

### Curriculum Plans: Year 13 (Drama)

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas	Devised  Set text 2	How to.. <ul style="list-style-type: none"> <li>• develop their own ideas</li> <li>• research relevant processes and practices of theatre making to inform their own practice</li> <li>• apply what they have learnt from live theatre to their own work in practice</li> <li>• collaborate with other theatre makers</li> <li>• explore devising and rehearsal methods</li> <li>• refine and amend work in progress.</li> <li>• create and communicate meaning</li> <li>• realise artistic intention in devised drama.</li> </ul>	Critical reflection  Vocal and physical performance skills to communicate intended meaning  Skills and techniques in ensemble playing showing awareness of spatial relationships; choral work	Dialectical theatre Verbatim Multi-media Contrapuntal Visual composition Motif Introspective Repertoire Catalyst/ consequence/ exposition Dynamo-rhythm Historicalisation Epic theatre Metatheatre	Teacher Written Feedback Teacher Verbal Feedback  Devised performance, notebook  Set text 2 essay  Live Production notes, essay
Lent	Formal assessments  Scripted exam  Set text 2	The theatrical processes and practices involved in interpreting and performing theatre  How conventions, forms and techniques are used in drama and live theatre to create meaning  How creative and artistic choices influence how meaning is communicated to an audience  How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience	Timing (working to time deadlines, comic timing, use of pause, pace, silence in performance work).  Vocal skills and techniques including the appropriate use of vocal expression, regional or national accent, clarity of diction, pace, pitch, pause, projection, intonation, inflection and rhythm; verse-speaking  Physical skills and techniques including the appropriate use of movement, body language, posture, gesture, gait, agility, synchronisation, fluidity	Neuro -muscular power Physical dynamism Dynamic state absorbed focus truck Verisimilitude Propitiate Nihilism Subversion Dissonance	Teacher Written Feedback Teacher Verbal Feedback  Scripted performance extract 3 to an examiner  Reflective report extract 1, 2, 3

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			Facial expression and techniques including for example eye contact, listening and response, expression of mood		
Trinity	Revision for written exam	Exam technique including:  How to identify key words/ command words  How to structure written responses  How to select the most appropriate examples  How to work effectively under time conditions	Interpretative processes relating to: practical demands of texts the choice and use of performance space patterns of stage movement stage positioning and configuration spatial relationships on stage performer and audience configuration character motivation and interaction performers' vocal and physical interpretation of character delivery of lines listening and response playing of sub-text development of pace, pitch and dramatic climax relationships between performers and audience design of sets, costume, makeup, lighting, sound and props design fundamentals such as scale, shape, colour, texture.	No new terminology, revision of key terms instead	Teacher Written Feedback  OCG essay Hedda essay Live Pro essay