

Subject	Year	Term
Drama	12	Autumn Term Two and Spring Term Two
Topic		
Exploration of Set Texts – The Tempest		
Content (Intent)		
<b>Prior Learning (Topic)</b> This unit will introduce students to The Tempest in Autumn Term Two and then develop students own concept for the play in Spring Term Two. Some students may have studied The Tempest before (Year 7 English) and will therefore approach the play with a very basic understanding of plot and original performance conditions.		
In this unit students will:		
Autumn Term One		
<ul style="list-style-type: none"><li>✓ Read and discuss the play</li><li>✓ Watch the play</li><li>✓ Explore key themes, characters and plot</li><li>✓ Develop understanding of the original performance conditions</li></ul>		
Spring Term Two		
<ul style="list-style-type: none"><li>✓ Discussion of key practitioners</li><li>✓ Application of these key practitioners to the text</li><li>✓ Development of the students own practical concept</li><li>✓ Exploration of lighting, set and design choices.</li></ul>		
<b>Future Learning (Topic)</b> This unit prepares students for their written exam in Year 13.		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<ul style="list-style-type: none"><li>-Group reading of the play</li><li>-Watching the play in performance</li><li>-Discussion of themes/character/plot etc.</li><li>-Practical exploration of scenes</li><li>-Exploration of the original performance conditions</li><li>-Discussion of how directors communicate ideas to an audience and how the meaning of a text might be interpreted and communicated to an audience</li><li>-Note taking based upon discussion</li><li>-Wider reading to inform discussion</li><li>-Creation of own directorial concept – set design drawn and script annotated.</li><li>-Practice essay writing.</li><li>-Analysis of exemplar materials.</li></ul>	Students will complete practice essays and receive a mixture of feedback including: whole class feedback, individual notes on essays, grading using subject criteria.	
How can parents help at home?		
<ul style="list-style-type: none"><li>-Discuss drama lessons with your child. What have they been learning? Are they enjoying the lessons?</li></ul>		

- Help students to access the Edexcel A Level Drama revision guides/course information. Please contact the Drama department if you would like any help with this.
- Watch The Tempest and discuss
- Visit The Globe/Stratford Upon Avon
- Encourage wider reading

### Helpful further reading/discussion

Reading	Vocabulary Lists	Careers Links
<p>1959 – A Year in the Life of William Shakespeare – James Shapiro</p> <p>Becoming Shakespeare – James Lynch</p> <p>Edexcel A level Drama and Theatre Student Book and Active Book - Edexcel A Level Drama 2016</p> <p>Shakespeare The Player – A Life in Theatre, Southworth</p> <p>The Cambridge Companion to Shakespeare on Stage</p> <p>The Lodger – Shakespeare on Silver Street, James Nicholl</p> <p>The Tempest, Shakespeare</p> <p>The Time Traveller's Guide to Elizabethan England, Ian Mortimer</p>	<p>artistic intention</p> <p>audience</p> <p>characterisation</p> <p>collaboration</p> <p>communicate</p> <p>concept</p> <p>conventions</p> <p>costume</p> <p>form</p> <p>historical, social and cultural context</p> <p>interpretation</p> <p>language</p> <p>light</p> <p>original performance conditions</p> <p>methodology</p> <p>physicality</p> <p>plot</p> <p>practitioner</p> <p>production methods</p> <p>props</p> <p>proxemics</p> <p>set</p> <p>sound</p> <p>space</p> <p>stagecraft</p> <p>structure</p> <p>structure</p> <p>theatre director</p> <p>vocal expression</p>	<p>Actor</p> <p>Costume Designer</p> <p>Dancer</p> <p>Film Director</p> <p>Front of House</p> <p>Journalist</p> <p>Lighting Design</p> <p>Playwright</p> <p>Production Manager</p> <p>Set Designer</p> <p>Singer</p> <p>Sound Design</p> <p>Stage Manager</p> <p>Teacher</p> <p>Theatre Critic</p> <p>Theatre Director</p> <p>Theatre Manager</p> <p>Writer</p>