



# A Level Drama and Theatre: Upper Sixth (Edexcel)

## Curriculum Intent

To provide a qualification that will engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to the further study of drama and a wide range of other subjects. Drama A level works alongside the school curriculum supporting its baccalaureate education. We do this by providing experiences that develops well-rounded students with a global mindset to be able to conceptualize how to make an impact in all environments. Industry professionals from around the world help students to develop an international understanding of the relevance and powerful medium of using theatre as a platform to affect social change. Working alongside leading industry professionals also strengthens the students' ability and understanding of how to see their place in the world of the Arts.

### Term 1

#### **Component 1: Devising (\*Component Code: 9DR0/01)**

##### **There are three main areas of focus**

- 1) To continue to interpret, create and develop a devised piece from last term applying the methods of one practitioner.
- 2) To perform a group performance/design realisation of the devised piece.
- 3) To analyse and evaluate the creative process and devised performance.

(Portfolio of 3000 words)

#### **Home Learning & Extra-Curricular: Research and reflect**

*Homework is designed to help teach students to learn how to effectively research and reflect.*

- IDA (International Drama Academy) – access industry professionals
- Access local and international Drama festivals to see the purpose of where devising skills can be seen in the professional world of theatre - Edinburgh Fringe Festival and Brentwood Theatre Festival are good examples.
- KS5 past performances, exemplar coursework and revision guides – Available in Library and Drama department – containing relevant information regarding plays, designers, practitioners and playwrights.
- Edexcel AS and A Level Drama and Theatre Study Guide - ISBN 9781785581748
- Watch live theatre – especially devising companies such as DV8, Splendid, Paper Birds and Frantic Assembly.

<https://www.franticassembly.co.uk/the-frantic-method>

<http://www.splendidproductions.co.uk/index2.php>

<https://www.thepaperbirds.com/workshops/>

<https://www.nationaltheatre.org.uk/>

<https://bristololdvic.org.uk/>

<https://www.rada.ac.uk/>

<https://www.cssd.ac.uk/>

<https://www.mountview.org.uk/>

#### **Students will be able to demonstrate the following knowledge and skills:-**

- Accomplished reference to relevant research, contexts and live theatre used to inform perceptive decision making.
- Sophisticated knowledge and understanding of the work and methodologies of the chosen practitioner. Makes perceptive connections when applying practitioner's methodologies to own practice.
- Perceptive ability to refine and amend work through the development process in order to realise creative intentions.
- Use of subject terminology is accomplished.

#### **Designers will demonstrate**

- a sophisticated understanding of how creative choices create impact and communicate meaning to the audience.
- A perceptive understanding of its function and purpose within the performance. An ability to develop a design that supports the creative intent of the performance as a whole. Design overall is dynamic and skilfully creates impact, showing full engagement and commitment to the performance.
- An ability to show a sophisticated understanding of how creative choices create impact and communicate meaning to the audience through their design. An ability to show a perceptive understanding of design function and purpose within the performance.

#### **Performers will be able to:**

- demonstrate a perceptive understanding of the role(s) and practitioner methodologies. Performance has accomplished credibility and consistency.
- Demonstrate accomplished rapport and sophisticated communication with the audience/other performers, shown through highly-effective ease and awareness.
- Demonstrate and accomplished contribution to the realisation of the performance as a whole and group artistic intention.





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## International Opportunities

### Visits Programmes

Moscow -Tretyakov Art Gallery, Ballet performance  
 Shanghai: Puppet theatre, Chinese Opera  
 International Drama Academy: Tours to Sri Lanka, Paris, India

### Diversity within the curriculum

American Text: Machinal by Sophie Treadwell  
 German dramatist Georg Büchner's: Woyzeck  
 Live and streamed theatre from around the world

### Term 2:

#### Component 2: Text in Performance

- To perform a monologue or a duologue performance/design realisation from one key extract from one performance text performance to the rest of the class or another class or an invited audience.
- To be part of a group performance/design realisation of one key extract from a different performance text.
- To prepare students with the skills to audition for agents, university, Drama school and to work in the industry.
- Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer.
- They will explore how they realise artistic intentions in performance.
- The knowledge and understanding acquired through the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts in C2.

### How we will assess Progress and Attainment:

#### Formative Assessment includes:-

- Questions, Quizzes, Formal Tests, Teach for 10, Hot-Seating
- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward

#### Summative Assessment

- Practical Examination PPE
- Observations
- Diagnostic discussion

### Term 3:

#### Component 3: Theatre Makers in Practice

- Acquire the skills and knowledge to access the exam questions for Part A, B and C in the written examination.
- To understand 21st-century theatre making
- Participate as an informed member of the audience while watching live theatre
- Discover the skills of directors, performers and designers
- Create a passion for the Arts – making links to external Arts organisations for students to make strong links with their classroom work to courses at university, Drama school and the industry.

### Wider Reading & Research :

- The Drowned Man: A Hollywood Fable, Julian Abrams (Punchdrunk Theatrical Experiences Ltd, 2015 ISBN: 9780993215001) • Immersive Theatre and Audience Experience: Space, Game and Story in the Work of Punchdrunk, Rose Biggin (Palgrave Macmillan, 2017 ISBN: 9783319620381).
- Machinal by Sophie Treadwell - ISBN-10: 1854592114
- A Doll's House Part 2 - ISBN-10: 155936582X
- 'Fear and Misery of the Third Reich' by Bertolt Brecht ISBN-10: 0413772667

#### Online resources

- Punchdrunk website: <https://www.punchdrunk.org.uk/>
- National Theatre Live: <http://ntlive.nationaltheatre.org.uk/>
- Backstage at the ROH: <https://www.roh.org.uk/tickets-and-events/backstage-tour-details>
- Radio 4 Programme: It's fun...but is it theatre? <https://www.youtube.com/watch?v=oJdhZ4j7mQM>  
<https://www.theguardian.com/stage/2018/jun/07/sophie-treadwell-machinal-ruth-snyder-almeida-london>  
<https://www.oldvictheatre.com/whats-on/2017/woyzeck/>  
<https://doubleedgetheatre.org/>  
<https://www.dv8.co.uk/>