

KS5 Curriculum Overview 2022/23

Department: Drama

Description of KS5 Curriculum:

Students study how Drama is produced, what plays mean and how theatre is created by a production team to convey that meaning to an audience,

Students also learn to appreciate a range of practical theatre skills and study several theatrical practitioners. Lessons involve practical work, research, presentations, discussions and essay preparation.

Component 1 – Drama and Theatre (Written paper) 40%

- Drama Through the Ages – ‘A Servant to Two Masters’ – Goldoni
- Post-Twentieth Century Drama – ‘The Glass Menagerie’ by Tennessee Williams
- Live Theatre

Component 2 – Creating Original Drama (30%)

- Practical performance (10%)
- Working Notebook (20%)

Component 3 – Making Theatre (30%)

- Practically explore 3 extracts from different plays and perform Extract 3 to an examiner (20%)
- Reflective Report (10%)

The course is shared between 2 staff, taking responsibility for different areas.

Sequence of Learning:

KS5	Term 1 Content	Term 2 Content	Term 3 Content
Year 12	<p>Introduction to Drama:</p> <ul style="list-style-type: none"> • Ensemble-building. • Vocal work/Cicely Berry. • Stock characters and character studies. <p>Development of Practical skills:</p> <ul style="list-style-type: none"> • Rehearsal and performance of Diversity-inspired performance. • Performance of monologues. • Approaches to devised work. • Introduction to comedy. <p>Goldoni:</p> <ul style="list-style-type: none"> • History of comedy. • Commedia dell’arte. • Context to Goldoni. • Timed essay. 	<p>DIRT - feedforward essays.</p> <p>Goldoni:</p> <ul style="list-style-type: none"> • Lazzi and comedy. • Creative overview and practical exploration of the play. • Truffaldino essay planning/writing. • Timed essay. • Feedforward essay. • Introduce characters of Pantaloon, Lombardi, Beatrice/Brighella and Clarice/Beatrice. • Prepare an essay of choice. • Timed essays. <p>Live Theatre:</p> <ul style="list-style-type: none"> • Plan essay 2. • Preparation for 2nd production. 	<p>DIRT - feedforward essays</p> <p>Goldoni:</p> <ul style="list-style-type: none"> • Use revision checklist to prepare for June exams. • Practice timed essays. • Feed-forward and redraft. <p>Live Theatre:</p> <ul style="list-style-type: none"> • Revising notes/moments. • Prepare essays. • Practice timed essays. • Feed-forward and redraft. <p>Devised Exam:</p> <ul style="list-style-type: none"> • Final rehearsals and feedforward development of the piece. • Final performance. • Section 1/2 of Working Record in CASS. <p>June exams</p>

	<p>Live Theatre:</p> <ul style="list-style-type: none"> ● Preparation for 'Everybody's Talking About Jamie' review. ● Timed essay. <p>Assessments:</p> <ul style="list-style-type: none"> ● Live theatre essay. ● Goldoni essay. ● Devised performance. ● Monologues. 	<ul style="list-style-type: none"> ● Timed essay. <p>Devised Exam:</p> <ul style="list-style-type: none"> ● Continue with different approaches. ● Create plot, themes, intentions. ● Develop individual scenes. ● Start to structure pieces. <p>Scripted: Explore Text 1</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Truffaldino Essay (Pt 1 and 2). ● Live theatre essay. ● Goldoni essay. ● Live theatre essay. 	<p>Devised:</p> <ul style="list-style-type: none"> ● Finish written logs. <p>Scripted:</p> <ul style="list-style-type: none"> ● Explore text 2
<p>Year 13</p>	<p>C2 - Devised Exam:</p> <ul style="list-style-type: none"> ● Recap practitioner Brecht/ideas/techniques. ● Introduce stimuli and start to explore. ● Complete rehearsal schedule. ● Develop practical work, using research. ● Complete Written Log Section 1. ● Regular feedforward comments to improve piece. ● Complete Section 3 of Written Record. ● Final improvements to Written Record. <p>C3 - Scripted Exam:</p> <ul style="list-style-type: none"> ● Workshop and choose extracts <p>Goldoni:</p> <ul style="list-style-type: none"> ● Recap on summer job list. ● Introduce prompt copy and purpose. ● Set design ideas – locations/scenes/continuity/ stage spaces. ● Role of director; directing comedy. ● Prepare Truffaldino directing questions. ● Complete. ● Feedforward. ● Continue with new directing questions. ● Final end of term tests. ● Feedforward. 	<p>Revision/MOCKS</p> <p>C3 - Scripted Performance:</p> <ul style="list-style-type: none"> ● Research final extract and choice of practitioner. ● Practically explore. ● Develop characters. ● Feedforward and peer/self-assessment. ● Refine. ● Tech/dress rehearsals. ● Complete written report. ● Final performance. <p>Goldoni:</p> <ul style="list-style-type: none"> ● Difficult/challenging scenes – direct/perform. ● Completion of all support booklets. ● Revision. ● Timed Questions. <p>Williams:</p> <ul style="list-style-type: none"> ● Explore Scene 4 practically. ● Explore Scene 5 practically. ● Explore Scene 6 practically. ● Explore Scene 7 practically. ● Example extract – work on questions. ● Timed questions. <p>Live Theatre:</p> <ul style="list-style-type: none"> ● Planning essay questions. <p>Assessment:</p> <ul style="list-style-type: none"> ● Written mocks. ● Complete written logs. ● C3 scripted performances. 	<p>Written exam.</p> <ul style="list-style-type: none"> ● Essay planning. ● Extract planning (Williams). ● Revision. ● Timed essays. <p>Final written exam.</p>

Williams:

- Introduce prompt copy.
- Context research tasks.
- Presentations.
- Add to research.
- Ensure Introduction to Williams tasks are completed.
- Scene 1 pack – work through practically then complete worksheets.
- Staging of Scene 1 – Tom/Narrator v Tom/Character.
- Role of Amanda/costume ideas.
- Role of Laura and her function in play.
- Staging of Scene 1
- Introduce example questions and guidelines on how to complete.
- Prepare for Term 1 Test (Scene 1).
- Explore Scenes 2/3.
- Design elements.
- Timed Questions.
- Feedforward.

Live Theatre:

- Revisit Year 12 notes.
- Develop notes.
- Timed essay.
- Feedforward.

Assessments:

- Goldoni - Timed essay.
- Williams - Timed essay (prepared).
- Live Theatre - Timed essay.