

Drama Curriculum Roadmap

Question: Is it important to stay true to a

Theatre. Study of set text IC & Live Theatre

playwright's intention? - Recall C3 Interpreting



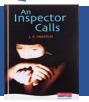




Progression to next stage of learning: A Level Drama & Theatre **BTEC Performing Arts**

C3-Interpreting **Theatre**

Response



C3 -Live Theatre



Performance Style

Playwright intentions, deconstructing text, Social & **Historical context**

Set & Staging Costume Lighting Sound

C1 -Devising Drama



C3 -An Inspector Calls



C2-Scripted-Mock



Question: What's it all about? Text

Exploration of set text An Inspector Calls.

Question: What makes good theatre?

C1 – Devising Drama - To explore a range of stimuli & use knowledge of performance styles, genre & form to devise a piece of theatre for Component

Characterisation Vocal Skills Physical Skills

Staging Set **Narration** Mime Lighting Sound Costume

Proxemics

Question: What's in a name? C2 Exploring character, language, structure & meanings created in a live production

10

Text/Script Exploration -From Page to Stage



The Arrival

Question: What type theatre is more powerful, naturalistic or non-naturalistic? Who's Who - Explore a range of performance styles including Brecht,

Stanislavski, Berkoff

Text exploration Director's intentions

Horror & Tensi on



Creative Adaptation



Stimulus and **Practitioner**

Question: Theatre should connect to people's lives

not be a piece of candy



Using a script to explore a performance



Creating a performance based upon a stimulus and under a practitioners influence

floss. Agree or Disagree? Status, performance

HORROR



Shakespeare



Commedia



exploration

Question? Why do situations get misinterpreted? Find out what Miss Ruddock thinks!

Question: Is Shakespeare relevant to today's society? Page To Stage – To explore plot, character, language, structure Genre

Tableau, Narration, Flashback

Question: What makes a character

interesting for an audience? Commedia -To develop physical comedy skills over a series of teacher led workshops, including the art of slapstick to re-tell a fairytale.



The Ratz'

Question: What do audiences want?

Story Telling -To explore / experiment with HOW to tell a story on stage.



Story Telling







Musical



Soap Opera

exploration.



Circus Boy

8

Question: How do voice & movement combine on stage? Musical Theatre

Choral Movement Ensemble performance

Question: Whose style is it anyway? Creative Adaptation- To explore different script extracts / poems through dramatic techniques.



Theatre

Missing



Introduction to Drama



Narration, Flashback, TIR, Mime, Tableau

Resilience

Question: What's more important dialogue or action? develop confidence, acting skills and unleash imagination!





track, stage, backdrop Question: Why theatre? Let's find about 'treading the boards'!









Drama Curriculum Roadmap





WJEC EDUQAS GCE A LEVEL in Drama and Theatre

C3 – In this component learners are required to study two complete set texts and one extract from a third contrasting text.



C3 – Using the working methods and techniques of either an influential theatre practitioner or a recognized theatre company.

Revisit Curious Incident o a dog in the nighttime

Revisit Accidental

Death of An

Anarchist



Somponent 3 Text in Performance

C2 – Using the working methods and techniques of either an influential theatre practitioner or a recognized theatre company.

C2 – This component requires learners to engage with a stimulus to create two pieces of live theatre: one devised and one extract from a text.







Component 2

– Text in Action



Accidental Death
of an Anarchist



Revisit -Hedda Gabler



Curious Incident of a Dog in the Nighttime

Hedda Gabler Component 3 – Text in Performance



Question: What makes good theatre? C1 – Learners are required to create a piece of theatre based on an extract from a text.

Question: What makes good theatre?
C1 – Using the techniques and working methods of either an influential theatre practitioner or a recognized theatre company.

Reinterpretation of text

Researching,

Developing,
Reflecting, Realising

Performance

Exploration of scripts











Component 1 - Theatre Workshop

PRACTITIONERS
Who's who? Application of theories and practices













