

Curriculum Mapping: A level Drama & Theatre Year 12-13

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Component 3: Written Exam Exploring Section B set text; <i>Accidental Death of an Anarchist</i>, Dario Fo</p>	<p>Component 2: Scripted Applying appropriate theatrical conventions to texts in performance, rooted in the intentions of the playwright</p>	<p>Component 1: Devised Devising an original piece of theatre based on a stimulus text and practitioner influence</p>	<p>Component 1: Devised Devising an original piece of theatre based on a stimulus text and practitioner influence</p>	<p>Component 1: Devised Devising an original piece of theatre based on a stimulus text and practitioner influence</p>	<p>Component 3: Written Exam Exploring Section C set text; <i>Woyzeck</i>, Georg Buchner</p>
	<p>Concepts/Tier 3 vocabulary</p> <p>Political theatre, satire, farce, slapstick, Commedia dell'arte, Lazzi, theatre of the absurd, meta theatre</p> <p>Live theatre: analyse, evaluate, Theatre makers, Audience impact</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Vocal skills; pitch, pace, tone, pause, inflection, modulation</p> <p>Physical skills; gesture, posture, gait, deportment, facial expression, stillness</p> <p>Genre, style, blocking, directing, refine, amend, playwright's intentions</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Stimulus, genre, style, structure, form, practitioner methodologies, (E.g. Kneehigh, Gecko, Complicite, Berkoff)</p> <p>blocking, directing, devising, refine, amend, analyse, evaluate</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Stimulus, genre, style, structure, form, practitioner methodologies, (E.g. Kneehigh, Gecko, Complicite, Berkoff)</p> <p>blocking, directing, devising, refine, amend, analyse, evaluate</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Stimulus, genre, style, structure, form, practitioner methodologies, (E.g. Kneehigh, Gecko, Complicite, Berkoff)</p> <p>blocking, directing, devising, refine, amend, analyse, evaluate</p>	<p>Concepts Tier 3 vocabulary</p> <p>Original performance conditions; Expressionism</p> <p>Practitioner methodologies; Brecht; Verfremdungseffekt, epic theatre, historicisation, gestus. Artaud; theatre of cruelty. Punchdrunk; site sympathetic, touch-real, immersive</p>
	<p>Justification:</p> <p>We begin the A level course by exploring the set text for Component 3, section B; <i>Accidental Death of an Anarchist</i> by Dario Fo. Practical exploration of the text is complemented by theoretical elements that support the written exam; the social, historical and political context, theatrical styles, Commedia Dell'arte characters and lazzi. Students will practically explore the whole text as a performer and designer, which link to the two exam questions.</p>	<p>Justification:</p> <p>Students are grouped and given an extract from <i>Accidental Death of an Anarchist</i>. This is performed in front of year 13. This serves as a warmup and preparation for extended group work which follows in the Spring term.</p> <p><i>Students will see a live theatre performance between October and January. Students analyse and evaluate the creative choices and performance skills within the parameters of Component 3: Section A; Live Theatre Evaluation</i></p>	<p>Justification:</p> <p>Students embark on their Component 1: Devised. Worth 40% of the A level, students need sufficient time to ensure they can reach their potential and therefore, there is no PPE of this component.</p> <p>The year starts with teacher-led exploration of play texts which are possible stimulus texts for devising. Once a play text is chosen, students identify a key extract which acts as a springboard into the devising process. Teacher-led practitioner workshops are also led during the devising process.</p>	<p>Justification:</p> <p>Students continue with their Component 1: Devised. A focus on the NEA coursework ensures that students are guided to meet the assessment criteria for AO1 and AO4. Lesson time is focused on devising with teacher-led sessions, bespoke to the cohort, focusing on specific coursework questions or elements of the AOs. One lesson per week (or as needed) is teacher-led revision and preparation for the forthcoming PPE Component 3 written exam; section A&B.</p>	<p>Justification:</p> <p>Students continue with their Component 1: Devised. A focus on the NEA coursework ensures that students are guided to meet the assessment criteria for AO1 and AO4. Work-in-progress shown to test audiences for feedback. One lesson per week (or as needed) is teacher-led revision and preparation for the forthcoming PPE Component 3 written exam; section A&B.</p>	<p>Justification</p> <p>Students perform their devised pieces in front of an audience of year 10 Drama students and assessed internally. NEA coursework is completed.</p> <p>Students begin practically exploring their set text; <i>Woyzeck</i>, Georg Buchner. Independent research into the context of the play and the original performance conditions is encouraged as this is a fundamental part of section C in the Component 3 written exam. Students explore the text from the point of view of a director.</p>

	<p>Assessment:</p> <p>Regular AfL and checks for understanding as we move through the play text. Component 3: section B exam questions are embedded within the scheme of work. Students will critique model answers, write answers for homework and in class in timed conditions. Feedback through DIRT.</p>	<p>Assessment:</p> <p>PPE Component 2 Scripted Performance in December. Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.</p>	<p>Assessment:</p> <p>Regular AfL, teacher and peer feedback focusing on Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.</p>	<p>Assessment:</p> <p>Regular AfL, teacher and peer feedback focusing on Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.</p> <p>Component 3: section A & B exam questions scaffolded support, practice and Feedback through DIRT.</p>	<p>Assessment:</p> <p>Component 3 PPE written exam; section A&B. (AO3 & AO4)</p> <p>Regular AfL, teacher and peer feedback focusing on Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.</p>	<p>Assessment</p> <p>PPE Component 1 Devised Performance in June. Assessment criteria (AO2) Vocal and Physical Skills, Characterisation and Communication, Artistic Intentions.</p> <p>Regular AfL and checks for understanding as we move through the play text; Woyzeck.</p>
	<p>Wider reading/Cultural capital</p> <p>Independent visits to the theatre and reading around the subject are encouraged and discussed in the first term. A theatre visit during the autumn or spring term plus backstage tour is organised by the Drama department – inspiration for practical work and analysis and evaluation of live theatre. During the year, students have opportunities to see practical devised and scripted work from Year 13. Students will explore classic and contemporary theatre makers and will see videos of influential practitioners. Workshops and talks with those working in the industry are also organised.</p>					
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Year 13 -	<p>Component 3: Written Exam</p> <p>Exploring Section C set text; Woyzeck, Georg Buchner</p>	<p>Component 3: Written Exam</p> <p>Exploring Section C set text; Woyzeck, Georg Buchner</p>	<p>Component 2: Scripted</p> <p>Applying appropriate theatrical conventions to texts in performance, rooted in the intentions of the playwright</p>	<p>Component 2: Scripted</p> <p>Applying appropriate theatrical conventions to texts in performance, rooted in the intentions of the playwright</p>	<p>Component 3: Written Exam</p> <p>Section A; Live Theatre Evaluation Section B; Accidental Death of an Anarchist Section C; Woyzeck</p>	
	<p>Concepts Tier 3 vocabulary</p> <p>Original performance conditions; Expressionism</p> <p>Practitioner methodologies; Brecht; Verfremdungseffekt, epic theatre, historicisation, gestus. Artaud; theatre of cruelty. PUNCHDRUNK; site sympathetic, touch-real, immersive</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Original performance conditions; Expressionism</p> <p>Practitioner methodologies; Brecht; Verfremdungseffekt, epic theatre, historicisation, gestus. Artaud; theatre of cruelty. PUNCHDRUNK; site sympathetic, touch-real, immersive</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Vocal skills; pitch, pace, tone, pause, inflection, modulation</p> <p>Physical skills; gesture, posture, gait, deportment, facial expression, stillness</p> <p>Genre, style, blocking, directing, refine, amend, playwright's intentions</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Vocal skills; pitch, pace, tone, pause, inflection, modulation</p> <p>Physical skills; gesture, posture, gait, deportment, facial expression, stillness</p> <p>Genre, style, blocking, directing, refine, amend, playwright's intentions</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Live theatre: Theatre makers, Audience impact</p> <p>ADOAA: Political theatre, Commedia dell'arte</p> <p>Woyzeck: Original performance conditions; Expressionism</p> <p>Practitioner methodologies; Brecht, Artaud, PUNCHDRUNK</p>	

<p>Justification</p> <p>Students visit Stratford-Upon-Avon in September where they see two plays, take part in a workshop with the RSC, a backstage tour and visit to Shakespeare's birthplace. The trip supports Component 3 section A; Live Theatre, Section B&C; theatre makers, and Component 2; performance skills.</p> <p>Upon their return, students analyse and evaluate one of the performances seen as part of Component 3; section A. They also continue to practically explore their set text; Woyzeck, Georg Buchner,</p>	<p>Justification:</p> <p>Continuing the exploration of Woyzeck, students make connections between the context, original performance conditions. Students work in the style of a practitioner. Teacher-led lessons on Brecht, Punchdrunk and Artaud give students ownership to choose their preferred practitioner.</p> <p>Students prepare an edited version of Woyzeck for an audience of year 12 Drama students. This gives them the experience of working as a director and in a practitioner style.</p>	<p>Justification</p> <p>After the year 13 PPEs, the focus is Component 2: Scripted, which they began in Autumn term. Students are grouped and given a script extract. A variety of scripts are explored in lessons during the Autumn term to ensure suitability for the cohort. Each student also selects a monologue. The choice is theirs, but advice and guidance are given by teachers. Rehearsals are very much student-led at this point, with the teacher role shifting to 'guide on the side'.</p>	<p>Justification:</p> <p>Students continue to rehearse their scripted extracts ready for performance and external assessment in front of a visiting examiner as 20% of their final A level grade.</p> <p>Lesson time is also given to the Component 3 written exam; revising section B; <i>Accidental Death of an Anarchist</i>. Students are offered revision sessions as well.</p>	<p>Justification:</p> <p>All lesson time is given to revising the Component 3 written exam; practical and written revision activities are undertaken for <i>Accidental Death of an Anarchist</i>, and <i>Woyzeck</i> to ensure that students recall how to approach the text as a performer, designer and designer.</p> <p>The Live Theatre Evaluation is also revised, and students have an opportunity to improve the notes they can take with them into the exam.</p>	
<p>Assessment:</p> <p>Regular AfL and checks for understanding as we move through the play text; <i>Woyzeck</i>. Exam questions are embedded within the scheme of work. Students will critique model answers, write answers for homework and in class in timed conditions. Feedback through DIRT. The same applies to live theatre evaluation post-visit.</p>	<p>Assessment:</p> <p>Regular AfL and checks for understanding as we move through the play text; <i>Woyzeck</i>. Exam questions are embedded within the scheme of work. Students will critique model answers, write answers for homework and in class in timed conditions. Feedback through DIRT. The same applies to live theatre evaluation post-visit.</p>	<p>Assessment:</p> <p>Regular peer and self-assessment throughout the half term with formative feedback from teachers. Component 2 assessment criteria (AO2) referenced during the lessons.</p>	<p>Assessment:</p> <p>Component 2 Scripted Performance in March. Assessment criteria (AO2) Performance skills.</p>	<p>Assessment:</p> <p>Students sit a final internal department PPE of Component 3 and are given feedback from teachers.</p>	
<p>Wider reading/Cultural capital</p> <p>Independent visits to the theatre and reading around the subject are encouraged and discussed in the first term. A residential theatre visit to Stratford-Upon-Avon during the autumn term is organised by the Drama department – inspiration for practical work and analysis and evaluation of live theatre as well as a workshop with industry professionals, backstage tour and visit to Shakespeare's birthplace. During the year, students watch year 12 perform <i>Accidental Death of an Anarchist</i>, which serves as revision for Component 3. Students will explore classic and contemporary theatre makers and will see videos of influential practitioners. Workshops and talks with those working in the industry are also organised.</p>					