

Subject Name: Drama and Theatre



Year 12	Subject Theme	Wider Reading/Independence
Autumn	<p>Exploring drama practitioners : Antonin Artaud , Constantin Stanislavski, Frantic Assembly and Augusto Boal. Learning how to apply these practitioners ideas and styles to a set text.</p> <p>Students complete a research report which documents their exploration both practical and analytical into the practitioner.</p>	<p>www.franticassembly.co.uk</p> <p>Www.complicite.org</p> <p>The curious incident of the dog in the night time (PLAY)</p> <p><i>Students are expected to use independence time to rehearse pieces and develop ideas for plot/ lighting sound</i></p>
Spring	<p>Devising Drama.</p> <p>Drawing direct influence from the practical pieces and work done on practitioners, students create a devised piece of drama. The piece will be approx. 30mins in length.</p> <p>Students also complete a written report on how they devised the piece, on the effectiveness of rehearsals, the impact on the audience in the final performance and any changes they could have made to improve</p>	<p>Students need to keep a working note book documenting how the devised piece evolves. These notes are vital in creating a well structured and detailed essay.</p> <p>Students will also have to research into the topic of their devised piece. This varies each year and is dependent on what the students choose to base their piece on.</p> <p><i>Students are expected to use independence time to rehearse pieces and develop ideas for plot/ lighting sound</i></p>
Summer	<p>Begin exploring the two set texts:</p> <p>Frankenstein</p> <p>Othello</p>	<p>Read Frankenstein play</p> <p>Read Othello play</p> <p>www.rsc.org.uk</p> <p>www.what's on stage.com</p>
Key dates	<p>Nov 2020—Performance of ARTAUD piece</p> <p>Dec 2020—Performance of Frantic piece</p> <p>May 2021—Devised performance piece</p>	

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Year 13	Subject Theme	Wider Reading/Independence
Autumn	<p>Deconstructing Texts for Performance:</p> <p>This unit focuses on the Musical Sweeney Todd and students explore each section of the play practically as a director and an actor.</p> <p>Students must have a vision/ concept for how they would stage a production of the Musical for a contemporary audience</p>	<p>Read play Sweeney Todd</p> <p>Research into Melodrama/ Gothic horror/ living conditions in Victorian England</p> <p>Research into various productions of Sweeney Todd</p> <p>Write up notes both in script and in a log book documenting the staging and semiotic ideas explored in each lesson</p>
Spring	<p>Students will work on a scripted unit of work which they will perform to an external examiner</p> <p>Students will need to complete a written concept pro forma to accompany their practical work, justifying their ideas for their production</p> <p><i>Looking at exam writing technique for Sweeney Todd</i></p> <p><i>Look at Evaluating a live piece of Theatre/ social cultural context</i></p>	<p><i>Students are expected to use independence time to rehearse pieces and develop ideas for plot/ lighting sound</i></p> <p><i>Research into the chosen playwright, their style, background</i></p> <p><i>Watch other productions of the play to develop their directorial visions</i></p> <p><i>Write a written concept</i></p> <p><i>Practice essays for Live Theatre</i></p>
Summer	<p>Revisit key scenes from <i>Frankenstein</i> and <i>Othello</i></p> <p><i>Look at Evaluating a live piece of Theatre/ social cultural context</i></p> <p><i>Looking at exam writing technique for Frankenstein and Othello</i></p>	<p>COMPLETE PRACTICE ESSAYS</p> <p>Complete Annotated script exercises</p>
Key dates	April; Scripted Performance	
	<p>Analysing Performance written exam: 2hr 15—FRI 5th June</p> <p>Deconstructing Texts: written exam: 1hr 45mins—Thursday 11th June</p>	