

Curriculum Overview			
Year Group	Term	Unit of Work	Assessment Content
7	1	Unit title Introduction to core drama skills Students will: <ul style="list-style-type: none"> Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
	2	Unit title Greek Theatre and chorus Students will: <ul style="list-style-type: none"> Know how the chorus was used in Greek Theatre Understand the effect of amphitheatre Be able to perform in a synchronised group to represent chorus in Greek Theatre Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
	3	Unit title Study of the play A Midsummer Night's Dream by William Shakespeare Students will: <ul style="list-style-type: none"> Know how to use different dramatic approaches to explore ideas, texts and issues in A Midsummer Night's Dream by William Shakespeare Understand character and motivation Understand the themes and ideas in the play Be able to speak and experiment with the language in the play using vocal skills Be able to realise the plays in performance 	Seahaven 60 Form A Midsummer Night's Dream MCQ questions Rehearsal Performance Evaluation

		<ul style="list-style-type: none"> • Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration • Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought-tracking, Mime, Slow Motion and Marking the Moment • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation 	
	4	Unit title Study of the play A Midsummer Night's Dream by William Shakespeare Students will: <ul style="list-style-type: none"> • Know how to use different dramatic approaches to explore ideas, texts and issues in A Midsummer Night's Dream by William Shakespeare • Understand character and motivation • Understand the themes and ideas in the play • Be able to speak and experiment with the language in the play using vocal skills • Be able to realise the plays in performance • Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration • Understand the different dramatic techniques- Narration, Still- image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
	5	Unit title Study of Pantomime Students will: <ul style="list-style-type: none"> • Know the common themes and well- known storylines and characters in pantomime- watch exemplar and school productions • Understand the use of stock characters in Pantomime and link this to Commedia dell'arte in Year 8 • Understand the use of slapstick and comedy in Pantomime • Understand the interaction with the audience during a performance • Be able to block scenes and create a script for a Pantomime performance • Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration 	Rehearsal Performance Evaluation

		<ul style="list-style-type: none"> Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	
	6	Unit title Study of Pantomime Students will: <ul style="list-style-type: none"> Know the common themes and well- known storylines and characters in pantomime- watch exemplar and school productions Understand the use of stock characters in Pantomime and link this to Commedia dell'arte in Year 8 Understand the use of slapstick and comedy in Pantomime Understand the interaction with the audience during a performance Be able to block scenes and create a script for a Pantomime performance Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
8	1	Unit title Study of the play Romeo and Juliet by William Shakespeare Students will: <ul style="list-style-type: none"> Know how to use different dramatic approaches to explore ideas, texts and issues in Romeo and Juliet by William Shakespeare Understand character and motivation Understand the themes and ideas in the play Be able to speak and experiment with the language in the play using vocal skills Be able to realise the plays in performance Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still- image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression 	Rehearsal Performance Evaluation

		<ul style="list-style-type: none"> Be able to demonstrate these skills in performance and evaluation 	
	2	Unit title Study of the play Romeo and Juliet by William Shakespeare Students will: <ul style="list-style-type: none"> Know how to use different dramatic approaches to explore ideas, texts and issues in Romeo and Juliet by William Shakespeare Understand character and motivation Understand the themes and ideas in the play Be able to speak and experiment with the language in the play using vocal skills Be able to realise the plays in performance Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
	3	Unit title Study of Response to Stimulus and Devised Drama Students will: <ul style="list-style-type: none"> Know how to devise dramas in various forms based on a range of stimulus Understand how to organise a short clear coherent performance in a small group Be able to discuss the ways ideas are presented or represented in performance Be able to respond to stimulus- link to GCSE drama Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Seahaven 60 Form Romeo and Juliet MCQ questions Rehearsal Performance Evaluation
	4	Unit title Study of Response to Stimulus and Devised Drama Students will: <ul style="list-style-type: none"> Know how to devise dramas in various forms based on a range of stimulus Understand how to organise a short clear coherent performance in a small group Be able to discuss the ways ideas are presented or represented in performance 	Creating Responding Performing

		<ul style="list-style-type: none"> • Be able to respond to stimulus- link to GCSE drama • Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration • Understand the different dramatic techniques- Narration, Still-image and Freeze Frame, Thought- tracking, Mime, Slow Motion and Marking the Moment • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation 	
	5	Unit title Study of Commedia dell’arte theatre Students will: <ul style="list-style-type: none"> • Know the history of Commedia Dell’Arte and the use of stock characters • Understand the importance of the history of comedy and modern comedy • Understand the use of mask to portray character in Commedia Dell’Arte • Be able to portray the stock characters in performance • Be able to use gait for each character • Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration • Understand the different dramatic techniques- Narration, Still- image and Freeze Frame, Thought-tracking, Mime, Slow Motion and Marking the Moment • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation 	Research of Commedia characters Rehearsal Performance Evaluation
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9		<ul style="list-style-type: none"> Be able to demonstrate these skills in performance and evaluation 	
	1	Unit title Study of the play Macbeth by William Shakespeare Students will: <ul style="list-style-type: none"> Know how to use different dramatic approaches to explore ideas, texts and issues in Macbeth by William Shakespeare Understand character and motivation Understand the themes and ideas in the play Be able to speak and experiment with the language in the play using vocal skills Be able to realise the plays in performance Know how to use basic performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture Understand the different dramatic techniques- Narration, Still- image and Freeze Frame, Thought-tracking, Mime, Slow Motion and Marking the Moment Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Rehearsal Performance Evaluation
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		<ul style="list-style-type: none"> Be able to demonstrate these skills in performance and evaluation 	
	3	Unit title Study of Devised drama Students will: <ul style="list-style-type: none"> Know different genres of theatre and performance style Understand the process of devised drama during rehearsals Be able to contribute to a final devised duologue or group performance Know how to use performance skills – Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone - Vocal skills Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture-Physical skills Understand the different dramatic techniques and performance styles Be able to use non-naturalism in Theatre in Education Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	Seahaven 60 Form on Macbeth MCQ questions Rehearsal Performance Evaluation
	4	Unit title Study of Devised drama Students will: <ul style="list-style-type: none"> Know different genres of theatre and performance style Understand the process of devised drama during rehearsals Be able to contribute to a final devised duologue or group performance Know how to use performance skills – Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture-Physical skills Understand the different dramatic techniques and performance styles Be able to use non-naturalism in Theatre in Education Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation 	

	5	Unit title Study of Docudrama and Theatre to Educate Students will: Study two texts by Mark Wheeler: Too Much Punch for Judy and Missing Dan Nolan <ul style="list-style-type: none"> • Know the effect of breaking the fourth wall and Theatre to Educate • Understand the effects of documentary drama on the audience • Know how to explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Know characteristics of the performance text: genre, structure, character, form, style, language, mood, pace, climax, stage directions and practical demands of the set play. • Understand how meaning is interpreted and communicated by performance space, configuration, relationships, audience, design, vocal interpretation of character and physical interpretation of character • Be able to prepare a short extract for performance 	Creating, Rehearsing and Performing Responding and Evaluating
	6	Unit title Study of Docudrama and Theatre to Educate Students will: Study two texts by Mark Wheeler: Too Much Punch for Judy and Missing Dan Nolan <ul style="list-style-type: none"> • Know the effect of breaking the fourth wall and Theatre to Educate • Understand the effects of documentary drama on the audience • Know how to explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • Know characteristics of the performance text: genre, structure, character, form, style, language, mood, pace, climax, stage directions and practical demands of the set play. • Understand how meaning is interpreted and communicated by performance space, configuration, relationships, audience, design, vocal interpretation of character and physical interpretation of character • Be able to prepare a short extract for performance 	Creating, Rehearsing and Performing Responding and Evaluating
10	1	Unit title Component 1: Section A - Multiple Choice Theatre Roles and Terminology Students will: <ul style="list-style-type: none"> • Know drama and theatre terminology and how to use it appropriately • Understand the roles and responsibilities of theatre makers in contemporary theatre practice 	Practice MCQ 4 marks

		<ul style="list-style-type: none"> Be able to recognise activities and process of the following roles in the theatre: playwright, performer, understudy, lighting/sound/set/costume designer, director, stage manager, theatre manager Be able to name stage positions- upstage(LRC), downstage(LRC), centre stage Be able to recognise and understand the effects of stage configuration: theatre in the round, proscenium arch, thrust stage, traverse, end on staging, promenade <p>Study of the practitioner: Brecht Students will:</p> <ul style="list-style-type: none"> Know the elements of Epic Theatre that Brecht introduced: theatre is a force for change, non-naturalism Understand the techniques used by the practitioner-Brecht- Montage, Gestus, Placards, Narration, Breaking the Fourth Wall, Verfremdungseffekt Be able to use Brechtian techniques in their own performance and understand the impact on the audience <p>Component 1: Section B- Set Play Blood Brothers by Willy Russell Students will:</p> <ul style="list-style-type: none"> Know how to explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created Know characteristics of the performance text: genre, structure, character, form, style, language, mood, pace, climax, stage directions and practical demands of the set play. Understand how meaning is interpreted and communicated by performance space, configuration, relationships, audience, design, vocal interpretation of character and physical interpretation of character Be able to answer 4 questions on a selected extract in performance: discuss accent, volume, pitch, timing, pace, delivery of lines- vocal skills Be able to answer 4 questions on a selected extract in performance: discuss build, height, age, facial features, movement, posture, gesture, facial expression- physical skills 	<p>Section B: Questions 1-4 4 mark, 8 mark, 12 mark, 20 mark questions 44/80 marks Written paper</p>
	2	<p>Unit title Component 1: Section A - Multiple Choice Theatre Roles and Terminology Students will:</p>	Practice MCQ papers

	<ul style="list-style-type: none">• Know drama and theatre terminology and how to use it appropriately• Understand the roles and responsibilities of theatre makers in contemporary theatre practice• Be able to recognise activities and process of the following roles in the theatre: playwright, performer, understudy, lighting/sound/set / costume designer, director, stage manager, theatre manager• Be able to name stage positions- upstage(LRC), downstage(LRC), centre stage• Be able to recognise and understand the effects of stage configuration: theatre in the round, proscenium arch, thrust stage, traverse, end on staging, promenade <p>Study of the practitioner: Brecht Students will:</p> <ul style="list-style-type: none">• Know the elements of Epic Theatre that Brecht introduced: theatre is a force for change, non-naturalism• Understand the techniques used by the practitioner-Brecht- Montage, Gestus, Placards, Narration, Breaking the Fourth Wall, Verfremdungseffekt• Be able to use Brechtian techniques in their own performance and understand the impact on the audience <p>Component 1: Section B- Set Play Blood Brothers by Willy Russell Students will:</p> <ul style="list-style-type: none">• Know how to explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created• Know characteristics of the performance text: genre, structure, character, form, style, language, mood, pace, climax, stage directions and practical demands of the set play.• Understand how meaning is interpreted and communicated by performance space, configuration, relationships, audience, design, vocal interpretation of character and physical interpretation of character• Be able to answer 4 questions on a selected extract in performance: discuss accent, volume, pitch, timing, pace, delivery of lines- vocal skills	<p>Section B: mock exam 4 mark, 8 mark, 12 mark, 20 mark questions 44/80 marks Written paper Questions 1-4</p>
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		<ul style="list-style-type: none"> Be able to answer 4 questions on a selected extract in performance: discuss build, height, age, facial features, movement, posture, gesture, facial expression- physical skills 	
	3	<p>Unit title Component 2- Devising drama (practical)</p> <p>Students will: Link the ideas of Brecht to Theatre in Education and non-naturalism</p> <ul style="list-style-type: none"> Know- different genres of theatre and performance style Be able to-contribute to a final devised duologue or group performance Know how to use performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture- Physical skills Understand the different dramatic techniques and performance styles Be able to use non-naturalism in Theatre in Education Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation <p>Devising Log (written)</p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to- produce an individual Devising Log documenting the devising process Section 1-Response to stimulus- research, findings and dramatic aims and intentions Section 2-Development and collaboration-how they developed their ideas and theatrical skills and refined the piece in rehearsal Section 3-Analysis and evaluation- how far they developed their theatrical skills and the overall impact they had in the group 	<p>Devised Performance (20 marks) 40% of GCSE</p> <p>Devising Log (60 marks) 2500 words Approx 800 words each section</p>
	4	<p>Unit title Component 2- Devising drama (practical)</p> <p>Students will:</p> <ul style="list-style-type: none"> Know- different genres of theatre and performance style Be able to-contribute to a final devised duologue or group performance Know how to use performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills 	<p>Devised Performance (20 marks) 40% of GCSE</p>

		<ul style="list-style-type: none"> • Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture-Physical skills • Understand the different dramatic techniques and performance styles • Be able to use non-naturalism in Theatre in Education • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation <p>Devising Log (written) Students will:</p> <ul style="list-style-type: none"> • Be able to- produce an individual Devising Log documenting the devising process • Section 1-Response to stimulus- research, findings and dramatic aims and intentions • Section 2-Development and collaboration-how they developed their ideas and theatrical skills and refined the piece in rehearsal • Section 3-Analysis and evaluation- how far they developed their theatrical skills and the overall impact they had in the group 	Devising Log (60 marks) 2500 words Approx 800 words each section
	5	<p>Unit title Component 2- Devising drama (practical) Students will:</p> <ul style="list-style-type: none"> • Know- different genres of theatre and performance style • Be able to-contribute to a final devised duologue or group performance • Know how to use performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration • Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills • Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture-Physical skills • Understand the different dramatic techniques and performance styles • Be able to use non-naturalism in Theatre in Education • Be able to develop characterisation by changing vocal and physical expression • Be able to demonstrate these skills in performance and evaluation <p>Devising Log (written) Students will:</p> <ul style="list-style-type: none"> • Be able to- produce an individual Devising Log documenting the devising process 	Devised Performance (20 marks) 40% of GCSE Devising Log (60 marks) 2500 words Approx 800 words each section

		<ul style="list-style-type: none"> Section 1-Response to stimulus- research, findings and dramatic aims and intentions Section 2-Development and collaboration-how they developed their ideas and theatrical skills and refined the piece in rehearsal Section 3-Analysis and evaluation- how far they developed their theatrical skills and the overall impact they had in the group 	
	6	<p>Unit title Component 2- Devising drama (practical)</p> <p>Students will:</p> <ul style="list-style-type: none"> Know- different genres of theatre and performance style Be able to-contribute to a final devised duologue or group performance Know how to use performance skills –Characterisation, Posture, Facial Expression, Gesture, Levels, Vocal projection, Exaggeration Know how to use Pitch, Pace, Pause, Volume, Accent, Articulation, Tone- Vocal skills Know how to use Gait, Tension, Control, Gesture, Facial Expression, Eye Contact, Posture- Physical skills Understand the different dramatic techniques and performance styles Be able to use non-naturalism in Theatre in Education Be able to develop characterisation by changing vocal and physical expression Be able to demonstrate these skills in performance and evaluation <p>Devising Log (written)</p> <p>Students will:</p> <ul style="list-style-type: none"> Be able to- produce an individual Devising Log documenting the devising process Section 1-Response to stimulus- research, findings and dramatic aims and intentions Section 2-Development and collaboration-how they developed their ideas and theatrical skills and refined the piece in rehearsal Section 3-Analysis and evaluation- how far they developed their theatrical skills and the overall impact they had in the group 	<p>Recorded Performance of Devised Drama for AQA moderation</p> <p>Completion of final draft of Devising Log</p>
	1	<p>Unit title Component 3 Texts in Practice</p> <p>Performance of Texts in Practice to AQA examiner</p> <p>Students will:</p> <ul style="list-style-type: none"> Know how to create and develop ideas to communicate meaning for theatrical performance using vocal and physical skills 	<p>Performance of two key extracts from one play – students will contribute as a performer</p> <p>20 marks x 2</p>

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- Know how to apply theatrical skills to realise artistic intentions in performance
- Know how to demonstrate knowledge and understanding of how drama and theatre is developed and performed
- Know how to analyse and evaluate their own work and the work of others
- Understand their overall contribution to performance
- Understand the range of theatrical skills demonstrated in performance
- Understand the effectiveness with which they deploy their performance skills
- Understand the appropriateness of their interpretation to the play as a whole as evidenced through their performance
- Be able to demonstrate sensitivity to the context of the play through their performance
- Be able to study and present a key extract (monologue ,duologue or group performance) to an AQA examiner to performance standard
- Be able to study and present a second key extract (monologue, duologue or group performance) from the same play to an AQA examiner to performance standard
- Be able to demonstrate their success in achieving their artistic intent, as evidenced by their performance when considered against their 'Statement of Dramatic Intentions'
- Be able to commit dialogue to memory-(fully 'off script' in performance)
- Free choice of play but it must contrast with the set play chosen for Component 1

Section C: written paper-Live Production**Students will:**

- Know how to analyse and evaluate the work of live theatre makers
- Understand how the play has been interpreted in the production they have seen and what messages the company might be trying to communicate to the audience
- Understand the vocal and physical skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers
- Understand the design skills demonstrated in the production and how successfully these were communicated to the audience
- Be able to read the play and reviews to develop understanding of plot and characters

20% of GCSE

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Unit title Component 3 Texts in Practice
Performance of Texts in Practice to AQA examiner
Students will:

Performance of two key
 extracts from one play –

		<ul style="list-style-type: none"> • Know how to create and develop ideas to communicate meaning for theatrical performance using vocal and physical skills • Know how to apply theatrical skills to realise artistic intentions in performance • Know how to demonstrate knowledge and understanding of how drama and theatre is developed and performed • Know how to analyse and evaluate their own work and the work of others • Understand their overall contribution to performance • Understand the range of theatrical skills demonstrated in performance • Understand the effectiveness with which they deploy their performance skills • Understand the appropriateness of their interpretation to the play as a whole as evidenced through their performance • Be able to study and present a key extract (monologue, duologue or group performance) to an AQA examiner to performance standard • Be able to study and present a second key extract (monologue, duologue or group performance) from the same play to an AQA examiner to performance standard • Be able to demonstrate their success in achieving their artistic intent, as evidenced by their performance when considered against their 'Statement of Dramatic Intentions' • Be able to commit dialogue to memory-(fully 'off script' in performance) • Free choice of play but it must contrast with the set play chosen for Component 1 <p>Section C: written paper-Live Production Students will:</p> <ul style="list-style-type: none"> • Know how to analyse and evaluate the work of live theatre makers • Understand how the play has been interpreted in the production they have seen and what messages the company might be trying to communicate to the audience • Understand the vocal and physical skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers • Understand the design skills demonstrated in the production and how successfully these were communicated to the audience • Be able to read the play and reviews to develop understanding of plot and characters 	<p>students will contribute as a performer 20 marks x 2 20% of GCSE</p>
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	3	<p>Unit title Performance of Texts in Practice to AQA examiner</p> <p>Students will:</p> <ul style="list-style-type: none">• Know how to create and develop ideas to communicate meaning for theatrical performance using vocal and physical skills• Know how to apply theatrical skills to realise artistic intentions in performance• Know how to demonstrate knowledge and understanding of how drama and theatre is developed and performed• Know how to analyse and evaluate their own work and the work of others• Understand their overall contribution to performance• Understand the range of theatrical skills demonstrated in performance• Understand the effectiveness with which they deploy their performance skills• Understand the appropriateness of their interpretation to the play as a whole as evidenced through their performance• Be able to study and present a key extract (monologue, duologue or group performance) to an AQA examiner to performance standard• Be able to study and present a second key extract (monologue, duologue or group performance) from the same play to an AQA examiner to performance standard• Be able to demonstrate their success in achieving their artistic intent, as evidenced by their performance when considered against their 'Statement of Dramatic Intentions'• Be able to commit dialogue to memory-(fully 'off script' in performance)• Free choice of play but it must contrast with the set play chosen for Component 1 <p>Section C: written paper-Live Production</p> <p>Students will:</p> <ul style="list-style-type: none">• Know how to analyse and evaluate the work of live theatre makers• Understand how the play has been interpreted in the production they have seen and what messages the company might be trying to communicate to the audience• Understand the vocal and physical skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers• Understand the design skills demonstrated in the production and how successfully these were communicated to the audience• Be able to read the play and reviews to develop understanding of plot and characters	<p>Performance of two key extracts from one play – to an AQA examiner</p> <p>students will contribute as a performer</p> <p>20 marks x 2</p> <p>20% of GCSE</p>
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	4	Unit title Revision of Component 1: Understanding drama Students will: Section A: Revision of Theatre Roles and Terminology MCQ questions Section B: Revision of the Set Play: Blood Brothers by Willy Russell Section C: Revision of Live Production	Component 1 AQA Drama GCSE written exam 40%
	5	Unit title Revision of Component 1: Understanding drama Students will: Section A: Revision of Theatre Roles and Terminology MCQ questions Section B: Revision of the Set Play: Blood Brothers by Willy Russell Section C: Revision of Live Production	Component 1 AQA Drama GCSE written exam 40%
	6	Unit title Revision of Component 1: Understanding drama Students will: Section A: Revision of Theatre Roles and Terminology MCQ questions Section B: Revision of the Set Play: Blood Brothers by Willy Russell Section C: Revision of Live Production	Component 1 AQA Drama GCSE written exam 40%