

Walton High School GCSE Drama Year 10

Blood Brothers

Design Skills Demonstrated in the Performance
Interpret Texts
Character Motivation and Interaction
Social, Cultural and Historical Contexts

Section B Practice Questions

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

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
Solidify Dramatic Intentions

Component 2 – Devising Drama

Revision Booklets and Practice Questions
What messages the company may be trying to communicate
Specific Features of the Style/ Genre of the Performance
Create clear connections, between chosen practitioners and dramatic intentions

Devising Log/ Recorded Practical Exam

40% of overall GCSE Drama complete

Creation of theatre/design elements
Rehearse, refine and amend their work
Collaborate with others

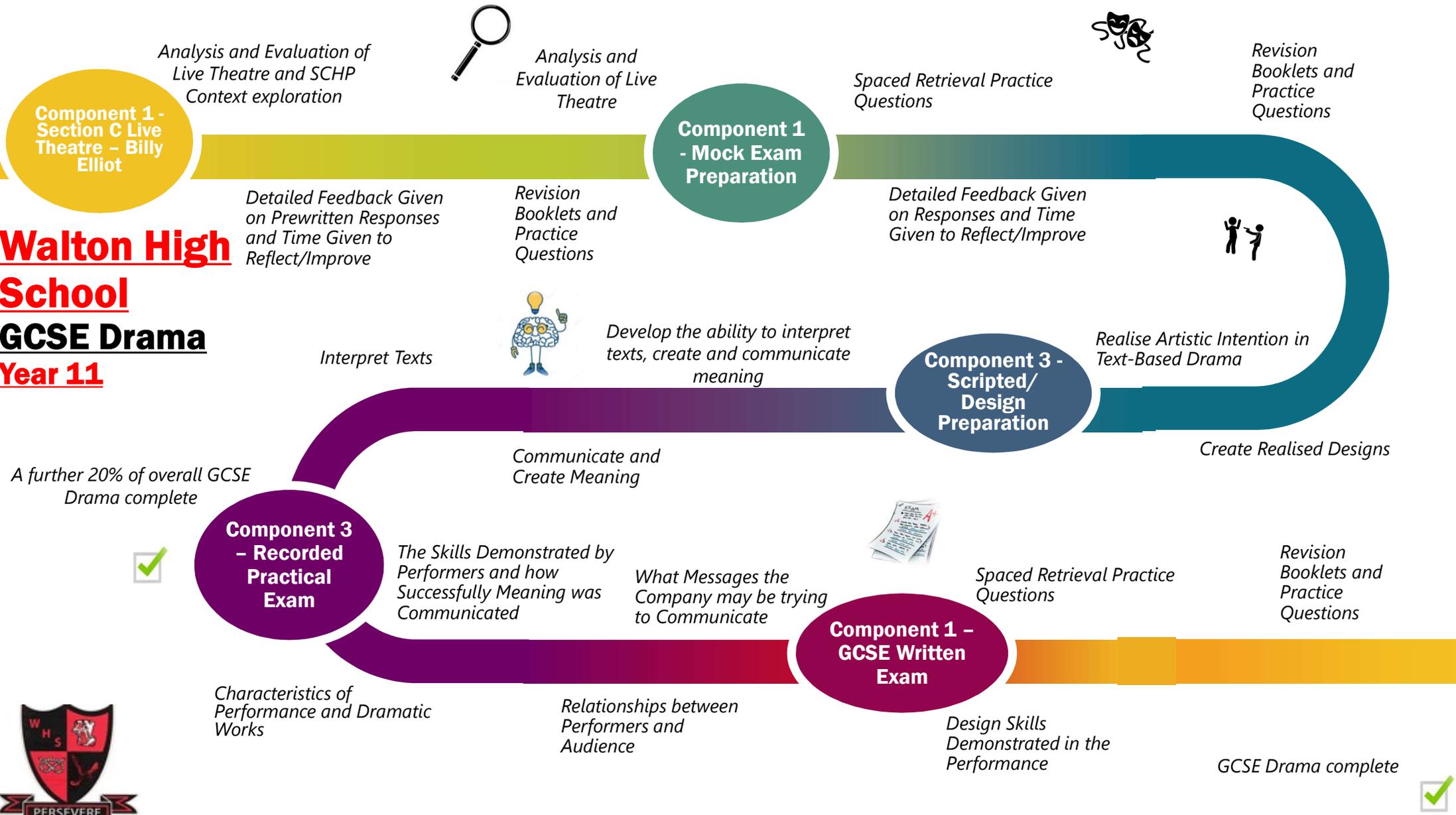
Theatre Roles & Terminology

Carry out research and develop their own ideas
Relationships realised between Performers and Audience
Use of the Performance Space
Stage Positioning & Stage Configuration
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

A further 20% of overall GCSE Drama complete



Component 1 - Section C 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

Create Realised Designs

Communicate and Create Meaning

Component 3 - Recorded Practical Exam

The Skills Demonstrated by Performers and how Successfully Meaning was Communicated

What Messages the Company may be trying to Communicate



Spaced Retrieval Practice Questions

Revision Booklets and Practice Questions

Component 1 - GCSE Written Exam

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 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

30% of overall A-Level Drama and Theatre complete

Working Notebook/ Recorded Practical Exam

Explore devising and rehearsal methods

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

Develop their own ideas

Performers' vocal and physical interpretation of character



Mock Exams/ 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

The Glass Menagerie

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

Interpret texts

Theatrical style and use of conventions

Component 3 – Making Theatre

Artistic intentions

Innovative nature of their approach

60% of overall A-Level Drama and Theatre complete

Reflective Report/ Recorded Practical Exam

Create and communicate meaning

Collaboration with/influence on other practitioners.

Working methods



Realise artistic intention in text-based drama

The ways in which theatre makers collaborate to create theatre



Spaced Retrieval Practice Questions

Revision Booklets and Practice Questions

Component 1 – A-Level Written Exam

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

