

Year 12: Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Key Practitioners Focus: Stanislavski and The System	Key Practitioners Foci: Brecht and The Epic Theatre	Key Practitioners Foci: Artaud and The Theatre of Cruelty	Devising Foci: Responding to an extract Practitioner methodologies Performance Skills	Devising Foci: Professional theatre makers Research Performance Skills	Devising Foci: Form and structure Theatre technology Performance Skills
Assessments	Applying 'The System' when exploring a set text. <i>Skill level assessed through practical and written work</i>	Applying Brechtian techniques to a set text. <i>Skill level assessed through practical and written work</i>	Applying Total Theatre techniques to a set text. <i>Skill level assessed through practical and written work</i>	Applying practitioner methodologies when devising. <i>Skill level assessed through practical and written portfolio</i>	Applying professional theatre influences when devising. <i>Skill level assessed through practical and written portfolio</i>	Making, performing, and reflecting. <i>Skill level assessed through practical and written portfolio</i>
Building on Prior Learning	<p>Substantive Knowledge: During Year 12 students will draw on knowledge and skills developed during Year 11. The programme of study in Year 12 allows students to further develop their performance skills by exploring Stanislavski's system, Brecht's Epic Theatre and Artaud's Theatre of Cruelty.</p> <p>Disciplinary/procedural Knowledge: From Year 11 students will be familiar with the concept of style and the programme of study will allow students to explore new theatrical styles in more sophisticated ways as they apply the practitioner methodologies to their work.</p>					
Cultural Capital	<p>There is cultural capital in abundance in this programme of study. Students will increase their knowledge and understanding of social, cultural, and historical contexts surrounding practitioner theory and they will be able to make connections between the different methodologies. They will read, rehearse, and perform extracts from texts such as 'That Face' by Polly Stenham and 'Woyzeck' by George Buchner.</p>					
Mastery	<p>In terms of mastery, students will be guided, through modelling and practice to apply practitioner methodologies in ever more sophisticated ways. When exploring text and devising theatre, they will make more secure links between practitioners, conventions, and audience impact. They will begin to work more independently and be able to explain why they have chosen to employ a particular dramatic convention and, by the end of the year they will be able to confidently create, perform and evaluate drama.</p>					
Development of Character	<p>A wide range of virtues: moral and intellectual are visited, practiced and embedded through Drama. For example, resilience, empathy, and respect are encouraged when creating and performing. Being respectful and supportive toward other is essential during the devising and rehearsal process and learning to give feedback in a polite and respectful manner is also essential.</p>					
Extra- Curricular opportunities	<p>In School: Performing Arts Championships, Drama Club and whole school productions. Outside of School: Visits to the theatre and cinema.</p>					
Metacognitive Learning	<p>Metacognitive learning will build through modelling and feedback. Students learn through expert modelling, guided rehearsal and feedback. They will have the opportunity to reflect on their own strengths and areas for development by evaluating their success in completing a variety of discussion and written tasks and planning for improvement.</p>					