

Year 12 and 13 Drama Curriculum Rationale

In A Level Drama and Theatre, we follow the Eduqas specification. The course assessment is divided into three distinct areas; **Text in Workshop** (20%), **Text in Action** (40%) and **Text in Performance** (40%). We want to expose students to a variety of play texts from contrasting eras and cultures to not only prepare them for their practical performance and written exams, but also to broaden their experience of styles to extend beyond the requirements of the specification. We approach this as a two-year course, with each unit building on prior knowledge gained at GCSE and throughout the course, ensuring experience is gained and lessons learnt before final assessments take place.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
Term 1 Introduction Approx. 4 weeks	To develop and build on a group dynamic, allowing students to build new relationships and trust. We will explore a variety of text extracts, taken from across theatre history in a variety of groups to encourage positive working relationships to develop.	Initial exploration of texts allows students to build upon skills and knowledge gained in the GCSE course. Workshops help develop positive working relationships which are crucial if subsequent units of work are to be successful.	Low Stakes assessments based on Component 2 'Text in Action' scripted performance criteria. Assessment task – stage one of the texts for performance. Assessed against C2 scripted criteria	Reading for meaning and making inferences. Recognising the importance of the Original Production Context (OPC)/historical context and their links to contemporary audiences. Comparison of text structures and styles	ACPs Strategy planning, connection finding, imagination, revolutionary thinking VAAs Collaborative working, confidence, risk taking, practice	Read Hedda Gabler, Saved and Curious Incident in readiness for Term 2.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
<p>Term 1</p> <p>Brecht and Frantic assembly</p> <p>Approx. 3 weeks.</p>	<p>Deepening knowledge of Brecht as a playwright and theatre practitioner. Gaining an understanding of why he believed theatre should be done in the way that he did it.</p> <p>Students will attend a whole day workshop given by a Frantic Assembly practitioner, giving them practical insight and experience of the 'Frantic method'.</p>	<p>Students were given a very basic introduction to Brechtian techniques as part of their GCSE course. He is one of the recognised practitioners in the A Level spec and so we deepen their knowledge of him as a playwright, a practitioner and activist. He will be used as the recognised theatre practitioners in both the practice and real C1 or C2. Gaining the deeper knowledge now means they can apply this knowledge to all practical exploration where applicable.</p>	<p>Low stakes assessment about Brecht, his theories, and techniques (quiz style). Performance of a text or devised piece using the techniques of Brecht.</p>	<p>Comparison between Brechtain theatre and Frantic methods and ideologies.</p>	<p>ACPs Intellectual confidence, connection finding, seeing alternative perspectives, intellectual playfulness, evolutionary thinking.</p> <p>VAAs Collaborative working, enquiring, creative and enterprising, open minded, risk taking, resilience.</p>	<p>Watch NT online videos of prior productions of Brecht pieces.</p> <p>Read Brecht play e.g., Mother Courage.</p> <p>Read Frantic plays e.g. The Unreturning.</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
		Whole day Frantic workshop gives students an insight into the Frantic Method and approaches to creating theatre, which will be used in either C1 Text in workshop or C2				
Term 2 Exploration of 'Hedda Gabler' and 'Curious' Approx. 7 weeks	Introducing two of the set texts for C3 Text in Performance and practical workshops, developing an awareness of themes, issues, and narrative structure. Frantic Assembly techniques will be used in exploration lessons, building on skills learnt in the workshop.	Students explore practically two of the three set texts for the written exam practically to give an initial understanding of the text as a performance medium rather than a text to be analysed. This begins to develop an awareness of the requirements of the written exam about staging the text for a contemporary audience.	Low stakes assessment knowledge of texts (quiz style). Presentation – How might you stage a production of Hedda for a contemporary audience. Research on OPC and Social, Cultural, Historical and Political (SCHP) context.	SCHP and OPC. Understanding of the purpose of the text; playwrights intention and links to a contemporary audience. Role of designer and director	ACPs Intellectual confidence, connection finding, seeing alternative perspectives, flexible thinking, evolutionary/revolutionary thinking. VAAs Collaborative working, enquiring, open minded, practice, resilience ACPs Self-regulation, strategy planning, intellectual confidence, imagination, originality, flexible	Read Ibsen's 'A Doll's House' or 'An enemy of the people'

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
					thinking, automaticity, precision. VAAs Collaborative working, confident, risk taking, perseverance, resilience. VAAs	
Term 3 Practice C1 Text in Workshop Approx. 6 weeks	Practice C1 piece. Using the requirements of the C1 assessment, students will create a re-imagination of 'Saved' (a C3 Text in Performance text) with between 30 and 70% devised material.	By using a text from the final written exam, students will engage with that text in a practical way whilst developing strategies to interrogate and re-imagine a text. Tackling this now means all three of the set texts have been explored prior to Feb half term in year 12 and students have had a chance to develop the skills needed to reimagine a text in readiness for Terms 5 and 6.	Assessment task – Practice performance of C1 Text in Workshop using assessment criteria and timings from the syllabus. Assessing students against the AOs from the board means they are familiar with them when they get assessed officially.	POC and SCHP comparison with contemporary meaning and relevance for an audience. Research skills and application of research to practical work. Knowledge and understanding	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, originality, flexible thinking, automaticity, precision. VAAs Collaborative working, confident, risk taking, perseverance, resilience.	Wider reading based on research into the SCHP of 'Saved' to use within the piece. Also further research into the practitioner of choice e.g. 'The Frantic Assembly Book of Devising' or 'Brecht on Theatre'

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
<p>Term 4</p> <p>Practice Devised section of C2 Text in Action</p> <p>Approx. 4 weeks</p>	<p>Students interrogate 4 stimuli taken from last year's published stimuli and develop it from page to stage using the techniques and approaches of a recognised theatre practitioner (Brecht or Frantic Assembly)</p>	<p>Using the previous years exam board stimuli gives the students an opportunity to explore the range of A Level stimuli given by the board. In the previous unit they have created devised material to add to the script. This time they will be extending that to an entire new piece of theatre, further developing those devising skills and strategies. This will then prepare them for the devised part of C2 Text in Action unit that will be assessed in year 13 by an external examiner.</p>	<p>Assessment task – Practice performance of C2 Text in Action using the assessment criteria and timings from the syllabus.</p> <p>Assessing students against the AOs from the board means they are familiar with them when they get assessed officially.</p>	<p>Research skills and application of research to practical work.</p> <p>Ability to select relevant material.</p>	<p>ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p>VAAs Collaborative working, confidence, enquiring, open minded, risk taking, practice, perseverance, resilience</p>	<p>Wider reading based on research into the SCHP of 'Saved' to use within the piece. Also further research into the practitioner of choice e.g. 'The Frantic Assembly Book of Devising' or 'Brecht on Theatre'</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
<p>Terms 5 and 6</p> <p>C1 Text in Workshop</p> <p>Approx. 12 weeks</p>	<p>Students will adapt the play 'Two' by Jim Cartwright, creating a new interpretation based on characters/scenarios taken from the play using the methods of either Brecht or Frantic Assembly.</p> <p>Exploration lessons on 'Two' linked to both Frantic Method and Brechtian ideologies and techniques.</p>	<p>Having practiced this with an alternative text in term 3, students will now undertake 20% of their A Level. The text is read over Easter and then workshopped for approx. 2 weeks in lessons. Students then spend approx. 10 weeks creating their Text in Workshop piece. Assessing this here means that before finishing year 12 they already have part of their overall assessment completed.</p>	<p>Assessment task 1 – Performance of Text in Workshop using the timings and assessment criteria from the syllabus. 10% of the A Level</p> <p>Assessment task 2 – Students produce their creative log (coursework document to accompany the performance). They have three drafting opportunities to do this. 10% of the A Level</p>	<p>Ability to structure written work and summarise work undertaken within a specified word count.</p> <p>Ability to transfer the SCHP (1980s) to make it relevant to a contemporary audience.</p>	<p>ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality</p> <p>VAAs Collaborative working, confidence, enquiring, open minded, risk taking, practice, perseverance, resilience</p>	<p>Wider reading based on research into the SCHP of 'Saved' to use within the piece. Also further research into the practitioner of choice e.g. 'The Frantic Assembly Book of Devising' or 'Brecht on Theatre'</p>

End of Year 12

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
Unit: Year 13	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
Term 1 C1 Text in Workshop	Completion of Creative logs (10% of A Level) Students will present their performance concepts of Hedda Gabler to the class, as a continuation of preparation for section B of the written exam C3 Text in Performance .	Students will build on the feedback given and develop their creative log for the final assessment. Having performed sections of Hedda in year 12 term 2 (Unit 3), students now need to engage with the text as a whole and consider how to make it relevant to a contemporary audience.	Final draft of the Creative Log (10% of A Level). Low stakes assessment based on 'Hedda' presentations and the validity to a contemporary audience (Dragon's Den style)	Ability to structure written work and summarise work undertaken within a word count. Ability to transfer the SCHP (1980s) to make it relevant to a contemporary audience.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality VAAs Collaborative working, confidence, enquiring, open minded, risk taking, practice, perseverance, resilience	Research into chosen stimulus Watch NT online videos
C2 Text in Action	C2 Text in Action is launched. Each of the four stimuli are workshopped in class and then devised groups are formulated based on	Linked to <i>year 12 term 4 Unit 5</i> , students have already used previous years stimuli to create a 'mock' devised	Interim monitoring of the development of the devised piece in lessons. Work regularly shared and teacher and/or peer feedback is given to	Research skills and application of research to practical work.		

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
	the stimuli chosen. Students create a unique and original piece of theatre based on their chosen stimulus and using the techniques or styles of a chosen recognised theatre practitioner or style (Brecht, Frantic or Verbatim).	performance and been assessed using the criteria laid out by the exam board, students are fully aware of the demands and expectations of the Component.	help focus the further development of the piece.	Ability to select relevant material.		
Term 2. C2 Text in Action	C2 Text in Action is continued. Students continue to create a unique and original piece of theatre based on their chosen stimulus using the techniques or styles of a chosen recognised theatre practitioner or style (Brecht, Frantic or Verbatim). Students begin to work independently on the scripted aspect of the C2	As the devising aspect of the component is the most challenging, more time is spent on this in lessons. Once groups for the scripted aspect are chosen, students are given	Interim monitoring of the development of the devised piece in lessons. Work regularly shared and teacher and/or peer feedback is given to help focus the further development of the piece. Play and section chosen by the allocated deadline.	Research skills and application of research to practical work. Ability to select relevant material. Ability to select relevant material.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality VAAs Collaborative working, confidence, enquiring, open minded, risk taking, practice, perseverance, resilience	Wider research into chosen practitioner. Reading alternative playwrights. Research into a contrasting text for C2. Watch NT online videos

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i> :
C3 Text in Performance	assessment either in self-chosen groups or those chosen by the teachers. Content and style of this piece has to contrast with that of the devised piece and any of the set texts. Students continue to have one lesson per fortnight on both 'Hedda Gabler' and 'Saved' (C3 Text in Performance preparation)	recommended texts to read and explore outside of lessons and a deadline to choose the text is given. Having practically explored 'Hedda' and 'Saved' and begun to consider the focus of the written exam, students now begin to examine the text using prior exam questions as a focus.	Low stakes assessment – exam questions based on both texts.			
Term 3 C2 Text in Action	C2 Text in Action practical work is continued. Process and Evaluation (P&E) report preparation work is undertaken.	Students will divide their time in lessons between the two performances that will take place in the week before half term. Mock performances will take place approx. 3 weeks	Mock assessment of both performances (using assessment criteria) approx. 3 weeks before the final exam, allowing the students time to work on feedback given. Real exam (visiting examiner) aimed for	Ability to structure written work and summarise work undertaken within a time limit. Ability to transfer the SCHP (e.g. 1980s) to make it relevant to a	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality VAAs Collaborative working, confidence, enquiring,	Other plays by the C2 Text in Action playwright. Theoretical works on chosen practitioner and style. Other works that deal with similar themes and issues contained within

[illegible]

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
	released last week of March)	approaches to the paper, exam timings etc...				
Term 5. C3 Text in Performance	C3 Text in Performance preparation work 'Hedda Gabler' 'Saved' 'Curious Incident...' (pre-release section released last week of March)	'Hedda Gabler' SHO 'Saved' and 'Curious' CA. Focus on exam technique, answer structure, approaches to the paper, exam timings etc...	Low stakes assessment – exam questions, peer planning, timed essays, mock papers.	Ability to structure written work and summarise work undertaken within a time limit. Ability to transfer the SCHP to make it relevant to a contemporary audience.	ACPs Self-regulation, strategy planning, intellectual confidence, imagination, intellectual playfulness, flexible thinking, evolutionary thinking, precision, originality, speed and accuracy VAAs Collaborative working, confidence, enquiring, open minded, risk taking, practice, perseverance, resilience	Exemplar material from the exam board. Past Papers