



Design Skills Demonstrated in the Performance

Character Motivation and Interaction

Social, Cultural and Historical Contexts



Detailed Feedback Given on Responses and Time Given to Reflect/Improve

Explore and Communicate Meaning

In-depth study of Theatre Practitioners and their techniques



Interpret Texts



Spaced Retrieval Practice Questions

Practitioners Exploration

Blood Brothers

Section B Exam Practice/ Mock Exam



Revision Booklets and Practice Questions

What messages the company may be trying to communicate



Walton High School GCSE Drama Year 10

Specific Features of the Style/ Genre of the Performance

Sub-text and the Creation of Mood and Atmosphere

Carry out research, develop and refinement, analyse and evaluate the process

Component 2 – Devising Drama

Specific Features of the Style/ Genre of the Performance

Solidify Dramatic Intentions



Create clear connections, between chosen practitioners and dramatic intentions

40% of overall GCSE Drama complete



Devising Log/ Live Exam

Rehearse, refine and amend their work

Creation of theatre/design elements



Use of the Performance Space

Stage Positioning & Stage Configuration

Collaborate with others

Theatre Roles & Terminology

Carry out research and develop their own ideas

Relationships realised between Performers and Audience

Drama and Theatre Terminology and how to use it appropriately

The Roles and Responsibilities of Theatre Makers in Contemporary, Professional Practice



Walton High School

GCSE Drama

Year 11

Component 1 Live Theatre - Billy Elliot

Analysis and Evaluation of Live Theatre and SCHP Context exploration



Analysis and Evaluation of Live Theatre

Component 1 Mock Exam Preparation

Spaced Retrieval Practice Questions



Revision Booklets and Practice Questions

Detailed Feedback Given on Prewritten Responses and Time Given to Reflect/Improve

Revision Booklets and Practice Questions

Detailed Feedback Given on Responses and Time Given to Reflect/Improve



Interpret Texts



Develop the ability to interpret texts, create and communicate meaning

Component 3 Scripted/Design Preparation

Realise Artistic Intention in Text-Based Drama

A further 20% of overall GCSE Drama complete



NEA Component 3 Complete

The Skills Demonstrated by Performers and how Successfully Meaning was Communicated

Communicate and Create Meaning

What Messages the Company may be trying to Communicate



Spaced Retrieval Practice Questions

Revision Booklets and Practice Questions

Create Realised Designs

Characteristics of Performance and Dramatic Works

Relationships between Performers and Audience

Component 1 - Exam Practice

Design Skills Demonstrated in the Performance

GCSE Drama complete





The theatrical processes and practices involved in interpreting and performing theatre

How creative and artistic choices influence how meaning is communicated to an audience

How performance texts are constructed to be performed, conveying meaning

How conventions, forms and techniques are used in drama and live theatre to create meaning



Component 1 – Drama and Theatre

Set Text A Antigone

Section C Live Theatre



How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience



Revision Booklets and Practice Questions

Genre and form



Walton High School A-Level Drama and Theatre Year 12

Collaborate with other theatre makers

Research relevant processes and practices of theatre making to inform their own practice

Component 2 – Creating Original Drama

Character motivation and interaction

Performers' vocal and physical interpretation of character

30% of overall A-Level Drama and Theatre complete

Working Notebook/ Devised Exam



Explore devising and rehearsal methods

Apply what they have learnt from live theatre to their own work in practice

Develop their own ideas



UCAS Assessment Preparation & Retrieval

Spaced Retrieval Practice Questions

Revision Booklets and Practice Questions

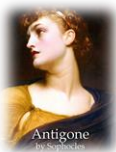
Refine and amend work in progress

The social, cultural and historical context in which the practitioner is/was working

Detailed Feedback Given on Responses and Time Given to Reflect/Improve

Year 13 summer transition work: UCAS assessment preparation/ Set Text B – Our County's Good





The theatrical processes and practices involved in interpreting and performing theatre

How creative and artistic choices influence how meaning is communicated to an audience

How performance texts are constructed to be performed, conveying meaning

The social, cultural and historical context in which the practitioner is/was working



UCAS Assessment Reflection

Detailed Feedback Given on Responses and Time Given to Reflect/Improve

Set Text B

Our Country's Good



How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience

Revision Booklets and Practice Questions



Theatrical purpose and practice

Walton High School
A-Level Drama and Theatre
Year 13

60% of overall A-Level Drama and Theatre complete

Reflective Report/ Live Examination

Realise artistic intention in text-based drama



Interpret texts

Theatrical style and use of conventions

Component 3 – Making Theatre

Artistic intentions

Working methods

Innovative nature of their approach

Create and communicate meaning

Collaboration with/influence on other practitioners.

The ways in which theatre makers collaborate to create theatre



Component 1 – Exam Preparation

Spaced Retrieval Practice Questions

Revision Booklets and Practice Questions

Analyse and evaluate their own work



The connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts



A-Level Drama and Theatre complete

