

Drama Curriculum Plan

KS5 Rationale: (Spiral Curriculum Key: **Dramatic Theory, **Creating Original Work**, **Script Interpretation**, **Historical, Cultural & Social Issues**)**

Year 12: To build on the skills and approaches acquired at KS4 to actively explore set texts, live theatre and ways into performance. Students are also provided with key skills in how to interpret theatre texts for performance by utilising the approaches of key theatre practitioners in the creation of their own original work. Preparation for the written examination involves practical exploration of ideas prior to individual written development of their own unique interpretations and consolidation of the written content and structures required for communicating and evaluating their own work as well as the work of others.

Year 13: To extend and deepen prior learning whilst introducing students to more advanced theatrical terminology and approaches, thereby providing a link with Higher Education & Industry. Students research analyse & interpret the approaches of key theatre practitioners & professional works then apply in preparation for the written examination and coursework assessments. They apply prior learning, dramatic devices & theatrical terminology within their own original presentations to meet the requirements of the course.

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| Year 12 | <p>C1 Antigone</p>  | <p>C1 Antigone C1 Live Theatre</p>  | <p>C3 Extract 1 Exploration</p>  | <p>C3 Extract 2 Exploration</p>  | <p>C1 Antigone C1 Live Theatre</p>  | <p>C1 Metamorphosis</p>  |
| | <p>HRRECK <i>Approaches to text; Key Features of Greek Theatre; Directorial Intent & Design Theory</i></p> | <p>HRRECK <i>Interpretation of text; HSC Context of Greek Theatre; Analysing Live Performance</i></p> | <p>HRFRECK <i>Interpreting scripts for performance; Exploring practitioner approaches.</i></p> | <p>HRFRECK <i>Applying practitioner approaches; Performing with impact</i></p> | <p>HRRECK <i>Stylistic approaches, script interpretation & design theory</i></p> | <p>HRRECK <i>Approaches to text; Key Features of Total Theatre; Directorial Intent & Design Theory</i></p> |
| Year 13 | <p>C1 Metamorphosis C3 Extract 3 Perform</p>  | <p>C1 Ant, Met, Live Th C3 Extract 3 performance</p>  | <p>C2 Devised</p>  | <p>C2 Devised</p>  | <p>C1 Ant, Met, Live Th</p>  | <p>C1 Ant, Met, Live Th</p>  |
| | <p>HRFRECK <i>Interpretation of text; HSC Context of Total Theatre; Application of Practitioner Theory</i></p> | <p>HRFRECK <i>Creative approaches; genre analysis; use of symbolism and creative physicality</i></p> | <p>HRFRECK <i>Exploring stimuli & topical issues; finding a voice; creating drama</i></p> | <p>HRFRECK <i>Communicating opinion; developing drama & performing with impact</i></p> | <p>HRRECK <i>Communicating interpretation, analysing & evaluating performance</i></p> | <p>HRRECK <i>Communicating interpretation, analysing & evaluating performance</i></p> |

SEXEY'S 7:

Honesty: Self-reflection & Peer-evaluation of work, recognising achievement & identifying targets for improvement

Resilience: Responding positively & productively to staff & peer feedback; adapting working practices to work productively with different individuals & working groups

Forgiveness: Working with others requires acceptance of alternate opinion and the errors that others make: recognising the justification characters make for their choices in set text & live theatre; recognising characters rising above circumstance to forgive and move on in script study – EG: Gregor & Ismene accepting their respective fates etc

Respect: Listening proactively to alternate opinion; sharing ideas positively & compromising ideas for the good of the group work; providing evaluative comment in a productive manner

Empathy: supporting peers in groups; understanding character motivation in script work EG Why Creon does not back down; Why Gregor attacks the Lodgers; providing productive evaluative comment

Courage: to perform work in front of their peers spontaneously & after preparation; to practically explore new techniques & ideas; to listen to & take on board peer and staff evaluation

Kindness: Working with others, helping them to improve, providing solutions to peer problems