

Subject overview: Drama (KS5)

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Drama and Theatre is a practical, engaging and creative A Level for learners to study. It provides them with opportunities to interrogate drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices. It is a fantastic curriculum to ignite and engage learners' creativity, passion and interests. Having separate performance and design components for the non-exam assessment allows learners to follow their own interests and study either performance or design skills in depth. It also provides freedom for learners to experiment and take risks with their work while working on developing their own style.

Additional details

A Level in Drama and Theatre will encourage learners to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- understand the practices used in twenty-first century theatre making
- experience a range of opportunities to create theatre, both published text-based and devised work
- understand and experience the collaborative relationship between various roles within theatre
- develop and demonstrate a range of theatre making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Component 11: Practitioners in practice (Devised Performance) Students will research and practically explore the work of practitioners <i>Bertolt Brecht</i> and <i>Steven Berkoff</i> . Students will use their research and knowledge gained from the practical workshops to devise and give a performance. This is non-examined assessment, and makes up 40% of the overall A-Level Grade.	September to April of Y12. This component contains fundamental knowledge and skills that underpin all other components of the A-Level.	Non-exam assessment: - Research report on the practitioners. - Portfolio as they devise the performance. - The devising performance itself
Term 1:2			
Term 2:1			
Term 2:2			
Term 3:1	Component 21: Exploring and performing texts (Scripted Performance) Students will explore one script, given by the exam board, learning, rehearsing and finally performing it in front of a visiting examiner. Students will also write a pro forma about their play and creative process which is given to the examiner. This is a non-examined assessment, and makes up 20% of the overall A-Level Grade.	Start April of Y12, continue through to March of Y13 when it is assessed. Starts once underpinning content from Component 11 has been covered.	Non-exam assessment: - Performance to visiting examiner - Pro forma
Term 3:2			
	Component 45: Deconstructing texts for performance: <i>Sweeney Todd</i> (Exam) Students will interpret and explore practically Hugh Wheeler's <i>Sweeney Todd</i> considering how to create, develop and direct a performance for an audience. This is assessed through a 1hr45min written examination, and makes up 20% of the overall A-Level Grade.	Start April of Y12, continue through to May of Y13 when the examination is sat. Starts once underpinning content from Component 11 has been covered.	External assessment: 1hr45min written examination

YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Component 31: Analysing performance (Exam) Students will analyse and evaluate a live theatre performance that they watch on an organised trip, and analyse and evaluate two chosen texts. This is assessed through a 2hr15min written examination, and makes up 20% of the overall A-Level Grade.	Start September of Y13, continue through to May of Y13 when the examination is sat.	External assessment: • 2hr15min written examination
Term 1:2			
Term 2:1			
Term 2:2	Component 21: Exploring and performing texts (Performance) Continued from Y12 (see above). Component 45: Deconstructing texts for performance: <i>Sweeney Todd</i> (Exam) Continued from Y12 (see above)	Start April of Y12, continue through to March of Y13 when it is assessed. Start April of Y12, continue through to May of Y13 when the examination is sat.	Non-exam assessment: • Performance to visiting examiner • Pro forma External assessment: • 1hr45min written examination
Term 3:1	Component 31: Analysing performance (Exam) and Component 45: Deconstructing texts for performance: <i>Sweeney Todd</i> (Exam) All lessons are now dedicated to revision and practice for the two exam papers.	The examinations for these units are sat at the end of the course, once all non-exam assessments are completed.	External assessment: • 2hr15min written examination • 1hr45min written examination
Term 3:2			