

# Year 12 Curriculum

Year 12 Curriculum						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<ul style="list-style-type: none"> <li>Knowledge and understanding of drama and theatre through the ages – study of set text 1: <i>Antigone</i> by Sophocles</li> <li>Understanding and application of methodologies of a prescribed practitioner</li> <li>Practical exploration and interpretation of a scripted extract</li> <li>Analysing and evaluating theatrical interpretation</li> </ul>		<ul style="list-style-type: none"> <li>Process of creating devised drama • Performance of devised drama</li> <li>analysis and evaluation of the process of creating original drama</li> <li>Analysis and evaluation of the work of live theatre makers</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge and understanding of drama and theatre through the ages – study of set text 2: <i>Our Country's Good</i> by Timberlake Wertenbaker</li> <li>Application and evaluation of methodologies of a prescribed practitioner</li> <li>Practical exploration and interpretation of a scripted extract</li> <li>Analysing and evaluating their own theatrical interpretation</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>performance tasks – scripted extract</li> <li>research tasks</li> <li>exam style questions</li> <li>pupils plan lead workshops on their chosen practitioner</li> </ul>		<ul style="list-style-type: none"> <li>written essay and timed exam questions</li> <li>formative assessment of practical drama</li> <li>mock devising log</li> <li>performance of original piece</li> </ul>		<ul style="list-style-type: none"> <li>performance tasks – scripted extract</li> <li>research tasks</li> <li>exam style questions</li> <li>written reflective report</li> </ul>	
Why this?	<p>Pupils will develop more in-depth knowledge of the origin of theatre. They will explore a range of genres and eras through scripts.</p> <p>Knowledge of influential key practitioners allows pupils more insight into the possibilities of theatre.</p> <p>Pupils have built up a 'toolkit' of devising and specialist skills at KS4. Recapping and developing this knowledge they are required to apply them in a more autonomous and independent way required at KS5</p> <p>Pupils learn how to rehearse and perform roles in more challenging extracts, identifying their dramatic intentions and applying practitioner theory</p> <p>Pupils develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed at KS4.</p>		<p>Evaluating the work of others is invaluable in understanding the world of theatre and all aspects of production. Decoding and evaluating how theatre makers send message and meaning to an audience, inspires young people to develop their own work and broadens horizons as to how this can be done.</p> <p>Creating your own original theatre at a more challenging level is rewarding and creative.</p> <p>Pupils choose and are able to develop their specialist skills as a designer or performer, applying theory of last term to their own practise, enabling them to create more sophisticated work.</p>		<p>As they have developed knowledge and understanding, pupils can apply their , performance skills and theatrical knowledge to creating and interpretation of a role in their choice</p> <p>Pupils develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed in previous terms.</p>	
Why now?	Recapping and building on their existing knowledge will allow pupils to apply theory to their own theatre making, enabling		At KS5 pupils are required to work in an independent and creative way This prepares for their final assessment in year 13		Pupils should now be sufficiently equipped and skilled to make informed choices for their scripted assessment.	

	<p>them to create more sophisticated work.</p> <p>Also, pupils who may not have studied GCSE drama can 'catch-up' on key knowledge and skills</p> <p>Detailed knowledge of a text and of practitioners' various interpretations, allows students insight into how they can apply their own ideas and skills in innovative ways. They need to be able to apply these skills to a range of roles. They also learn to be experimental with interpreting a role.</p> <p>By the end of KS5 pupils need to work in a more independent and confident way. Knowledge of a key texts and various interpretations, allows students insight into how they can apply their own ideas in innovative ways, not only to their set text, but to other plays.</p>	<p>and is, in effect a practise run.</p> <p>Students provided with the opportunity to work for a prolonged period to create a well-crafted piece of theatre to meet KS5 demands</p> <p>Evaluation of the work of others in advance of creating their own work provides excellent inspiration for pupils.</p>	<p>They can choose a play of genre and style appealing to them to interpret, developing their skills further and broadening their theatrical knowledge and experience. The completed work will contribute to their comp 3 assessment.</p>
<p>Skills &amp; Characteristics</p>	<p><b>Aiming high</b></p> <p>Gaining extensive practical and theoretical knowledge of a full text is demanding. Written responses test literacy and determination is required to communicate practical intentions through prose.</p> <p><b>Team work</b></p> <p>Extended and timely collaboration is required to achieve group goals in practical sessions</p> <p><b>Creativity</b></p> <p>Interpretation of scripts and application of practitioner theory requires extensive creativity thought and imagination</p> <p><b>Speaking</b></p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> <li>rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning.</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> <p>Students need to use speech in creative and purposeful ways. They will use discussion to express their views and that of others. They will gain confidence in using specific drama vocabulary.</p>	<p><b>Aiming high</b></p> <p>Creating original theatre is a demanding and frustrating task. Pupils are required to persevere over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles. They must be prepared to fail in order to be successful.</p> <p>Students find discussing their likes and dislikes when watching theatre quite easy. However, to analyse the precise details and the impact of production decisions on an audience, requires high levels of thought. Producing an engaging piece of prose to explain your thoughts in a logical manner requires perseverance and effort.</p> <p><b>Team work</b></p> <p>Pupils share joint responsibility for their end product. Together they must plan, allocate responsibility and decide joint aims. They must also share responsibility for .and find joint solutions for any problems that arise.</p> <p>Students will work in teams to analyse areas of production. They will also work together to challenge ideas and opinions.</p> <p><b>Creativity</b></p> <p>Pupils they can choose the skills they wish to develop. They can also choose the focus of their work and the issues they wish to explore. They must find creative ways of engaging with an audience. Independent research and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> <p><b>Speaking</b></p> <p>This is the essence of communication when creating original</p>	<p><b>Aiming high</b></p> <p>Pupils are encouraged to challenged themselves with their choice of script, opting for something that will stretch their talent</p> <p><b>Team work</b></p> <p>Extended and timely collaboration is required to achieve a group goal.</p> <p>Working across specialisms will require excellent communication, tolerance and support of one another. Team work is also required in the delivery of the final performance. Working on a script is challenging, frustrating and often Pupils often fail before they succeed. To overcome these hurdles requires resilience. Line learning also requires persistence.</p> <p><b>Creativity</b></p> <p>Interpretation of scripts and application of practitioner theory requires extensive creativity thought and imagination</p> <p><b>Speaking</b></p> <p>This is the essence of communication when creating original drama. Pupils need to express their ideas articulately, discuss, debate, justify and reach resolution. They must also speak in role.</p> <p>Working on a script is challenging, frustrating and often Pupils often fail before they succeed. To overcome these hurdles requires resilience. Line learning also requires persistence.</p> <p><b>Team work</b></p>

		drama. Pupils need to express their ideas articulately, discuss, debate, justify and reach resolution. They must also speak in role, choosing vocal techniques to represent their character	<p>Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience</p> <p><b>Speaking</b></p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> <li>rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning.</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>
Aspirations & Careers	<p><b>careers</b></p> <p>Many of the skill involved are those required in the industry, particularly if working as a performer. And as a designer</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, acting and Speaking in Public , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for KS5 pupils to have at least 4 live theatre visits.</p> <p>Sixth formers are encouraged to lead clubs and rehearsals for younger pupils</p> <p><b>Cultural capital</b></p> <p>Pupils learn about a range of theatre genres, styles and conventions/ Practitioner and theatre history. They study the p</p> <p>They also study the social, cultural and historical context of key of texts studied</p>		

## YEARLY END POINTS

<ul style="list-style-type: none"> <li><b>Basic</b></li> </ul> <b>(Lower Ability End Points)</b>	<b>Clear</b> <b>(Middle Ability End Points)</b>	<b>Detailed</b> <b>(Higher Ability End Points)</b>
<ul style="list-style-type: none"> <li>create and develop ideas that are limited and communicate little meaning</li> </ul>	<ul style="list-style-type: none"> <li>create and develop ideas that are generally refined and coherent and communicate</li> </ul>	<ul style="list-style-type: none"> <li>create and develop ideas that are creative and coherent communicate meaning</li> </ul>

<ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate a restricted level of theatrical skills</li> <li>• demonstrate some knowledge and partial understanding of how drama and theatre is developed and performed</li> <li>• understand some practitioner theory and apply it to their own work in a limited way</li> <li>• analyse and evaluate their own work and the work of others in a limited manner</li> </ul>	<p>meaning relatively effectively</p> <ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate generally competent theatrical skills which are not always sustained</li> <li>• demonstrate knowledge and understanding of how drama and theatre is developed and performed in a generally competent manner.</li> <li>• Explore practitioner theory and use it to inform and enhance their work</li> <li>• analyse and evaluate their own work and the work of others satisfactorily, with some examples and some detail</li> </ul>	<p>effectively throughout most of the performance piece</p> <ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate competent and generally focused theatrical skills, with some gaps in</li> <li>• demonstrate knowledge and understanding of how drama and theatre is developed and performed in a detailed manner, though without refinement</li> <li>• Experiment practitioner theory and analyse the impact and success of their decisions</li> <li>• analyse and evaluate their own work and the work of others effectively, with good examples and level of detail</li> </ul>
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## Year 13 Curriculum

Year 13 Curriculum					
	Autumn Term		Spring Term		Summer Term
	1	2	1	2	1
Key Concepts	<ul style="list-style-type: none"> <li>• Process of creating devised drama • Performance of devised drama</li> <li>• analysis and evaluation of the process of creating original drama</li> <li>• Knowledge and understanding of drama and theatre through the ages – study of set text 2: <i>Our Country's Good</i> by Timberlake Wertenbaker</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis and evaluation of the work of live theatre makers</li> <li>• Knowledge and understanding of drama and theatre through the ages – revision</li> <li>• Application and evaluation of methodologies of a prescribed practitioner</li> <li>• Practical exploration and interpretation of a scripted extract</li> <li>• Analysing and evaluating their own theatrical interpretation</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre through the ages – revision</li> </ul>

Assessment	<ul style="list-style-type: none"> <li>written essay and timed exam questions</li> <li>formative assessment of practical drama</li> <li>devising log</li> <li>performance of original piece</li> </ul>	<ul style="list-style-type: none"> <li>performance tasks – scripted extract</li> <li>research tasks</li> <li>exam style questions</li> <li>written reflective report</li> <li>mock paper 1</li> </ul>	<ul style="list-style-type: none"> <li>exam style questions</li> <li>mock papers</li> </ul>
Why this?	<p>Pupils continue in their practical and theoretical exploration of OCG to enable thorough understanding of the text, enabling them to progress with their mastery of the written paper and continue to address any misunderstanding</p> <p>Pupils have developed and enhanced their toolkit in of devising and specialist skills year12 and can apply them in an autonomous and independent way.</p> <p>Creating your own original theatre at a more challenging level is rewarding creative and supports a myriad of skillsbuilder skills, including the four focused upon in drama.</p>	<p>Evaluating the work of others is invaluable in understanding the world of theatre and all aspects of production. Decoding and evaluating how theatre makers send message and meaning to an audience, inspires young people to develop their own work and broadens horizons as to how this can be done.</p> <p>Pupils choose and are able to develop their specialist skills as a designer of performer, applying theory of last term to their own practise, enabling them to create more sophisticated work.</p>	<p>As they develop knowledge and understanding, pupils can apply their performance skills and theatrical knowledge to creating and interpretation of their set text.</p> <p>Pupils develop understanding and explore their set text, developing both design and performance ideas, examining context and applying the analytical and interpretive skills they have developed in previous terms.</p>
Why now?	<p>KS5 requires pupils to create an original drama. Recapping and building on their existing knowledge will allow pupils to apply theory to their own theatre making, enabling them to create more sophisticated work.</p> <p>Evaluation of the work of others in advance of creating their own work provides excellent inspiration for pupils.</p>	<p>Students provided with the opportunity to work for a prolonged period to create a well-crafted piece of theatre to meet KS5 demands</p>	<p>Pupils can hone and practise their write communication in preparation for their written exam</p>
Skills & Characteristics	<p><b>Aiming high</b> Gaining extensive practical and theoretical knowledge of a full text is demanding. Written responses test literacy and determination is required to communicate practical intentions through prose.</p> <p>Creating original theatre is a demanding and frustrating task. Pupils are required to persevere over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles. They must be prepared to fail in order to be successful.</p> <p><b>Team work</b> Extended and timely collaboration is required to achieve group goals in practical sessions. Pupils share joint responsibility for their end product. Together they must plan, allocate responsibility and decide joint aims. They must also share</p>	<p><b>Aiming high</b> Students find discussing their likes and dislikes when watching theatre quite easy. However, to analyse the precise details and the impact of production decisions on an audience, requires high levels of thought. Producing an engaging piece of prose to explain your thoughts in a logical manner requires perseverance and effort.</p> <p>Pupils are encouraged to challenged themselves with their choice of script, opting for something that will stretch their talent</p> <p><b>Team work</b> Pupils share joint responsibility for their end product. Together they must plan, allocate responsibility and decide joint aims. They must also share responsibility for .and find joint solutions for any problems that arise.</p> <p>Students will work in teams to analyse areas of production. They</p>	<p><b>Aiming high</b> Pupils are encouraged to refine their essay writing skills and apply theory and context, aiming for top band answers.</p> <p><b>Team work</b> Revision is often group based, for both practical and written tasks.</p> <p><b>Creativity</b> Interpretation of set texts needs to be original and imaginative.</p> <p><b>Speaking</b> Discussion and oral analysis is crucial and beneficial to the revision process.</p>

	<p>responsibility for .and find joint solutions for any problems that arise.</p> <p><b>Creativity</b></p> <p>Interpretation of scripts and application of practitioner theory requires extensive creativity thought and imagination</p> <p><b>Speaking</b></p> <p>This is the essence of communication when creating original drama. Pupils need to express their ideas articulately, discuss, debate, justify and reach resolution. They must also speak in role, choosing vocal techniques to represent their character</p>	<p>will also work together to challenge ideas and opinions.</p> <p><b>Creativity</b></p> <p>Pupils they can choose the skills they wish to develop. They can also choose the focus of their work and the issues they wish to explore. They must find creative ways of engaging with an audience. Independent research and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> <p><b>Speaking</b></p> <p>Pupils will develop vocal skills to engage and emotionally influence an audience. They will also give oral feedback and use discussion in groups.</p> <ul style="list-style-type: none"> <li>rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning.</li> <li>Using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>	
<p>Aspirations &amp; Careers</p>	<p><b>careers</b></p> <p>Many of the skill involved are those required in the industry, particularly if working as a performer. And as a designer</p> <p><b>enrichment</b></p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA, acting and Speaking in Public , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for KS5 pupils to have at least 4 live theatre visits.</p> <p>Sixth formers are encouraged to lead clubs and rehearsals for younger pupils</p> <p><b>Cultural capital</b></p> <p>Pupils learn about a range of theatre genres, styles and conventions/ Practitioner and theatre history. They study the p</p> <p>They also study the social, cultural and historical context of key of texts studied</p>		

## YEARLY END POINTS

<ul style="list-style-type: none"> <li><b>Basic</b></li> </ul> <p>(Lower Ability End Points)</p>	<p><b>Clear</b></p> <p>(Middle Ability End Points)</p>	<p><b>Detailed</b></p> <p>(Higher Ability End Points)</p>
<ul style="list-style-type: none"> <li>create and develop ideas that are generally refined and coherent and communicate meaning relatively effectively</li> </ul>	<ul style="list-style-type: none"> <li>create and develop ideas that are creative and coherent communicate meaning effectively throughout most of the performance piece</li> </ul>	<ul style="list-style-type: none"> <li>create and develop ideas that are highly creative and coherent and communicate meaning effectively and purposefully</li> </ul>

<ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate generally competent theatrical skills which are not always sustained</li> <li>• demonstrate knowledge and understanding of how drama and theatre is developed and performed in a generally competent manner.</li> <li>• Explore practitioner theory and use it to inform and enhance their work</li> <li>• analyse and evaluate their own work and the work of others satisfactorily, with some examples and some detail</li> </ul>	<ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate competent and generally focused theatrical skills, with some gaps in</li> <li>• demonstrate knowledge and understanding of how drama and theatre is developed and performed in a detailed manner, though without refinement</li> <li>• Experiment practitioner theory and analyse the impact and success of their decisions</li> <li>• analyse and evaluate their own work and the work of others effectively, with good examples and level of detail</li> </ul>	<p>throughout the performance piece</p> <ul style="list-style-type: none"> <li>• produce performances/designs that demonstrate sophisticated and consistently focused theatrical skills</li> <li>• demonstrate knowledge and understanding of how drama and theatre is developed and performed in a refined and detailed manner</li> <li>• adapt and refine practitioner methodology to create original and engaging drama. and analyse the impact and success of their decisions</li> <li>• analyse and evaluate their own work and the work of others in a highly effective manner with precise details and examples</li> </ul>
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