

Subject	Year	Term
Drama	12	Summer Term One and Two
Topic		
Component 1 – Devising		
Content (Intent)		
Prior Learning (Topic)		
<p>Students will have experience with devising and will have performed a devised piece for their GCSE. Depending on their GCSE experience and syllabus some may have had experience with writing a similar, although not as rigorous, portfolio.</p>		
<p>During this term, students will devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. This will act as a mock but will be recorded so students have the opportunity to submit this performance as their assessed piece if necessary. Students will receive a grade for their performance and will have the opportunity to carry out thorough evaluation after performance. During the devising process, we will embed discussion of the NEA portfolio and students will produce written responses – feedback will be given although these will not be formally assessed.</p>		
Future Learning (Topic)		
Devised performance in Year 13 (Autumn Term 1 and 2).		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<ul style="list-style-type: none"> -Discussion of stimulus text – plot/themes/social, historical and cultural context. -Discussion and revision of key practitioners -Watching exemplar work from past students. -Rehearsal -Performance of short scenes to the rest of the class. Discussion and evaluation. -Performance -Exploration of the NEA portfolio questions -Written response to NEA portfolio questions. 	<p>Students will perform their monologue to an audience. This performance will be recorded and stored on the u:drive. The performance will be internally assessed and graded using exam criteria.</p>	
How can parents help at home?		
<ul style="list-style-type: none"> -Discuss the upcoming performance with your child. How do they feel it is progressing? Are they attending extra-curricular rehearsals? -Encourage good attendance to lessons – this is crucial for not only the groups progress but also working dynamic. 		
Helpful further reading/discussion		
Reading	Vocabulary Lists	Careers Links
<p>Students will choose their own stimulus text with advice from their teacher. Reading will therefore depend on the student's chosen stimulus text –</p>	<ul style="list-style-type: none"> audience characterisation communicate concept detail 	<ul style="list-style-type: none"> Actor Costume Designer Dancer Film Director Front of House

<p>teachers in the drama department will be very happy to offer advice and suggestions.</p>	<p>external facial expression gesture historical, social and cultural context intention internal interpretation language off text physicality posture props proxemics set sound space stagecraft structure vocal expression</p>	<p>Journalist Lighting Design Playwright Production Manager Set Designer Singer Sound Design Stage Manager Teacher Theatre Critic Theatre Director Theatre Manager Writer</p>
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