

Drama

Curriculum Intent: Drama at Tapton School intends to develop exceptional actors, directors and designers whilst nurturing our students' passion of theatre as informed and critically engaged audience members. We want our students to be exposed to the best theatrical experiences with a diverse range of practitioners, playwrights and theatre professionals. We intend to develop confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level and if not a career in the arts, we aim to foster well rounded individuals with excellent communication skills to support any career they pursue. Our curriculum is designed to deliver a challenging, engaging, broad and accessible range of theatrical core and procedural knowledge across all three key stages. In each Key Stage we teach a skill based spiral curriculum that builds on students' basic ability with a focus on acting, directing and design skills. We study innovative practitioners, theatre companies, theatrical genres and develop creative writing, evaluation and analytical skills. Our curriculum introduces and develops performance skills, such as, the use of movement, voice, interaction and proxemics to communicate meaning; these are explored in a variety of creative and dynamic units of work. Students are able to gain knowledge of relevant contemporary and historical issues in depth and from different perspectives through performance analysis, the study of a range of historical and contemporary play texts and when devising their own original pieces of theatre. They explore how theatre has developed over history and how it has been used to document and shape our culture throughout the ages. Our curriculum intends to develop passionate dramatists and nurture well rounded individuals that encompass the core values of Tapton in an environment that values and cares for each other to achieve excellence in their study of Drama.

Year 12	Year 13
<p>Core knowledge: The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.</p> <p>Areas of the A-level covered in Y12: Autumn & Spring Term: C1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated. 20% of qualification.</p> <p>All Year: C3: Text in Performance Written examination: 2 hours 30 minutes. 40% of qualification. Autumn: Section B focus. Spring: Section B & C. Summer: Section A, B & C.</p> <p>Procedural knowledge (how to..): Interpretation of character: character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance. Application of skills to create performance work: consideration given to creating mood and atmosphere, performance conventions etc. Realisation of design: set, lighting, sound, props, costume, hair and make-up. Being an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</p>	<p>Core knowledge: The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.</p> <p>Areas of the A-level unit covered in Y13: Autumn & Spring Term: C2: Text in Action Non exam assessment: externally assessed by a visiting examiner 40% of the qualification.</p> <p>All Year: C3: Text in Performance Written examination: 2 hours 30 minutes. 40% of qualification. Autumn: Section B & C. Spring: Section A, B & C. Summer: Section A, B & C.</p> <p>Procedural knowledge (how to..): Interpretation of character: character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance. Application of skills to create performance work: consideration given to creating mood and atmosphere, performance conventions etc. Realisation of design: set, lighting, sound, props, costume, hair and make-up. Appreciation and understanding of theatre design. Being an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. Interpretation of plays: from the point of view of a director, actor and designer. Exploration of the social, cultural,</p>

Interpretation of plays: from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?

Exploration of the structure of plays: plot/theme/form/style/genre/dialogue.

Exploration into the history of theatre: exploration of the original performance conditions of the set text.

Exploration of Contemporary Theatre Companies: supports the devising process for C1.

Understanding theatre practice: exploration of theatre practitioners.

Understanding theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness.

Experience of live theatre: opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3: responding to the experience of live theatre.

Analysing and evaluating theatre is an essential part of the coursework and written examination.

Assessment:

During whole school examination weeks students will be assessed on C3: Text in Performance. This will require revision of the set texts and live theatre analysis.

During Term 2 students will complete C1: Theatre Workshop. They will be assessed on their performance and supporting coursework. This will be assessed internally and externally moderated.

Homework:

The setting of homework will vary depending on the unit of work being studied. Students will be set homework weekly by each class teacher. Homework will be set with the purpose of:

1. Developing students' evaluative and analytical written skills in response to practical work completed in lessons.
2. Developing students' analytical skills with regards to responding to a play or live production.
3. Practise exam technique through setting of exam style essays.
4. Completing coursework.
5. Providing an opportunity to develop a creative piece of work independently – e.g. script writing, creative designs etc.
6. Summarising students' understanding of Drama vocabulary and terminology.
7. Rehearsal of performance work.

Students must make notes in lessons in order to help with the completion of their homework tasks.

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Analysing and evaluating theatre is an essential part of the coursework and written examination.

Assessment:

During whole school examination weeks students will be assessed on C3: Text in Performance. This will require revision of the three set texts and live theatre analysis. The formal examination of C3 will take place in the summer exam season.

During Term 2 students will complete C2: Text in Action. They will be assessed on two performances, a devised piece and a scripted piece these will be performed to an external examiner, and they will submit their supporting coursework a week after their examination to the exam board. The whole component is marked externally

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Links to careers and personal development include:

Careers in the theatre industry: including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development: including confidence building, communication skills, team working skills, leadership skills.

If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

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