

YEAR 12 – AUTUMN TERM

Introduction to the course:

Students will study five performance texts (two complete texts and three key extracts from three different texts, studied in the context of the whole text) representing a range of social, historical and cultural contexts. The complete texts are studied for the written examination and the key extracts are divided between all three components. Learners also study two influential theatre practitioners (individuals or companies) and produce three performances; one text performance, one devised performance and one performance based on a creative reinterpretation of an extract from a text. Throughout the course students will be given the opportunity to see as much live theatre as possible.

Introduction to Theatre Practitioners and Devised Theatre:

- Students explore practically a range of Theatre Practitioners. These include Brecht, Stanislavski, Artaud, Meyerhold. They will participate in a range of teacher led workshops in the style of practitioners to fully appreciate the work of the practitioners and how they can adapt those working methods as a practitioner in their own right.
- Students will explore theatre through time starting with the origins of theatre in Greece, then exploring medieval theatre, Elizabethan theatre, Victorian theatre and contemporary theatre.
- Students will engage with a range of stimuli and develop skills of creation, reflection and improvement.
- Students will develop the ability to review their own work and the work of others critically.
- Students will explore a wide range of genres and the work of playwrights who have formed theatre as we a contemporary audience know it.

YEAR 12 – SPRING TERM

Introduction to Set texts for exploration:

- In Component 3, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component practically as an actor, designer and director, and as an informed member of a theatre audience.
- Students will study one of five set texts from Pre 1956 and one of five set texts from Post 1956. Students will explore practically elements of all set texts before choosing which one from each era they will study for their final examination.
- Through this exploration they will consider the playwrights original intentions. They will explore the social, cultural and historical contexts of each text.
- Students will study the structure and style of the pieces.
- Students will study the roles of an Actor, Designer and Director and how each of these shapes the realisation of each set text.
- Students will develop the ability to review live theatre and apply elements of the influences of live theatre to their own exploration of each text.

YEAR 13 – AUTUMN TERM

Component 3 Set Text exploration: Component 3 examination 40% of overall grade.

- Section A – Students will explore the interpretation of character (e.g. through motivation and interaction), vocal and physical performing skills including interaction. How performance texts are constructed to be performed, conveying meaning through, structure, language, stage directions, and rehearsal techniques.
- Students will explore design elements including, sound, lighting, set and props, costume and hair/make-up.
- Section B – Students will explore the social, historical and cultural context of the text (e.g. the original performance conditions). The influence of contemporary theatre practice, how performance texts are constructed to be performed, conveying meaning through, structure, language and the style of text.
- Students must be able to analyse how live theatre, seen as part of the course, influences their decision making and understanding of how drama and theatre is developed and performed and how the text approaches its theme.

Component 1 preparation:

- Learners are required to create a piece of theatre based on an extract from a text using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- Students may choose a text to study from a list of recommended texts provided by the exam board.
- The choices are expansive and enable students to explore both classical and contemporary texts before deciding their final choice.
- There are four stages to the assessment of this component. Researching, Developing, Reflecting and Realising. The component is assessed via the creative log and the final performance which will be video recorded. The component is internally assessed and externally moderated.

YEAR 12 – SUMMER TERM

Component 1 Examination: 20% of Overall Grade

- Having chosen their practitioner or theatre style influence and text students will choose and extract from the text which they will re-imagine for a chosen audience.
- Students will experiment within the confines of the chosen text and influence. They will document their creative process and reflect on their intentions.
- Students will develop a performance piece which includes their chosen extract as well as devised elements which they explored in their introduction to the course.
- Students should feel confident in plying the methods or style of their chosen influence for example Becht to their chosen text for example Vinegar Tom by Carol Churchill.
- Students will develop, document and perform their final performance in the June of Year 12.

Component 2 Visiting Examiner NEA: 40% of Overall Grade.

- This component requires learners to engage with a stimulus to create two pieces of live theatre: one devised piece using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company and one extract from a text in a different style to the devised piece.
- Learners may choose to be assessed on either acting or design. For each performance, learners work in groups of between two and four actors. In addition, each group may have up to two additional designers, each offering a different design skill.
- There are four stages to the assessment of this component, Researching, Developing, Realising, Evaluating and Analysing. The component is assessed via the completion of a process and evaluation report and the final performance pieces.

YEAR 13 – SPRING TERM

Explore the Set Text for Section C in Component 3. The Curious Incident of the Dog in the Night – Time performed by Frantic Assembly.

- Students will study the whole play and the influences of Frantic Assembly on the creation of the performance.
- This section requires candidates to be able to speak from the perspective of a director.
- Students will learn about the roles of Set designers, Lighting and Sound designers, costumers and set designers.
- Students will have access to a chosen extract from the 1st of March in the year of their examination, In the actual examination they will be expected to write about a smaller section of the extract. This will be provided within the examination paper and will demand that they annotate their ideas from the perspective of a theatre professional and answer a three-part question in support of the application of production values to the provided extract.

Revision of Set texts for Component 3 examination. PPE's used to identify priority areas.