|  |  |
| --- | --- |
| **Autumn Term 2022** | |
| SEM | NHW |
| **Year 12 and 13 - Analysing Performance Section A**  **Main Tasks:**   * Analyse The Love of The Nightingale by Timberlake Wertenbeker, on the theme of *heroes and villains*.   **Knowledge and Understanding:**   * how an actor’s physical and vocal skills could be used to interpret a character * how conventions, form and techniques are used to create meaning * ways in which semiotics are used to convey meaning in the performance texts they have studied * how the use of performance space and relationship between characters on stage can be used to communicate to an audience * the relationship between the actors and audience * how creative and artistic choices influence the way meaning is communicated to an audience * the collaborative processes required to create a theatre performance * how set design, lighting, sound, props, costume and makeup could be used in performance * how to articulate a personal response.   **Skills:**   * articulate an informed, creative, personal and practical vision about different ways in which a character could be communicated to an audience, including the physical, vocal and spatial decisions made by an actor * demonstrate knowledge of how thematic elements of a text can be communicated in a performance * demonstrate practical understanding of the significance and influence of the contexts in which the selected performance texts were written * demonstrate a clear practical understanding of how dramatic techniques can support an interpretation of a text for performance * justify performance decisions by demonstrating clear evidence of exploring and developing character through practical exploration of performance texts use accurate subject specific terminology. | **Year 12 and 13 - Deconstructing Texts**  **Main Tasks:**   * Analyse and interpret The Crucible by Arthur Millar, in depth from the perspective of a director.   **Knowledge and Understanding:**   * the production process and the role of a director * directorial methods and techniques in order to establish a vision and make creative and artistic choices * the impact vision has when staging the performance text * the performance text narrative and its characters from practical exploration of the text * how the performance text has been constructed including: structure, language, character construction * the playwright’s intentions and original performance context * the social, cultural and historical context surrounding the performance text.   **Skills:**   * demonstrate a clear understanding of the role of the director * show how methods and techniques can support interpretations of the creative possibilities for staging the performance text * articulate an informed, creative and personal interpretation on how the performance text can be communicated to an audience * make directorial decisions for staging the performance text * use accurate subject specific terminology |
| **Key Events/Work Due:**  Perform extract in Assembly. | **Key Events/Work Due:**  Evening performance of an extract to parents. |

|  |  |
| --- | --- |
| **Spring Term 2023** | |
| Half Term 1 | Half Term 2 |
| **Year 12 – Practitioners in Practice**  **Main Tasks:**   * explore practically and research two practitioners and an extract from a performance text   **Know and understand:**   * the artistic intentions and the purpose of their chosen practitioners’ work * the process of exploring their chosen practitioners and rehearsing an extract from a performance text * how to respond to the practical exercises they have explored * the clear aims and intentions of their text work in line with their practitioners’ working methodologies * the practical working methods of their chosen practitioners * how to develop their acting skills of voice, movement, characterisation and communication   **Be able to:**   * explore their chosen practitioners practically, leading to an informed theoretical understanding of the conventions used in drama and theatre. * participate in a series of practical exercises exploring their chosen practitioners * explore the working methodologies of at least one of their practitioners through a text * choose and experience a character through rehearsing an extract of a performance text using the working methodologies of their chosen practitioner * explore the innovative nature of their practitioners’ work * make connections between the practitioners’ work and 21st Century theatre making * record and analyse the practitioner exercises they have explored and how they were put into practice with a text * reflect their practitioner’s theatrical style and practice within the rehearsals of their chosen text extract * explore the historical, social and cultural context of their practitioners * analyse and evaluate the effectiveness of their own work * analyse the process of exploring their practitioner and incorporate this practice into rehearsing text   **Year 13 – Exploring and Performing Texts**  **Main Tasks:**   * study one whole performance text * explain their artistic intention for their chosen role * demonstrate their acting skills to create and realise a performance.   **Know and Understand:**   * how to analyse the performance text in close detail * how to create and develop a character(s) * how to apply acting skills to realise artistic intention and communicate meaning to an audience * how to contribute to a performance as a whole.   **Be able to:**   * demonstrate an approach informed by standards in professional theatre * demonstrate their acting skills through the realisation of a role, using dramatic techniques in performance * articulate informed, personal and creative responses to the chosen performance text, using appropriate technical vocabulary * consider the challenges of staging a performance, working collaboratively within an ensemble. | **Year 12 – Practitioners in Practice**  **Main Tasks:**   * create a research report, portfolio of evidence and a devised performance   **Know and Understand:**   * how to create devised theatre influenced by their exploration of the work of others * how to adopt an experimental approach to devising theatre based on the methodologies of their chosen practitioners * the process of carrying out research to inform their practical work * how to respond to research to create devised drama and theatre * the process of developing clear aims and intentions in their devised work leading to a clear structure for their devised piece * how to develop their skills of voice, movement, characterisation and communication within the devised piece * the process of creating, developing and rehearsing the devised piece prepared for and performed to an audience how to record the evolution of their practical work throughout the devising process * how to analyse and evaluate their own work and the work of others.   **Be able to:**   * explore in depth using their practitioners’ practices and ideas as a springboard to creating their devised piece * demonstrate understanding of the practitioners’ purpose and practices, intentions, working methods, style, artistic intention and influence over other practitioners * work collaboratively and safely, sharing ideas to create and develop drama and theatre * analyse the process of exploring the work of others, incorporating research into their devised work * contribute to a final devised performance realised by a group of performers   **Year 13 – Exploring and Performing Texts**  **Main Tasks:**   * study one whole performance text * explain their artistic intention for their chosen role * demonstrate their acting skills to create and realise a performance.   **Know and Understand:**   * how to analyse the performance text in close detail * how to create and develop a character(s) * how to apply acting skills to realise artistic intention and communicate meaning to an audience * how to contribute to a performance as a whole.   **Be able to:**   * demonstrate an approach informed by standards in professional theatre * demonstrate their acting skills through the realisation of a role, using dramatic techniques in performance * articulate informed, personal and creative responses to the chosen performance text, using appropriate technical vocabulary * consider the challenges of staging a performance * work collaboratively within an ensemble. |
| **Key Events/Work Due:**  Year 13 Trial Exam for Analysing Performance and Deconstructing Texts  Year 12 – Draft Research Report (part 1) | **Key Events/Work Due:**  Evening performance of an extract to parents.  Year 13 – Assessment of Scripted performance and concept proforma to a visiting examiner.  Year 12 – Draft Research Report (part 2) and Draft Intro to Portfolio |

|  |  |
| --- | --- |
| **Summer Term 2023** | |
| Half Term 1 | Half Term 2 |
| **Year 12 and Year 13**  ***Revision of knowledge, understanding and skills***taught in Autumn Term and previous Year 12 work in preparation and response to Year 12 Trial Exam for *Deconstructing Texts and Analysing Peformance* and final Year 13 examinations.  **Year 12 – Practitioners in Practice**  **Main Tasks:**   * Complete final version of Research Report * Continue to work on a portfolio of evidence and a devised performance   **Know and Understand:**   * how to create devised theatre influenced by their exploration of the work of others * how to adopt an experimental approach to devising theatre based on the methodologies of their chosen practitioners * the process of carrying out research to inform their practical work * how to respond to research to create devised drama and theatre * the process of developing clear aims and intentions in their devised work leading to a clear structure for their devised piece * how to develop their skills of voice, movement, characterisation and communication within the devised piece * the process of creating, developing and rehearsing the devised piece prepared for and performed to an audience how to record the evolution of their practical work throughout the devising process * how to analyse and evaluate their own work and the work of others.   **Be able to:**   * explore in depth using their practitioners’ practices and ideas as a springboard to creating their devised piece * demonstrate understanding of the practitioners’ purpose and practices, intentions, working methods, style, artistic intention and influence over other practitioners * work collaboratively and safely, sharing ideas to create and develop drama and theatre * analyse the process of exploring the work of others, incorporating research into their devised work * contribute to a final devised performance realised by a group of performers | **Year 13**  ***Revision of knowledge, understanding and skills***taught in Autumn Term and previous Year 12 work in preparation and response to final Year 13 exams for *Deconstructing Texts and Analysing Peformance.*  **Year 12 – Practitioners in Practice**  **Main Tasks:**   * Complete work on a portfolio of evidence and a devised performance   **Know and Understand:**   * how to create devised theatre influenced by their exploration of the work of others * how to adopt an experimental approach to devising theatre based on the methodologies of their chosen practitioners * the process of carrying out research to inform their practical work * how to respond to research to create devised drama and theatre * the process of developing clear aims and intentions in their devised work leading to a clear structure for their devised piece * how to develop their skills of voice, movement, characterisation and communication within the devised piece * the process of creating, developing and rehearsing the devised piece prepared for and performed to an audience how to record the evolution of their practical work throughout the devising process * how to analyse and evaluate their own work and the work of others.   **Be able to:**   * explore in depth using their practitioners’ practices and ideas as a springboard to creating their devised piece * demonstrate understanding of the practitioners’ purpose and practices, intentions, working methods, style, artistic intention and influence over other practitioners * work collaboratively and safely, sharing ideas to create and develop drama and theatre * analyse the process of exploring the work of others, incorporating research into their devised work * contribute to a final devised performance realised by a group of performers |
| **Key Events/Work Due:**  Year 12 Trial Exam for Analysing Performance and Deconstructing Texts  Year 12 – Final Research Report and Draft of Portfolio | **Key Events/Work Due:**  Year 13 – Analysing Performance Exam 7th June  Year 13 – Deconstructing Texts Exam 14th June  Year 12 – Assessment of Devised Performance – Thursday 6th July  Year 12 – Draft of full portfolio handed in before end of term. |