



PLUME ACADEMY - LEARNING OVERVIEW

Year	13
Course	WJEC EDUQAS A Level Drama and Theatre Studies
Specification Number/Exam Board	EDUQAS
Examination Papers and Weighting	<p>Component 1: Theatre Workshop (Examined in Year 12)</p> <p>Component 2: Text in Action</p> <p>Non-exam assessment: externally assessed by a visiting examiner 40% of qualification</p> <p>Learners participate in the creation, development and performance of a devised piece and an extract from a text.</p> <p>Component 3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification.</p> <p>Students will study three texts for this examination.</p>

Prior Learning

Students begin the year focusing on their Devised Performance preparations and accompanying coursework. Students devise an original piece of theatre in response to a chosen stimuli and practitioner/genre. All of the practitioners were explored in Year 12, and some explored in KS4. Students will continue their studies on *Machinal* by Sophie Treadwell and will begin their studies on their second and third set text.

Curriculum Intent – What are the curriculum aims?

- To have a broad and in-depth knowledge of how specific features of the theatre are utilised to create desired effects and express this clearly through insightful, written, description analysis and evaluation.
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.
- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre.
- Understand the practices used in twenty-first century theatre making.
- Experience a range of opportunities to create theatre, both published text based and devised work
- Participate as a theatre maker and as an audience member in live theatre.
- Understand and experience the collaborative relationship between various roles within theatre
Develop and demonstrate a range of theatre making skills.
- To analyse the effect of dramatic convention, forms and techniques used in their own, their peers and professional work.
- A developed appreciation and understanding of the social, historical and cultural influences surrounding the set texts, and the ability to evaluate how these effect a playwrights/directors and actors' artistic intentions.



Curriculum Implementation – What will my child will be learning?

Term 1	Half Term 1	<ul style="list-style-type: none"> - Devising Theatre - Students will work collaboratively to create an original piece of devised theatre, following the working methodologies of a theatre practitioner. - Students will begin a practical and theoretical exploration of Set Text TWO for their Component 3 written examination.
	Half Term 2	<ul style="list-style-type: none"> - Component Students will work with their teacher to select a suitable style and text extract for their Text performance for Component 2. - Start Set Text TWO for Component 3.
Term 2	Half Term 3	<ul style="list-style-type: none"> - Ensure that learners have selected a practitioner for the devised piece and a style for the text piece. - Continue study of Set Text TWO. - Students will complete their examination of their A-level Performances and will complete their evaluation of their process and performance. - Students will begin working extract for Curious Incident of the Dog in the Night Time
	Half Term 4	<ul style="list-style-type: none"> - Students will work towards completing their Component 3 examination.
Term 3	Half Term 5	Revision and Assessment
	Half Term 6	

Curriculum Impact – How will my child be assessed and receive feedback?

In-class: Practice exam style questions, mock papers will be completed regularly by students throughout the year. Students will receive written feedback and time to Close the Gap based on the written guidance given from their teacher.

Students will complete two mock practical exams before completing a final performance, from which they will receive verbal and written feedback and with time to develop their work.

Students will receive verbal feedback each lesson on their practical work and collaborative process in class.

Super-Curricular Opportunities – Supporting and Extending Learning

Useful study resources	If a student is really passionate about this subject they can...
<ul style="list-style-type: none"> • Digital Theatre (A subscription service offering students a chance to subscribe monthly or rent one –off streams of professional theatre productions) • YouTube – Crash Course Theatre • National Theatre Website – Key information relating to archived productions, live streams, backstage information. • Frantic Assembly Website – Key information relating to rehearsal techniques used by the company when devising. 	<ul style="list-style-type: none"> • Participate in extra-curricular activities outside of school (Local Drama/LAMDA clubs) • Visit theatres/cinemas to see live and recorded performances in a range of genres and styles. • Engage in performance opportunities at Plume Academy including the February showcase. • To engage in regular after school rehearsals.