

**Drama - Year 12 Autumn A-**  
**Introduction to A Level Drama and Theatre/Component Three, Text 1**

What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>To be able to devise and perform in a variety of styles.</li> <li>To be able to explore the plot, characters and themes for set text 1.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The elements of different styles of theatre and how to develop these in practice.</li> <li>Plot, character and themes.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>Demonstrated through practical activities and theory work of the given styles.</li> <li>Demonstrated through practical and written activities.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To be able to accurately turn knowledge of a style gained through research, into practical performance.</li> <li>To be able to explore a text, inclusive of</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Commitment to exploring the themes of the play through their own questions and research. Background knowledge of the playwright and time period is explored independently, providing opportunity to have a clear grasp on the playwright's intentions. Written work is completed with detail and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students studied a play within the GCSE course, this extends their learning by looking at more complex themes as well as further developing the idea of the playwright's intentions and where this comes from.</li> </ul>	<p><b>Web:</b></p> <p><a href="http://www.lainfishe.com/berkoff">www.lainfishe.com/berkoff</a></p> <p><a href="http://www.thepaperbirds.com">www.thepaperbirds.com</a></p> <p><a href="http://www.Franticassembly.co.uk">www.Franticassembly.co.uk</a></p> <p><a href="http://www.nationaltheatre.org.uk">www.nationaltheatre.org.uk</a></p> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>National Theatre bookstore</li> <li>Frantic assembly's Book of Devising Theatre, Scott Graham &amp; Steven Hoggett</li> <li>The Director's Craft, Katie Mitchell</li> </ul> <p><b>Plays:</b></p> <ul style="list-style-type: none"> <li>Love &amp; Information</li> <li>The Trial, Stephen Berkoff</li> <li>Things I Know to Be True, Andrew Bovell</li> </ul>

	playwright's intentions.			<ul style="list-style-type: none"> <li>National Theatre Bookstore</li> </ul> Guide: EHD- Love & Information (sections of this are provided by Braintree Sixth Form)
--	--------------------------	--	--	---

<b>Drama - Year 12 Autumn B- Component Three, Text 1</b>
--

<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
To be able to explore the plot, characters, themes and design ideas for set text 1, through both practical and theoretical activities.	Knowledge: Plot, character and themes. Concepts of design, inclusive of key terminology. Structure and response for exam style questions. Exam criteria. Understanding:	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.	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.	Set text 1

	<p>Demonstrated through practical and written activities.</p> <p>Skills:</p> <p>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>Written responses are developed to encompass exam style questions linked to the exam criteria.</p>	
--	---	--	---	--

**Drama - Year 12 Spring A & B-  
Component One**

<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b><u>Implementation</u></b>	<b>What additional resources are available?</b>
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	<p>Knowledge:</p> <p>Original Plot, character and themes and style of the play. Life in the 1800's. How to create a portfolio. Exam criteria.</p> <p>Understanding:</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	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.	<p>Web:</p> <p><a href="http://www.lainfishe.com/berkoff">www.lainfishe.com/berkoff</a></p> <p><a href="http://www.thepaperbirds.com">www.thepaperbirds.com</a></p> <p><a href="http://www.Franticassembly.co.uk">www.Franticassembly.co.uk</a></p> <p><a href="http://www.nationaltheatre.org.uk">www.nationaltheatre.org.uk</a></p>

interpretation of the play in a chosen style, documented in a portfolio.	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.	performance and portfolio will achieve top band marks.	Performance skills have been studied throughout the GCSE and A Level course thus far.	Books: <ul style="list-style-type: none"> <li>National Theatre bookstore</li> <li>Frantic assembly's Book of Devising Theatre, Scott Graham &amp; Steven Hoggett</li> <li>The Director's Craft, Katie Mitchell</li> </ul> Play: <ul style="list-style-type: none"> <li>A Doll's House, Henrik Ibsen</li> </ul>
		<b>Drama - Year 12 Summer A &amp; B- Component Three, Text 2/ Component Two</b>		

What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>To be able to explore the plot, characters, themes and design ideas for set text 2, through both practical and</li> </ul>	Knowledge: <ul style="list-style-type: none"> <li>Plot, character and themes. Concepts of design, inclusive of key terminology. Structure and response for exam</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Students have already studied set text 1 for Component Three. As the second text, this will follow the same structure.</li> </ul>	Web: <a href="http://www.lainfishe.com/berkoff">www.lainfishe.com/berkoff</a> <a href="http://www.thepaperbirds.com">www.thepaperbirds.com</a> <a href="http://www.Franticassembly.co.uk">www.Franticassembly.co.uk</a> <a href="http://www.nationaltheatre.org.uk">www.nationaltheatre.org.uk</a>

<p>theoretical activities.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>style questions. Exam criteria.</p> <ul style="list-style-type: none"> <li>Knowledge of unexplored plays to help decide on one for performance.</li> </ul> <p>Understanding: Demonstrated through practical and written activities.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>demonstrates an understanding of the exam criteria.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Books:</p> <ul style="list-style-type: none"> <li>Expressionist Theatre</li> <li>National Theatre bookstore</li> <li>Frantic assembly's Book of Devising Theatre, Scott Graham &amp; Steven Hoggett</li> <li>The Director's Craft, Katie Mitchell</li> </ul> <p>Play:</p> <ul style="list-style-type: none"> <li>Set text 2</li> <li>Chosen Script for Component Two</li> </ul>
		<b>Drama - Year 13 Autumn A &amp; B- Component Two</b>		

What are we learning?	Our Intention- What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
To be able to develop a devised and scripted performance, ready for the examination day.	<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.</p> <p>Understanding: Demonstrated through practical and written activities, culminating in the final performances and evaluation report.</p> <p>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>	Both performances will be powerful and thought provoking, holding the audience's engagement throughout. Style of both will be accurate, lines will be flawless. 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.	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><a href="http://www.lainfishe.com/berkoff">www.lainfishe.com/berkoff</a></p> <p><a href="http://www.thepaperbirds.com">www.thepaperbirds.com</a></p> <p><a href="http://www.Franticassembly.co.uk">www.Franticassembly.co.uk</a></p> <p><a href="http://www.nationaltheatre.org.uk">www.nationaltheatre.org.uk</a></p> <p>Books:</p> <ul style="list-style-type: none"> <li>• National Theatre bookstore</li> <li>• Frantic assembly's Book of Devising Theatre, Scott Graham &amp; Steven Hoggett</li> <li>• The Director's Craft, Katie Mitchell</li> </ul> <p>Plays:</p> <ul style="list-style-type: none"> <li>• Chosen Script</li> </ul>

**Drama - Year 13 Spring A-  
Component Three, Text 3**

<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
To be able to explore the plot, characters, themes and design ideas for set text 3 through both practical and theoretical activities.	<p><b>Knowledge:</b> Plot, character and themes. Concepts of design, inclusive of key terminology. Structure and response for exam style questions. Exam criteria.</p> <p><b>Understanding:</b> Demonstrated through practical and written activities.</p> <p><b>Skills:</b> 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>	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.	Students have already studied texts 1 and 2 for component three which will prepare them for the exploration of this text. The focus for this text is design.	Play: Set text 3

**Drama - Year 13 Spring B/Summer A-  
Component Three, All texts**

<b>What are we learning?</b>	<b>Our Intention- What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and Assessment Methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
Revision of all set texts for component three with a focus on formulating answers for exam style questions.	<p><b>Knowledge:</b> Structure and response for exam style questions. Exam criteria.</p> <p><b>Understanding:</b> Demonstrated through practice exam style questions.</p> <p><b>Skills:</b> To be able to use knowledge from previous exploration of texts to formulate good quality answers for exam style questions.</p>	Commitment to in class and independent practice of exam style questions. A neatly organised folder containing theory work for revision. Written work is completed with detail and creativity and demonstrates an understanding of the exam criteria.	The exploration of all three texts for this component culminates in this final exam.	All previous resources for all 3 set texts.