

Design Skills Demonstrated in the Performance

Character Motivation and Interaction

Social, Cultural and Historical Contexts

Spaced Retrieval Practice **Questions** 



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 Blood **Brothers** 

**Section B Practice Ouestions** 

> 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

Solidify Dramatic

Intentions

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

40% of overall GCSE Drama complete

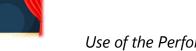
**Devising Log/** Recorded **Practical** Exam

Creation of theatre/design elements

Rehearse, refine and amend their work

Collaborate with others

Create clear connections. between chosen practitioners and dramatic intentions



Use of the Performance Space

Stage Positioning & Stage Configuration

**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





Analysis and Evaluation of Live Theatre and SCHP Context exploration

Component 1 -Section C Live Theatre - Billy Elliot Analysis and
Evaluation of Live
Theatre

Spaced Retrieval Practice Questions

Revision Booklets and Practice Ouestions

Walton High
School
GCSF Drama

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

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**GCSE Drama Year 11** 

Interpret Texts



Develop the ability to interpret texts, create and communicate meaning

**Component 1** 

- Mock Exam

**Preparation** 

Component 3 -Scripted/ Design Preparation Realise Artistic Intention in Text-Based Drama

A further 20% of overall GCSE Drama complete



Component 3
- Recorded
Practical
Exam

Communicate and Create Meaning

The Skills Demonstrated by Performers and how Successfully Meaning was Communicated

What Messages the Company may be trying to Communicate Component 1 –

Spaced Re

GCSE Written Exam

Spaced Retrieval Practice Questions

Revision Booklets and Practice Ouestions

Create Realised Designs

Characteristics of Performance and Dramatic Works

Relationships between Performers and Audience

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

Revision Booklets and **Practice** Questions

Genre and form



**Walton High School** 

**A-Level Drama and** 

**Theatre** 

**Year 12** 

and performed for an audience

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

Component 2 -**Creating Original Drama** 

Character motivation and interaction

30% of overall A-Level Drama and Theatre complete



makers

Collaborate with other theatre

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

Develop their own ideas

**Mock Exams/** 

**UCAS Assessment Preparation &** Retrieval

Performers' vocal and physical interpretation of character

Recorded Explore devising and **Practical Exam** rehearsal methods

**Artistic** intentions

Spaced Retrieval Practice **Ouestions** 

Revision Booklets and Practice **Questions** 

Refine and amend work in progress

**Working** Notebook/

> 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

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

**Set Text B** 

**Our Country's** 

Good

Revision Booklets and **Practice Questions** 

Component 3 -

Making **Theatre** 



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/ Recorded **Pratical Exam**  Create and communicate meaning

Collaboration with/influence on other practitioners.

**W**orking methods Innovative nature of their approach

Realise artistic intention in text-based drama

The ways in which theatre makers collaborate to create

Spaced Retrieval Practice **Óuestions** 

Revision Booklets and Practice **Questions** 

theatre Component 1 -**A-Level Written** 

Analyse and evaluate their own work



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

Interpret texts



**Exam** 

Theatrical style and use

of conventions

A-Level Drama and Theatre complete



