

Course Information for Parents

Key Stage 5 Subject: Drama and Theatre

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Examination Board	Pearson Edexcel	Specification Code	9DR0

Subject Content

Year 12

Throughout year 12 students will be developing their performance and written skills through the study of a varied curriculum. Each topic studied is aimed at developing a specific set of skills to enable students to be successful within their A2 Drama and Theatre examination. The topics explored are:

Introduction to Practitioners: Students will explore a range of theatre practitioners including Brecht, Berkoff, Stanislavski, Grotowski, Frantic Assembly and Kneehigh. They will practically consider how the practitioner's techniques are used to communicate a clear intention to an audience. This will inform their Component 1 and 3 exams.

Equus: Students will read, research and practically engage with the set text 'Equus' (Peter Shaffer). Throughout the explorations students will develop a clear concept for the performance, from various perspectives. During this topic, students will be learning specific skills relating to lighting, sound, direction and costume design. This will inform their Component 1 exam.

Performing Play Texts: Students will develop their characterisation and stylisation skills through exploring a variety of workshops in relation to performance texts. They will consider how they can use research and practitioner skills to inform their overall performance to ensure that they can communicate the purpose of the text to the audience. They will conclude this topic by creating and presenting a group performance which presents their ability to use characterisation and stylisation skills. This will inform their Component 2 exam.

Devising: Students will develop their devising skills for Component 1, through the exploration of a range of stimuli. Toward the end of the year students will have created a 30min(approx.) performance based on a piece of stimulus which will be assessed as part of the full A2. Alongside this they will create a 3000 word portfolio which explains the development of the performance and evaluates the performance against the original aims.

Year 13

Throughout year 13 students will be consolidating, applying and presenting the skills that they have learnt throughout their study in drama. Several topics will be explored throughout the year, including;

Live Theatre: Students will see a live performance. They will evaluate the use of performance and production skills in order to communicate to the audience. Following this, they will spend time considering how they will respond to a live theatre question as part of their preparation for Component 3.

Performance from text: Students will be allocated 2 performance text extracts. They will apply the skills learnt throughout the year into staging a monologue and a group performance. Throughout this time they will receive guidance based on the clarity of style, characterisation, voice and movement.

Lysistrata: In contrast to Shaffer's *Equus*, *Lysistrata* is a Greek Theatre comedy play. Students will study the play in depth through a range of practical and theoretical exercises; encouraging them to develop a clear concept which is based during an historical event. Students will apply their theatrical knowledge and skills to ensure that they have a precise and purposeful concept; which they will explain within the Component 3 written exam.

Component 3 exam: Toward the end of the year students will begin to revisit the skills they have already developed in relation to the component 3 exam; with a focus toward their study of *Equus*.

Additional Equipment Needed

Folder , Dividers, A4 notebook

Tracksuit bottoms, trainers and t-shirt (for physical theatre work)

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Assessment Details:

To be successful students will need to be able to:

Component 1: Devising

- 40% of the course
- Create 1 devised group performance (30mins approx.) which uses practitioner skills in order to communicate a clear intention to an audience.
- Write 1 3000 word portfolio documenting the development of the performance and evaluating the clarity in the message communicated.

Component 2: Performance from Text

- 20% of the course
- Perform 1 monologue performance of an extract from a play (2-3 minutes)
- Research and perform 1 group performance of an extract from a play (15-30 minutes)

Component 3: Written Exam

- 40% of the course
- Write 1 extended response to live theatre
- Write 2 extended responses to *Equus*, Peter Shaffer
- Write 1 extended response to *Lysistrata*, Aristophanes

What can I do to support my child at home?

Component 1:

- You could discuss with them the current social, political and cultural issues within our society. They will be developing work to communicate to their audience (members of their society), therefore topical issues will be highly relevant.
- Encourage students to rehearse outside of lesson time.

Component 2:

- You could help them to learn their lines.
- You could ask to see how they are going to present a character and provide feedback on whether or not you think it is clear or consistent.

Component 3:

- You could support your child by asking them to explain to you how they would interpret both *Equus* and *Lysistrata*.
- You could discuss the Live Theatre Performance; asking them what the most and least effective moments were.

Recommended resources for the course:

Exam board specification:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf

Books:

- *Equus*, Peter Shaffer – will be provided
- *Lysistrata*, Aristophanes (translated by Alan H. Sommerstein) – will be provided
- *Edexcel A level Drama and Theatre Student Book and ActiveBook*, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628

Teaching Staff Contact Details

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Additional Information:

Students will be required to proactively lead their own rehearsals outside of lesson time.

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