# DRAMA LEARNING JOURNEY:

***Creating an open-minded, experimental community, unafraid to explore the essence of human behaviour.***

FINAL EXAMS

## A LEVEL DRAMA YEAR 2 — YEAR 13

**Term 5**
Revising both set text and practicing examination techniques and questions. Develop examination technique of Live Theatre analysis and evaluation.

**Term 3 and 4**
Revisit Component 2, develop, rehearse both group and monologue/duologue performances. Component 2 is performed for visiting Examiner. Revise both set texts.
Watch Live theatre performance with and develop examination technique of Live Theatre analysis and evaluation.

**Term 1 and 2**
Component 1 – Devising. Students devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli, Culminating in a moderated performance and written portfolio.

## A LEVEL DRAMA YEAR 1 — YEAR 12

**Intro to Drama and Theatre Studies**
Introduction to A Level Drama & Theatre Studies through Bridging Unit Booklet. Overview of Edexcel Course and requirements

**Term 1**
Workshops exploring Key Theatre Practitioners. Exploring Set Text 'Equus' By Peter Shaffer through teacher led workshops. Introduction to text in performance (teacher directed group piece)

**Term 2**
Development of rehearsal techniques and characterisation skills for group performance.

**Term 3**
Continuation of text in Performance culminating in a live presentation of the group piece.

**Term 4**
Introduction of monologue/duologue aspect of the Text in Performance component. Introduction to set text 'Lysistrata' by Aristophanes through group reading.

**Term 5**
Exploration of second set text Lysistrata through practical workshops. Further study of set text 1 'Equus'.

**Term 6**
Introduction of 'Lysistrata Concept' and how it is applied to examination questions. Introduction to set practitioner through

## GCSE DRAMA YEAR 2 — YEAR 11

**Component 3 Interpreting Theatre**
Section A – Studying the play 'DNA' by Dennis Kelly in order to answer a series of Questions under examination conditions. Section B – Analysis and evaluation of a 'Live Theatre' production for written exam

**Component 2 Performing from a Text**
Further study and consolidation of the studied play text from Year 10. Rehearsal and final performance for external Examiner.

**Component 1 Devising**
Teacher led workshops exploring Brecht (practitioner). Devising from a set of chosen stimuli, incorporating 4 to 6 practitioner techniques. Culminating in a performance + written portfolio and evaluation.

## GCSE DRAMA YEAR 1 — YEAR 10

**INTRO TO GCSE**
Introduction to GCSE Drama. Overview of WJEC Eduqas Course and requirements

**YR 10 Devising Theatre**
Teacher led workshops introducing practitioners Devising from a set of chosen stimuli, incorporating 4 to 6 practitioner techniques. Culminating in a performance + written portfolio and evaluation.

**YR 10 Performing from a Text**
Studying two extracts from the same play text and creating a @10 minute performance.

**YR 10 Interpreting Theatre**
Exploring the play 'DNA' by Dennis Kelly through practical workshop. Introduction to examination questions. Analysis and evaluation of a 'Live Theatre' production.

## THE POWER OF THEATRE — YEAR 9

**T.I.E. Project**
To develop and consolidate understanding of TIE, paying particular attention to the power of a social message within theatre.

**MARK WHEELLER**
To understand and learn what **TIE** is through Mark Wheeller's playwriting techniques.

**THE YOUNG OFFENDERS**
Exploring in-the-moment Forum style theatre and how drama can be used to question the historical treatment of disaffected youth.

**The Stones**
**Exploring social issues through theatre.** Experimenting with status to communicate character relationships.

**DOOMED YOUTH**
Using theatrical techniques to explore the historical events and horrors of WWI.

**Practitioners**
To gain knowledge and understanding of the key practitioners that have impacted modern theatre.

## GENRES AND STYLES — YEAR 8

**Intro to Genre**
Exploring different genres and understanding how genre impacts acting style.

**SOAP OPERA**
Creating and sustaining naturalistic characters. Understanding and exploring the power of tension and subtext in a performance.

**ANTIGONE**
Learning and developing knowledge of Ancient Greek theatre. Understanding the Tragedy genre through choral work.

**PLATFORM THEATRE**
Exploring and creating abstract, physical theatre.

**JOHN GODBER**
Exploring over-exaggerated naturalism Developing this style of theatre through the use of Godber's plays.

**"Let Him Have it!"**
Exploring documentary style theatre.

## CREATING CHARACTERS — YEAR 7

**THE VELVETEEN RABBIT**
Characterisation through Animal study, through the medium of a Victorian Short Story.

**The Tempest**
Exploring and creating non-naturalistic characters from a classical text. Introducing "The Other"

**HIGHTOWER**
Developing Characters for improvised and whole class drama. Exploring how to create atmosphere.

**CIRCUS**
Creating and sustaining families of characters in a fluid, teacher-led story.

**Live Theatre Exploration**
Using the National Theatre's Peter Pan
Exploring how techniques / skills learnt in Term1 are used in a professional production.

**Introduction to Skills**
Learning the Toolkit of drama skills / techniques
Still-Image, Thought Tracking, Audience Awareness, Narration, Physical Theatre, Flashback, Cross-Cutting and much more!

| Concepts/ Ideas | Skills |
|---|---|