operate in an ASM role during a performance or event4 Be able to observe safe working practices.
	Unit 66: Stage Lighting Operations – Assessment points - On completion of this unit a learner should:  1 Know how to use a portfolio of reference material  2 Be able to rig equipment safely  3 Understand the use of colour in a performance context4 Be able to focus and control luminaires5 Be able to operate lighting controls.
	Assessment evidence – will be the show – they will be doing lighting design and operation as well as stage management tasks

Term 2 This term students will be exploring Unit 3:
Performing Arts Business – this will provide
extensive career information as well as how
to write an industry CV and be successful in
the Performing Arts Industry
Assessment points – on completion of this
unit students will:
1 Understand employment opportunities and
requirements in the performing arts sector
2 Know different types of organisations in the
performing arts sector
3 Be able to manage financial controls for a

different from last academic year.

3 Be able to manage financial controls for a performing arts event.

Unit 108: Production Management for Live Performance. Assessment points — On completion of this unit a learner should:

1 Be able to instigate the planning requirements of a production

2 Be able to manage a production budget

3 Know the legislative requirements of a production4 Be able to manage human resources for a production.

Assessment evidence – will be the show from last half term and they will keep finical