

Drama – Spring Term
YEAR 7 CURRICULUM INFORMATION

‘Building knowledge, understanding, memory and performance.’

Drama – Spring Term YEAR 7 CURRICULUM INFORMATION <i>‘Building knowledge, understanding, memory and performance.’</i>		
What will students be learning?	Spring 1	Spring 2
	<p align="center"><u>Analysis and Evaluation – Shrek</u></p> <p>Written SOL based on the analysis and evaluation of live theatre.</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand how to identify and then explore different production values in a piece of live theatre. Develop and explore our understanding of different types of staging. Explore and analyse verbal communication skills in live theatre performance. To explore and analyse non-verbal communication skills in live theatre performance. To explore and analyse Costume features in live theatre performance. 	<p align="center"><u>Theatre in Education</u></p> <p align="center">(TIE) – <i>Terrible fate of Humpty Dumpty</i></p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to explore the different types of issues that may affect young people today through Theatre in Education techniques. Be able to use drama techniques such as a Rolling Tableaux and One Word Drama to convey the different types of Bullying. Be able to use Theatre to educate an audience on Bullying using a script and the drama technique of Alter Ego. Be able to use Theatre to educate an audience on Bullying using a script and the drama technique of Split Stage to show an alternative ending. Be able to use Theatre to educate an audience on Bullying using a script and the drama techniques of a Monologue, Chamber Theatre, Choral Speech. Be able to use Theatre to educate an audience on Bullying using a script and several drama techniques to create an impact.
How will students be assessed?	<p>The assessment is designed to test students’ knowledge and understanding of the analysis work they have done based on live theatre – Shrek. Some questions are multiple choice, others will require a little more thought. Some questions will require students’ to fill in the missing word and others will require them to look at an image and choose the correct choice!</p> <p>There are different styles of questions that will test their knowledge, skills and ability to identify what the question is asking.</p> <p>The marks will be in brackets at the end of each question. The test is out of 18.</p>	<p>Each group will perform their Theatre in Education pieces based on the theme of Bullying.</p> <p>Whilst you are watching other groups performances, complete your assessment questions on your assessment tracker.</p> <p align="center"><u>Success Criteria:</u></p> <ul style="list-style-type: none"> Exploration of issues that are affect young people today. Understand the term Theatre in Education (TIE) and the purpose of it. Use appropriate emotions for the issues raised. Be sensitive and considerate to the thoughts and emotions of others Stay in role at all times. Create appropriate and clearly defined characters. Use the Script of The Terrible Fate of Humpty Dumpty. Use the drama technique of Chamber Theatre. To emphasise a point through the use of Choral Speech.
	Live theatre, production values, lighting, set design, sound, costume, analyse, evaluation, thrust staging, traverse staging, in the round staging,	Live theatre, production values, lighting, set design, sound, costume, analyse, evaluation, thrust staging, traverse staging, in the round staging, promenade staging, intention, verbal

Literacy – What keywords will be taught?	promenade staging, intention, verbal communication, physicality, cross-cutting, slow motion, marking the moment, narration, thought-tracking, still image, conscience ally, hot-seating, tension, direct address, slapstick, modern references, audience participation, characterisation, facial expressions, posture, gestures, voice: pitch, pace, projection, naturalism, playwright.	communication, physicality, cross-cutting, slow motion, marking the moment, narration, thought-tracking, still image, conscience ally, hot-seating, tension, direct address, slapstick, modern references, audience participation, characterisation, facial expressions, posture, gestures, voice: pitch, pace, projection, naturalism, playwright, theatre in education, choral speaking, bullying, discrimination.
What employability skills are being developed?	<ul style="list-style-type: none"> • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Music – developing students’ knowledge of how sound can enhance a performance • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a live performance through a series of written tasks 	<ul style="list-style-type: none"> • Physical Education – Physical Theatre • English – Reading a play text and using it as a stimulus • PSHE – Exploring relationships and discriminative behaviour
What useful websites are there for this topic?	<ul style="list-style-type: none"> • Shrek the Musical (youtube.com) 	<ul style="list-style-type: none"> • Prevalence of bullying (anti-bullyingalliance.org.uk) • Childline NSPCC • are you okay? Award-Winning Short Film (youtube.com) • What to do if you’re being bullied - BBC Bitesize
What wider reading could	<ul style="list-style-type: none"> • Shrek The Musical playscript • OCR Specification Section B: Analysing performance 	<ul style="list-style-type: none"> • Prevalence of bullying (anti-bullyingalliance.org.uk) • Childline NSPCC • Humpty Dumpty play text

be done for this topic?		
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> • Volunteer to perform to the class. • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – Autumn Term
YEAR 8 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

Drama – Autumn Term YEAR 8 CURRICULUM INFORMATION <i>'Building knowledge, understanding, memory and performance.'</i>		
What will students be learning?	Spring 1	Spring 2
	<p align="center"><u>Analysis and Evaluation – The Tempest</u></p> <p align="center">Written SOL based on the analysis of live theatre.</p> <p>Students will:</p> <ul style="list-style-type: none"> • To be able to know how to evaluate and analyse the Director's Artistic Intention. • To be able to know how to evaluate and analyse the Acting Skills of others. • To be able to know how to evaluate and analyse the Costume Design of others. • To be able to know how to evaluate/analyse the Theatrical Setting through Set Design. • To be able to write an extended evaluation or analysis on a piece of theatre. 	<p align="center"><u>Physical Theatre</u></p> <p align="center">Exploration of Frantic Assembly and their conventions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to use exaggerated non-verbal communication skills to tell a story on the theme of Friendship. • Be able to identify the style of Frantic Assembly and incorporate text and music to support movement. • Be able work as ensemble and use Frantic Assembly's building blocks to devise a performance. • Be able to use a prop in the performance as an additional character in the style of Frantic Assembly. • Be able to create a Chair Duet for assessment showcasing the style of Frantic Assembly and the skills learnt over this half term. • Be able to create a Chair Duet for assessment showcasing the style of Frantic Assembly and the skills learnt over this half term.
How will students be assessed?	<p>Students will be assessed on writing your evaluation or analysis of the production we have been watching.</p> <p>Students will have 20 minutes to write three paragraphs which will be in exam conditions.</p> <p>Analyse how the production of The Tempest was successfully engaging for a modern audience.</p>	<ul style="list-style-type: none"> • Understand the term Physical Theatre. • Use all seven areas of movement and voice. • Exaggerate your movements to ensure that it is clear. • Communicate a story through movement. • Incorporate text to support the movement. • Use music to enhance an atmosphere. <p>As part of their performance assessment students' will have to include the Frantic Assembly checklist. They will need to make references to this throughout the rehearsal stages.</p> <ul style="list-style-type: none"> • Freeze Frames • Transitions • Pace • Text • Music • Characters • Ensemble work • Prop (chair)

Literacy – What keywords will be taught?	Shakespearean theatre, melodrama, tempest, RSC, live theatre, production values, lighting, set design, sound, costume, analyse, evaluation, thrust staging, traverse staging, in the round staging, promenade staging, intention, verbal communication, physicality, cross-cutting, slow motion, marking the moment, narration, thought-tracking, still image, conscience ally, hot-seating, tension, direct address, slapstick, modern references, audience participation, characterisation, facial expressions, posture, gestures, voice: pitch, pace, projection, naturalism, playwright.	Physical theatre, Frantic Assembly, emotional memory, live theatre, production values, lighting, set design, sound, costume, analyse, evaluation, thrust staging, traverse staging, in the round staging, promenade staging, intention, verbal communication, physicality, cross-cutting, slow motion, marking the moment, narration, thought-tracking, still image, conscience ally, hot-seating, tension, direct address, slapstick, modern references, audience participation, characterisation, facial expressions, posture, gestures, voice: pitch, pace, projection, naturalism, playwright, ensemble, transitions, pace.
What employability skills are being developed?	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a play 	<ul style="list-style-type: none"> • Physical Education – Physical Theatre • PSHE – Exploring relationships and discriminative behaviour • Music – Using music as a stimulus • English – Using a piece of text as stimulus • History – Using a significant part of history as a stimulus • Geography – Using a location as a stimulus

	<ul style="list-style-type: none"> History – Learning key facts about an important figure in British history (William Shakespeare) 	
What useful websites are there for this topic?	<ul style="list-style-type: none"> Shakespeare in Shorts: The Tempest BBC Teach (youtube.com) Act 1, Scene 2 The Tempest Royal Shakespeare Company (rsc.org.uk) Junior Shakespeare: The Tempest - English - Learning with BBC Bitesize - BBC Bitesize 	<ul style="list-style-type: none"> Frantic Assembly Masterclass: Building Blocks for Devising (youtube.com) Frantic Assembly Masterclass: Learning to Fly (youtube.com) Home Frantic Assembly
What wider reading could be done for this topic?	<ul style="list-style-type: none"> The Tempest play text Junior Shakespeare: The Tempest - English - Learning with BBC Bitesize - BBC Bitesize 	<ul style="list-style-type: none"> Home Frantic Assembly OCR GCSE Specification 2023 Stimulus booklet
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – Autumn Term
YEAR 9 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

	Drama – Autumn Term	
	YEAR 9 CURRICULUM INFORMATION	
What will students be learning?	Spring 1	Spring 2
	<p align="center">Practitioner – Brecht Exploration of Epic theatre and Alienation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to create an informative news broadcast on Bertolt Brecht and Epic Theatre. Be able to educate an audience with a Fable using Brecht's Devices of a Montage and Freeze Frames. Be able to break the fourth wall with Narration, Coming out of Role and Direct Address Be able to break the fourth wall with Narration, Coming out of Role and Direct Address Explore and create an Archetypal character through Gestus, Multi-Role and Split-Role. Complete a Milestone Quiz on Brecht and Epic Theatre. 	<p align="center">Analysis and Evaluation – Peter Pan Written SOL based on the analysis and evaluation of live theatre.</p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to define a Genre whilst evaluating live theatre. Be able to know how to evaluate the Director's interpretation for a modern audience. Be able to know how to evaluate and analyse the Acting Skills of others. Be able to know how to evaluate and analyse the Acting Skills of others. Be able to know how to evaluate/analyse the Theatrical Setting through Set Design.
How will students be assessed?	<p>Students are consistently assessed throughout this module on; collaboration, team-work, incorporating their prior knowledge and performance skills.</p> <p>In the final lesson students will complete a Milestone Quiz on Brecht and Epic Theatre.</p>	<p>Students are consistently assessed throughout this module on; collaboration, team-work, incorporating their prior knowledge and performance skills.</p> <p>Using all the prior knowledge students' have learnt regarding <i>Peter Pan</i> and the production values they will have studied.</p> <p>Students' will be assessed on knowledge and understanding writing regarding their evaluation or analysis of the production they have been watching.</p> <p>They will have 25 minutes answer all questions provided.</p> <p>The assessment is out of 18 where students' will be awarded either Bronze/Silver/Gold/Diamond placing dependent on your mark.</p>
Literacy – What keywords will be taught?	Epic Theatre, Fourth wall, moral, fables, direct address, narration, archetypal, gestus, split-role, multi-role, placard, montage, live theatre, production values, lighting, set design, sound, costume, analyse, evaluation, thrust staging, traverse staging, in the round staging,	Live theatre, audience participation, ensemble, social cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport;

	promenade staging, intention, verbal communication, physicality, cross-cutting, slow motion, marking the moment, narration, thought-tracking, still image, conscience ally, hot-seating, tension, direct address, slapstick, modern references, audience participation, characterisation, facial expressions, posture, gestures, voice: pitch, pace, projection, naturalism, playwright.	Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Costume Design; Embellishment; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal.
What employability skills are being developed?	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a short stories • Physical Education – Physical Theatre • History – Exploring political and social aspects of Europe in the 1920’s 	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a play/live theatre performance • Physical Education – Physical Theatre
What useful websites are there for this topic?	Why is Brecht so important? - Epic theatre and Brecht - GCSE Drama Revision - OCR - BBC Bitesize An introduction to Brechtian theatre (youtube.com) BRECHT Introduction (youtube.com)	Official Peter Pan Trailer National Theatre Collection (youtube.com) Responding to the question - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize
What wider reading could	Why is Brecht so important? - Epic theatre and Brecht - GCSE Drama Revision - OCR - BBC Bitesize	Responding to the question - Live theatre evaluation - OCR - GCSE Drama Revision - OCR - BBC Bitesize Peter Pan play text

be done for this topic?	Brecht's play's; Mother Courage and Her Children, The Caucasian Chalk Circle and The Threepenny Opera.	OCR GCSE Section A and B written exam- Live Theatre Review
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – GCSE

YEAR 10 CURRICULUM INFORMATION

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	Spring 1	Spring 2
What will students be learning?	<p>Component 1: Devising Drama - 30% - Internal exam (Performance + portfolio)</p> <p>Stimulus provided by exam board. Students will prepare a 10-12 minute performance alongside a written portfolio of evidence.</p> <p>X 2 Practical X 1 Theory</p> <p>Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work. Learners work in groups to devise their drama. A group must contain between two and six performers and can contain one designer per design role.</p>	<p>Component 1: Devising Drama - 30% - Internal exam (Performance + portfolio improvements)</p> <p>Stimulus provided by exam board. Students will prepare a 10-12 minute performance alongside a written portfolio of evidence.</p> <p>X 2 Practical X 1 Theory</p> <p>Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work.</p>
How will students be assessed?	<p>OCR</p> <ul style="list-style-type: none"> 10% Practical Examination 20% Coursework 	<p>OCR</p> <ul style="list-style-type: none"> 10% Practical Examination 20% Coursework
Literacy – What keywords will be taught?	<p>Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal; Brecht; Berkoff; Commedia Dell'arte, Stanislavski, Buffooning, Melodrama, Naturalism, Clowning, Greek Chorus, Total Theatre, Exaggeration, Choral, Magic If, Emotional Memory, Episodic, Gestus, Fourth Wall, Political.</p>	<p>Social, Cultural, Historical Context; Plot and Structure; Characterisation; Non-verbal Communication; Vocal Awareness; The Visual, Aural and Spatial Elements of Production; Genre, Practitioner, Performance Style and Conventions; Interpretation and Intentions; Aside; Blocking; Diction; Inflection; Projection; Rapport; Antagonist; Protagonist; Dialogue; Dramatic Irony; Monologue; Duologue; Epilogue; Exposition; Dimmer Rack; Fade; Follow-spot; Gobo; Lantern; Metatheatre; Forum Theatre; Epic Theatre; Realism; Expressionism; Technical Rehearsal; Brecht; Berkoff; Commedia Dell'arte, Stanislavski, Buffooning, Melodrama, Naturalism, Clowning, Greek Chorus, Total Theatre, Exaggeration, Choral, Magic If, Emotional Memory, Episodic, Gestus, Fourth Wall, Political.</p>

What employability skills are being developed?	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. • History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods. 	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. • History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods.
What useful websites are there for this topic?	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk) Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com)	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk) Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com)
	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize

What wider reading could be done for this topic?	GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk)	GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk)
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> • Enhance their performance skills outside class. • Record their performances and listen back. • Keep a practice diary, update regularly to keep track of their progress. • Set goals for their performance, what do you want to achieve? • Attend after school interventions • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> • Enhance their performance skills outside class. • Record their performances and listen back. • Keep a practice diary, update regularly to keep track of their progress. • Set goals for their performance, what do you want to achieve? • Attend after school interventions • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – GCSE

YEAR 11 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

	Spring 1		Spring 2	
What will students be learning?	<div><div>Component 2: Presenting and Performing Texts – 30% - External Examiner (rehearsal + mock performance + Examination) Students will be given a text and will perform two, 10 minute sections of the script X 2 practical/1 Theory</div><div>Component 3 – Written Exam – Section A and B Focus, written exam work. Answer structure and live theatre review. X 3 Theory</div></div>		<div>Component 3 – Written Exam – Section A and B Focus, written exam work. Answer structure and live theatre review. X 3 Theory</div>	
How will students be assessed?	<div><div><u>Unit 2: Presenting and Performing Texts</u> Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</div><div>30%</div></div> <div><div><u>Unit 3: Drama Performance and Response</u> Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama through a written response. Learners will additionally analyse and evaluate a live theatre performance.</div><div>40%</div></div>	<div><div><u>Unit 2: Presenting and Performing Texts</u> Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</div><div>30%</div></div> <div><div><u>Unit 3: Drama Performance and Response</u> Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama through a written response. Learners will additionally analyse and evaluate a live theatre performance.</div><div>40%</div></div>		
Literacy – What keywords will be taught?	Social, Cultural, Historical and Political context, scripted, devising, themes, genre, set, lighting, acting, music/sound design, directing, roles and responsibilities, vocal and physical skills, conventions/techniques, practitioner influence, live theatre review		Social, Cultural, Historical and Political context, scripted, devising, themes, genre, set, lighting, acting, music/sound design, directing, roles and responsibilities, vocal and physical skills, conventions/techniques, practitioner influence, live theatre review	
	<ul style="list-style-type: none">Attention and concentration		<ul style="list-style-type: none">Attention and concentration	

What employability skills are being developed?	<ul style="list-style-type: none"> • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. • History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods. 	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. • History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods.
What useful websites are there for this topic?	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk) Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com)	GCSE Drama J316 Specification (ocr.org.uk) Devising - GCSE Drama - BBC Bitesize GCSE (9-1) Drama J361/01/02 Devising drama cohort 2023-2025 (ocr.org.uk) Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com)
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be done for this topic?		
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Enhance their performance skills outside class. • Record their performances and listen back. • Take effective notes in theory sessions. • Set goals for their performance, what do you want to achieve? • Attend after school interventions. • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> • Enhance their performance skills outside class. • Record their performances and listen back. • Take effective notes in theory sessions. • Set goals for their performance, what do you want to achieve? • Attend after school interventions. • Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. • Volunteer to perform to the class. • Attend a musical or play with friends and family. • Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire • Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. • Encourage students to attend theatre trips. • Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – A Level

YEAR 12 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

Drama – A Level		
YEAR 12 CURRICULUM INFORMATION		
<i>'Building knowledge, understanding, memory and performance.'</i>		
What will students be learning?	Spring 1	Spring 2
	<p>Practitioners in Practice</p> <p>40%</p> <p>Exploration of <i>Road/Berkoff/Stanslavski</i></p> <p>Internally Marked Performance</p> <p>X 2 lessons</p>	<p>Deconstructing Texts for Performance</p> <p>20%</p> <p>Written examination based on set text <i>Stockholm</i>.</p> <p>1h 45m Exam</p> <p>X 2 lessons</p>
	<p>Analysing Performance</p> <p>20%</p> <p>Written Examination based on two set texts; <i>Frankenstein</i></p> <p>2h 15m</p> <p>X2 lessons</p> <p>Practitioners in Practice</p> <p>40%</p> <p>Exploration of <i>Road/Berkoff/Stanslavski</i></p>	<p>Analysing Performance</p> <p>20%</p> <p>Written Examination based on two set texts; <i>Frankenstein</i></p> <p>2h 15m</p> <p>X 3 lessons</p>

	Internally Marked Performance			
	X 1 lessons			
How will students be assessed?				
	<u>Component 1: Practitioners in Practice</u> Students will study and practically explore the work of two contrasting theatre practitioners, and one set text. After experimenting with the resources, students are then given the opportunity to devise their own performance based on the skills and techniques that they have acquired/developed throughout the course of the exploration period. Alongside this, students are asked to produce a portfolio of evidence, which details their ideas and documents their rehearsal progress and strategies used. They will also write a ‘research report’ that showcases their knowledge of the contrasting practitioners and the text that they have studied, but also justifies the choices made in their own work, explaining how they link to the practitioners and text, detailing what specifically inspired them and which techniques/styles were used in each part of their 20 minute performance.	40%	<u>Component 3: Analysing Performance</u> Students will study two set texts linked together by a common theme for Section A of the 2 hour 15 minute written exam. They will study the themes, characters and context of the selected texts in preparation for two 15 mark essay style answers. They will build on their knowledge of how to structure an exam style response to an A Level standard, using relevant terminology, analysing in detail and utilising revision materials from OCR themselves. Section B of the written assessment is a ‘Live Theatre Review’ in which the students will have the opportunity to watch a live theatre performance and share their thoughts and views, relating to a topical explorative essay question worth 30 marks. Students are asked to consider all aspects of theatre for this question, from acting and directing choices, to design choices made by all members of the production team.	20%
	<u>Component 3: Analysing Performance</u> Students will study two set texts linked together by a common theme for Section A of the 2 hour 15 minute written exam. They will study the themes, characters and		<u>Component 4: Deconstructing Texts for Performance</u> Students will complete a 1 hour 45 minute written examination exploring a set text from OCR. They will explore the role of the director within a theatre setting, discussing what the role entails and what the responsibilities of the role involves. Learners will deconstruct the text and explore how any of its scenes can be staged and performed for an audience. Learners will analyse and interpret the performance text in depth. The examination includes two 30 mark questions, one of which	20%

	<p>context of the selected texts in preparation for two 15 mark essay style answers. They will build on their knowledge of how to structure an exam style response to an A Level standard, using relevant terminology, analysing in detail and utilising revision materials from OCR themselves.</p> <p>Section B of the written assessment is a 'Live Theatre Review' in which the students will have the opportunity to watch a live theatre performance and share their thoughts and views, relating to a topical explorative essay question worth 30 marks. Students are asked to consider all aspects of theatre for this question, from acting and directing choices, to design choices made by all members of the production team.</p>	20%	<p>includes a section of the selected text to annotate in role as a director for the piece.</p>	
Literacy – What keywords will be taught?	<p>Social, Cultural, Historical and Political context, scripted, devising, themes, genre, set, lighting, acting, music/sound design, directing, roles and responsibilities, vocal and physical skills, conventions/techniques, practitioner influence, live theatre review</p>			
What employability skills are being developed?	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 			
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students' knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students' knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students' knowledge of the importance of sound and lighting in a live performance 			

	<ul style="list-style-type: none"> English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. Physical Education – Physical Theatre; dance; stylised movement. History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods. 	<ul style="list-style-type: none"> English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. Physical Education – Physical Theatre; dance; stylised movement. History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods.
What useful websites are there for this topic?	Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com) AS and A Level - Drama and Theatre - H059, H459 - OCR	Devising Theatre Jane Eyre National Theatre at Home (youtube.com) Tips for Making Theatre Education Gecko (youtube.com) AS and A Level - Drama and Theatre - H059, H459 - OCR
What wider reading could be done for this topic?	The Love of A Nightingale by Timberlake Wertenbaker Frankenstein by Nick Dear AS and A Level - Drama and Theatre - H059, H459 - OCR	The Love of A Nightingale by Timberlake Wertenbaker Frankenstein by Nick Dear Stockholm by Bryony Lavery AS and A Level - Drama and Theatre - H059, H459 - OCR
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Enhance their performance skills outside class. Record their performances and listen back. Take effective notes in theory sessions. Set goals for their performance, what do you want to achieve? Attend after school interventions. Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> Enhance their performance skills outside class. Record their performances and listen back. Take effective notes in theory sessions. Set goals for their performance, what do you want to achieve? Attend after school interventions. Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.

Drama – A Level

YEAR 13 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

Drama – A Level			
YEAR 13 CURRICULUM INFORMATION			
<i>'Building knowledge, understanding, memory and performance.'</i>			
What will students be learning?	Spring 1		Spring 2
	Exploring and Performing Texts	Deconstructing Texts for Performance	Deconstructing Texts for Performance
	20%	20%	20%
	Exploration of a given Script – Students will perform a chosen section of the performance.	Written examination based on set text <i>Stockholm</i> . <i>Exam practice</i>	Written examination based on set text <i>Stockholm</i> . <i>Exam practice</i>
	Externally marked Performance.	1h 45m	1h 45m
	EXAM DATE: TBC		
	Analysing Performance		Analysing Performance
	20%		20%
	Written Examination based on a two set texts and an Analysis of Live Theatre.		Written Examination based on a two set texts and an Analysis of Live Theatre.
	<i>Exam practice</i>		<i>Exam practice</i>
	2h 15m		2h 15m
			X2 lessons (1 x Section A 1 x Section B)

	X2 lessons (1 x Section A 1 x Section B)			
How will students be assessed?				
	<u>Component 2: Exploring and Performing Texts</u> Students will work in small groups to recreate a scripted text selected by their teacher. They will work together to rehearse the script ready to be performed to an invited external examiner. They will take part in teacher led workshops to support their understanding of the texts and drama conventions, thus inspiring them in their creative process. Alongside this, students will fill in a Concept Pro Forma, detailing their rehearsal process and highlighting any inspirations as well as individual and group progress made.	20%	<u>Component 3: Analysing Performance</u> Students will study two set texts linked together by a common theme for Section A of the 2 hour 15 minute written exam. They will study the themes, characters and context of the selected texts in preparation for two 15 mark essay style answers. They will build on their knowledge of how to structure an exam style response to an A Level standard, using relevant terminology, analysing in detail and utilising revision materials from OCR themselves. Section B of the written assessment is a 'Live Theatre Review' in which the students will have the opportunity to watch a live theatre performance and share their thoughts and views, relating to a topical explorative essay question worth 30 marks. Students are asked to consider all aspects of theatre for this question, from acting and directing choices, to design choices made by all members of the production team.	20%
	<u>Component 3: Analysing Performance</u> Students will study two set texts linked together by a common theme for Section A of the 2 hour 15 minute written exam. They will study the themes, characters and context of the selected texts in preparation for two 15 mark essay style answers. They will build on their knowledge of how to structure an exam style response to an A Level standard, using relevant terminology, analysing in detail and utilising revision materials from OCR themselves. Section B of the written assessment is a 'Live Theatre Review' in which the students will have the opportunity to watch a live theatre performance and share their thoughts and views, relating to a topical explorative essay question worth 30 marks. Students are asked to consider all aspects of theatre for this question, from	20%		
				<u>Component 4: Deconstructing Texts for Performance</u> Students will complete a 1 hour 45 minute written examination exploring a set text from OCR. They will explore the role of the director within a theatre setting, discussing what the role entails and what the responsibilities of the role involves. Learners will deconstruct the text and explore how any of its scenes can be staged and performed for an audience. Learners will analyse and interpret the performance text in depth. The examination includes two 30 mark questions, one of which includes a section of the selected text to annotate in role as a director for the piece.

	<div> <div>acting and directing choices, to design choices made by all members of the production team.</div> <div></div> </div>	
Literacy – What keywords will be taught?	Social, Cultural, Historical and Political context, scripted, devising, themes, genre, set, lighting, acting, music/sound design, directing, roles and responsibilities, vocal and physical skills, conventions/techniques, practitioner influence, live theatre review	Social, Cultural, Historical and Political context, scripted, devising, themes, genre, set, lighting, acting, music/sound design, directing, roles and responsibilities, vocal and physical skills, conventions/techniques, practitioner influence, live theatre review
What employability skills are being developed?	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork 	<ul style="list-style-type: none"> • Attention and concentration • Working collaboratively with others • Independent thinking • Public speaking • Using your wider curriculum knowledge • Reflecting on prior knowledge • Confidently executing your imagination • Creativity • Time management • Personal development • Leadership • Teamwork
Wider Curriculum Links?	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. 	<ul style="list-style-type: none"> • Art – developing students’ knowledge of how the creative process of set design and how it can enhance a performance • DT - developing students’ knowledge of how the creative process of costume and prop design and how it can enhance a performance • Music - developing students’ knowledge of the importance of sound and lighting in a live performance • English – Analysing and evaluating a stimulus; script writing; reflecting on their rehearsal journal; analysing and evaluating their assessed performance; using prior knowledge of PETAL to structure their written work. • Physical Education – Physical Theatre; dance; stylised movement. • History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods.

	<ul style="list-style-type: none"> History – Using a historical event as a stimulus; researching the social and political climate of diverse historical periods. 	
What useful websites are there for this topic?	Tips for Making Theatre Education Gecko (youtube.com) AS and A Level - Drama and Theatre - H059, H459 - OCR	AS and A Level - Drama and Theatre - H059, H459 - OCR Tips for Making Theatre Education Gecko (youtube.com)
What wider reading could be done for this topic?	The Love of A Nightingale by Timberlake Wertenbaker Frankenstein by Nick Dear The Woman In Black by Stephen Mallatratt	The Love of A Nightingale by Timberlake Wertenbaker Frankenstein by Nick Dear The Woman In Black by Stephen Mallatratt Stockholm by Bryony Lavery
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> Enhance their performance skills outside class. Record their performances and listen back. Take effective notes in theory sessions. Set goals for their performance, what do you want to achieve? Attend after school interventions. Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical. 	<ul style="list-style-type: none"> Enhance their performance skills outside class. Record their performances and listen back. Take effective notes in theory sessions. Set goals for their performance, what do you want to achieve? Attend after school interventions. Students can use their break and lunchtime to practise in the drama studio. Students must ask permission and limited on availability. Volunteer to perform to the class. Attend a musical or play with friends and family. Encourage students to take part in amateur dramatics clubs across Birmingham and Warwickshire Visit and watch live theatre at: The Rep; The Hippodrome, The Lichfield Garrick, The Mac; Warwick Arts Centre. Encourage students to attend theatre trips. Encourage students to audition for theatre events at school: The Shakespeare School Festival, Eisteddfod, The School Musical.