



### Learning Aims and Curriculum Intent:

The AQA GCE Drama course inspires students to become independent theatre makers with the skills they need to go on to higher education, whether that is to study a course in drama and theatre or another subject.

In Year 13 pupils will explore the methods of Stanislavski and his techniques and theories in a series of teacher and student led workshops. Pupils will develop their understanding of how to develop characters and scenes using naturalism and how to use dramatic techniques in performance whilst developing their performance skills. Pupils will complete the Component 3 practical exam, where they will apply all, they have learnt about naturalism to a monologue, duologue and a group piece. Pupils can specialise as either an actor or designer. In addition, pupils are required to write a Reflective report analysing and evaluating their theatrical interpretation of all three key extracts studied.

Over the course of this year, you will also be exploring the two set texts practically (again from the perspective or performer, designer, and director), whilst developing your written exam skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>Comp 1 – set texts – 40% of the qualification.</b></p> <p>Pupils re-visit the set texts continuing the practical exploration, discussion, design, and written tasks. They will start to explore responses to exam questions.</p> <ul style="list-style-type: none"> <li>How can you support your creative ideas with close reference to the text?</li> <li>How can you support design questions with sketches and/or diagrams?</li> <li>What does an effective sketch include?</li> <li>How can you include reference to the social, cultural or historical context of their selected play in an exam response?</li> </ul> <p>Pupils will create a SCH context revision document to support their revision.</p> <p>Pupils will also prepare for a theatre visit for 'Live theatre production' Section B with follow-up lessons unpicking the production. Pupils will revise and consolidate understanding, with a focus on exam readiness.</p>	<p>Creativity Oracy skills Research Presentation Structuring drama Application of techniques to shape work Creativity</p> <p>Analysis and evaluation Structuring written work Oracy skills</p>	<p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <p>Formative assessment – pupils' collaborative skills</p> <p>Formative assessment – pupils' performance skills</p>
	<p><b>Comp 3 – Scripted – 30% of the qualification</b></p> <p>This is a practical component in which pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4).</p> <p>Pupils take part in a series of workshops focussing on key techniques linked to Stanislavski. Following this they will practically explore (workshop) and interpret three key extracts each from a different play and complete two assessment tasks: formally present Extract 3 to an audience and produce an individual Reflective report</p> <p>Pupils present extract 1 – monologues.</p> <p>Pupils will then work on extract 2 – duologues. They will use Stanislavski's methods to rehearse and inform their characterisation or design.</p>	<p>Collaboration Performance skills Design skills Devising skills Rehearsal skills Negotiating skills Listening skills Oracy skills Creativity Structuring drama Application of techniques to shape work. Problem-solving skills Organisation and time management skills Emotional intelligence Reflection and resilience Presentation skills Opportunities for higher order thinking, by considering ideas which go beyond language.</p>	<p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p>Formative assessment – pupils' performance skills</p> <p>Application of practitioner's methods.</p> <p>Formative assessment – pupils' collaborative skills</p> <p>Formative assessment – pupils' performance skills</p> <p>Summative assessment of Comp 3 extract 1 performance</p>

	<p><b>The Reflective Report</b></p> <p>Pupils start to write a Reflective report in which they analyse and evaluate their theatrical interpretation of all three key extracts studied. Pupils should address the following:</p> <ul style="list-style-type: none"> <li>• <b>What are the opportunities and challenges presented by the three extracts?</b></li> <li>• <b>What is your theatrical interpretation for each key extract?</b></li> <li>• <b>How was this informed by the genre and style of the play?</b></li> <li>• <b>How was this informed by the the social, cultural and historical contexts of the play?</b></li> <li>• <b>How was this informed by the work and methodology of your selected prescribed practitioner?</b></li> <li>• <b>How successful were your theatrical interpretations in fulfilling your aims and communicating the intended meaning, during the workshopping of material?</b></li> </ul>	<p>Written skills, both analytical and creative Self-reflection</p>	<p><b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <p>Reflective Report drafts are assessed and pupils provided with feedback</p>
<b>Lent</b>	<p><b>Comp 1 – set texts – 40% of the qualification.</b></p> <p>Pupils respond to feedback from mock exams. They will work to identify points of weakness and work to plug the gaps in knowledge, consolidate knowledge and understanding of both set texts and the live theatre review.</p> <p><b>Comp 3 – Scripted – 30% of the qualification</b></p> <p>Pupils continue refining their extract 2 using Stanislavski’s methodologies.</p> <p>Pupils present extract 2 – duologues</p> <p>Pupils update reflective report.</p>	<p>Written skills, both analytical and creative Self-reflection</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <p>Collaboration Performance skills Design skills Rehearsal skills Negotiating skills Listening skills Oracy skills Creativity Structuring drama Application of techniques to shape work. Problem-solving skills Organisation and time management skills Emotional intelligencer Reflection and resilience Presentation skills Opportunities for higher order thinking, by considering ideas which go beyond language. Creativity Performance skills</p>	<p>Mock exam</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <p>Formative assessment – pupils’ collaborative skills</p> <p>Formative assessment – pupils’ performance skills</p> <p>Summative assessment of Comp 3 extract 2 performance.</p>
	<p><b>Comp 3 – Scripted – 30% of the qualification</b></p> <p><b>Lent 2</b></p> <p>Pupils rehearse extract 3 working on performance skills and designs. They should ensure their piece uses the methodologies and style of their practitioner – Stanislavski.</p> <p>Pupils write up their artistic intentions for extract 3</p> <p><b>Exam</b></p> <p>Pupils will perform a <b>mock exam</b> and then the <b>actual exam. (exam may move to Trinity 1 depending on examiner availability)</b></p>		<p>Formative assessment of Reflective Report</p> <p>Draft artistic intentions are given feedback</p> <p>Formative assessment of Comp 3 extract 3 performance</p> <p>Examined assessment of Comp 3 extract 3 performance – Externally assessed.</p> <p>Examined assessment of Reflective Report – externally assessed.</p>

