Question: How has the political, social and economical context effected practitioner's work? Students will research and analyse how the context has shaped the works of specific practitioners.

Unit 1 Investigating Practitioner's Works

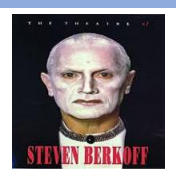
Unit 27 Musical Theatre or Unit 19 Acting Styles

Unit 3 Group Performance Workshop

Question: What makes a successful performance? Students will create their own original piece of Drama in response to a brief set by the board.

Question: What skills do you need to become successful? Students will develop the skills and techniques needed to be successful in at least 2 different styles of theatre.

Unit 2 Developing Skills &Techniques for Live Performance



Question: What is the triple threat? Students will explore different genres of MT and develop their MT skills or explore different styles of acting



BTEC National Level 3 Extended Certificate in Performing Arts



History – Weimar Republic, Nazi Germany

Verfremdungseffekt, montage, Direct address , Epic theatre

Emotion memory
Given circumstances
Magic If

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles and practitioners including Brecht/Epic, Stanislavski/Naturalism, Frantic Assembly,/Physical,Mark Weeller/Verbatim



KS5

C3: Responding to a Brief

C2: Developing Skills and Techniques in the Performing Arts

Question: What makes a successful performance? Students will create their own original piece of Drama in response to a brief set by the board.

Question: How can you communicate effectively to an audience? study and performance of plays.

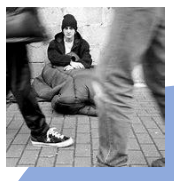
Set & Staging
Costume
Lighting
Sound





BTEC Level 1 /2 Tech Award in Performing Arts







Too Much Punch for Judy
Drink Driving, His Case is typical, Ruth Ellis



Issue based Drama



Devising

KS4

C1: Exploring the Performing Arts

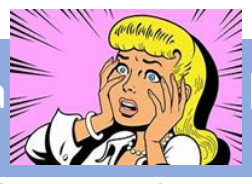
Question: What makes good theatre? This is the culmination of 3 years of building up drama skills and techniques. Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre



Honesty
Kindness
Forgiveness

Question: How do the performers, Creatives and Technical work together to make a successful performance? Students will practically explore 3 different styles of theatre and analyse how interrelationships of roles in theatre create successful performances

Soap Opera



Puppets



Page to Stage Romeo and Juliet

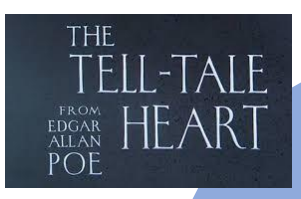
Question: How did 'Soap Operas' get their name? Students will link this style to melodrama and learn about the conventions of a soap opera creating their own first episode of their brand new soap opera.

Question: How did puppets evolve? Students will learn about the origins of shadow puppets and create their own puppets and puppet play

Question: What's in a name? Exploring plot, character, Of the tragedy and re-vising our combat skills.







Characterisation
Vocal Skills
Physical Skills



Issue Based Drama
Crime



Devising

9

Theatre in Education

Narration, Flashback, Crosscutting, Monologues, breaking the fourth wall

Question: How can we create different effects for the audience? Students will experiment with different vocal and physical techniques to create different characters and atmospheres.

Question: What makes good theatre? Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre

Question: Can drama help us to teach and learn? Theatre in Education – exploration and re-telling of social issues or events past or present.









Victorian Theatre

Greek Theatre







Question: What's more important dialogue or action? students develop their physical and vocal acting skills by exploring the genre of melodrama and Silent Movies

Performance style, stock characters

Characterisation
Vocal and physical skills

Question: How did it all begin? Greek Theatre – To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance

Ensemble
Choral Movement
Storytelling

Physical and symbolic movement, ritual, music

Question: Are we in control of our own fate? Macbeth – Students will Explore original performance conditions, themes, plot, character and motivation.

Page 2 Stage Macbeth

Fate
Characterisation
Motivation
Ambition
Supernatural

Issue based Drama

Devising

8

Physical theatre

Question: How can we express meaning through movement? Students will develop their physical skills to communicate plot and relationships to the audience.

Slapstick skills, movement, vocal skills.

Movement and Mime

Question: How can drama help us empathise with others and solve problems Students will explore a current issue and work together to solve problems.

Question: Can drama help to retell the past? Using historical facts to develop empathy, leading to a performance using conventions of hot-seating, thought-tracking and improvisation to explore the lives of children in WW2

Hot-seating, thought-tracking
Improvisation,
Mime

Question: How can we use symbolism & metaphors in performance? Developing Ensemble skills to create abstract drama



Love of learning
Sense of humour
Play
Confidence

Storytelling

Page 2 Stage

Darkwood Manor

7

Intent: To develop:

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication.

Building from one unit to the next. Through:

Response to scripts
Response to stimulus
Performing to a target audience
Response to live theatre

Question: How can we bring a script to life? Students will workshop a selection of extracts from A Midsummer Night's Dream

Build upon skills learnt in the last Unit. Creating character, stagecraft, vocal and physical skills

Question: How can we create character, atmosphere and tension? Students will develop their skills by exploring the ghost story genre

Characterisation
Iambic Pentameter
Vocal Skills
Text exploration
Physical Skills

