

Drama Unit Overview Years 12 & 13

Our Year 12 students missed out on sitting their GCSE exam, however they will have still covered elements from each component, which will lead into their learning at A Level. They will start the course by exploring their first set text, *Love & Information*, by Caryl Churchill within the first half term. The play text will be explored through both a theoretical and practical approach, developing their performance skills and use of rehearsal techniques that were missed due to lockdown. Students will further develop their skills of writing from the perspective of an actor, designer and director, again, something that was missed at the end of their GCSE course. Teaching of writing from these perspectives will also be expanded to ensure students are building the skills to write for the subject at this level. A test on this set text, Drama terminology and styles of theatre will be completed within the first half term to decipher gaps in knowledge, these gaps will be filled through starter tasks, recall activities and built into the lesson content where appropriate.

Drama – Year 12 Autumn A – Component Three, Text 1				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to explore the plot, characters, themes and design ideas for the play <i>Love & Information</i> by Caryl Churchill, through both practical and theoretical activities.</p>	<p>Knowledge: Plot, character and themes of <i>Love & Information</i>. Concepts of design, inclusive of key terminology. Structure and response for exam style questions. Exam criteria.</p> <p>Understanding: Demonstrated through practical and written activities.</p> <p>Skills: To be able to explore a text, inclusive of playwright's intentions and design concepts. To be able to use knowledge from this exploration of a text to formulate good quality answers for exam style questions.</p>	<p>Commitment to in class and independent exploration of the text, inclusive of design concepts. A neatly organised folder containing theory work. Written work is completed with detail and creativity and demonstrates an understanding of the exam criteria.</p>	<p>Students started to study the play in Autumn A, this extends their learning by looking at more complex themes as well as further developing the idea of the playwright's intentions and design concepts. Written responses are developed to encompass exam style questions linked to the exam criteria.</p>	<p>Web: <i>Love & Information</i> Theatre reviews, e.g.- The Guardian, The Evening Standard, Vulture</p> <p>Play: <i>Love & Information</i>, Caryl Churchill</p> <p>Guide: EHD- <i>Love & Information</i> (sections of this are provided by Braintree Sixth Form)</p>

Drama – Year 12 Autumn B – Styles/Practitioners

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to devise and perform in a variety of styles.</p>	<p>Knowledge: The elements of different styles of theatre and how to develop these in practice. Component One criteria. Understanding: Demonstrated through practical activities and theory work of the given styles.</p> <p>Skills: To be able to accurately turn knowledge of a style gained through research, into practical performance.</p>	<p>A thirst for research of styles to ensure knowledge is accurate. Research feeds into accurate practical demonstrations of style that are performed with confidence and an element of risk taking. Notes and research on styles and practitioners are filed in a well organised folder.</p>	<p>Students developed knowledge of style and practitioners throughout the GCSE course. This is now extended to not only recall previously learnt styles/practitioners, but to encompass new ones.</p>	<p>Web: www.lainfishe.com/berkoff www.thepaperbirds.com www.Franticassembly.co.uk www.nationaltheatre.org.uk</p> <p>Books: National Theatre bookstore Frantic assembly's Book of Devising Theatre, Scott Graham & Steven Hoggett The Director's Craft, Katie Mitchell</p> <p>Plays: The Trial, Stephen Berkoff Things I Know to Be True, Andrew Bovell National Theatre Bookstore</p>

Drama – Year 12 Spring A & B – Component One – A Doll’s House

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to explore the plot, characters and themes for Henrik Ibsen’s A Doll’s House through both practical and theoretical activities. To be able to devise an original interpretation of the play in a chosen style, documented in a portfolio.</p>	<p>Knowledge: Original Plot, character and themes and style of the play. Life in the 1800’s. How to create a portfolio. Exam criteria. Understanding: Demonstrated through practical and written activities. Knowledge gained of the original play will form students’ own concept ideas that will be demonstrated through practical development and portfolio work. Skills: To be able to deconstruct a text and create an original version, highlighting a particular theme in a chosen style.</p>	<p>A polished, professional performance that is powerful and thought provoking for an audience. The performance will be accurate in the chosen style and will clearly communicate it’s aim to an audience. The portfolio will detail the devising process, containing key research and developments. Both performance and portfolio will achieve top band marks.</p>	<p>Students have previously studied a play text last term, this extends their skills in a different direction but having to deconstruct the text and devise an original version. Performance skills have been studied throughout the GCSE and A Level course thus far.</p>	<p>Web: www.lainfishe.com/berkoff www.thepaperbirds.com www.Franticassembly.co.uk www.nationaltheatre.org.uk</p> <p>Books: National Theatre bookstore Frantic assembly’s Book of Devising Theatre, Scott Graham & steven Hoggett The Director’s Craft, Katie Mitchell</p> <p>Play: A Doll’s House, Henrik Ibsen</p>

Drama – Year 12 Summer A & B – Component Three, Text 2, Component Two

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to explore the plot, characters, themes and design ideas for the play <i>Machinal</i> by Sophie Treadwell, through both practical and theoretical activities. To be able to make choices on themes, aims and style for a devised performance from a given stimulus. To be able to make an informed choice for a script for performance.</p>	<p>Knowledge: Plot, character and themes of <i>Machinal</i>. Concepts of design, inclusive of key terminology. Structure and response for exam style questions. Exam criteria. Knowledge of unexplored plays to help decide on one for performance. Understanding: Demonstrated through practical and written activities. Skills: To be able to explore a text, inclusive of playwright's intentions and design concepts. To be able to use knowledge from this exploration of a text to formulate good quality answers for exam style questions. To be able to reflect back on prior learning to make an informed decision for a text to perform for examination. To be able to devise a performance from a stimulus, with a clear aim and style.</p>	<p>Commitment to in class and independent exploration of the text, inclusive of design concepts. A neatly organised folder containing theory work. Written work is completed with detail and creativity and demonstrates an understanding of the exam criteria. An appropriate script chosen that will highlight students' performance skills in line with the exam criteria. Students will independently read the play, chosen an extract and carried out research on character and themes. Devised work will show creativity and an in-depth knowledge of the theme and style chosen.</p>	<p>Students have already studied <i>Love & Information</i> for Component Three. As the second text, this will follow the same structure. At GCSE students had to perform both a scripted and devised piece as part of the exam, this extends that experience by adding in a chosen style for the scripted piece and working from more complex stimuli for the devised.</p>	<p>Web: Research on Ruth Snyder Research on American women in the 1920's Dramaonlinelibrary.com/genres/Expressionism www.lainfishe.com/berkoff www.thepaperbirds.com www.Franticassembly.co.uk www.nationaltheatre.org.uk Books: Expressionist Theatre National Theatre bookstore Frantic assembly's Book of Devising Theatre, Scott Graham & Steven Hoggett The Director's Craft, Katie Mitchell Play: <i>Machinal</i> Chosen Script for Component Two Guide: EHD- <i>Machinal</i> (sections of this are provided by Braintree Sixth Form)</p>

Drama – Year 13 Autumn A & B – Component Two

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to develop a devised and scripted performance, ready for the examination day.</p>	<p>Knowledge: Further knowledge of the chosen script and styles for both performances. Knowledge of chosen themes for the devised performance. How to write an evaluation report. Understanding: Demonstrated through practical and written activities, culminating in the final performances and evaluation report. Skills: To be able to create, organise and perform a devised and scripted live performance. To be able to write a detailed analysis and evaluation of your own performances, referencing the exam criteria.</p>	<p>Both performances will be powerful and thought provoking, holding the audience's engagement throughout. Style of both will be accurate, lines will be faultless. Having only a week after the exam to complete it, the evaluation will have been drafted redrafted before final submission. It will contain detail with key terminology, linking to the top band criteria.</p>	<p>All performance and theory work already carried out will support the development and outcome of this component, with both practical and written evaluation skills being examined.</p>	<p>www.lainfishe.com/berkoff www.thepaperbirds.com www.Franticassembly.co.uk www.nationaltheatre.org.uk</p> <p>Books: National Theatre bookstore Frantic assembly's Book of Devising Theatre, Scott Graham & Steven Hoggett The Director's Craft, Katie Mitchell</p> <p>Plays: Chosen Script</p>