



Subject	Year	Term
Drama	12	2
Topic		
Component 1: Drama and Theatre: Hedda Gabler And Live Theatre		
Component 2 Creating Original Drama: Internally Assessed		
Content (Intent)		
Prior Learning (Topic) Style/Practitioners; Component 1: Drama and Theatre: Jerusalem and Live Theatre		
Component 1: Jerusalem and Live Theatre		
Students will know and be able to write about the theatrical processes and practices involved in interpreting and performing theatre. Learn the conventions, forms and techniques used in drama and live theatre to create meaning and how creative and artistic choices influence how meaning is communicated to an audience. They will comprehend how performance texts are constructed to be performed, conveying meaning and are informed by their social, cultural and historical contexts and are interpreted and performed for an audience.		
Component 2 Creating Original Drama: internally assessed.		
Students will and demonstrate their ability to create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice and apply theatrical skills to realise artistic intentions in live performance. Students will produce an individual Working notebook documenting the devising process and how they contributed to a final devised, group performance.		
Future Learning (Topic) Component 2 Creating Original Drama: Internally Assessed		
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)	
Component 1: Jerusalem and Live Theatre Students will develop their knowledge and understanding of how to answer questions for Section A and C of the written exam. They will practically and theoretically explore Jerusalem and gain insight into the social, political and cultural context of the play. Students will watch a range of Live Theatre and analyse and evaluate their effectiveness. They will demonstrate their understanding of how theatre makers collaborate to create theatre, communicating meaning to an audience through choices of form, style and convention.	Assessment: <i>Recorded in Folders and workbooks.</i>	
Component 2 Creating Original Drama. Internally assessed: In response to a stimulus student will understand how to produce an exceptionally inventive and original piece that conveys complete consonance between the devised piece and the dramatic intention of their chosen practitioner. To complement the performance, they will produce a Working notebook that notes a holistic approach to the process.	Component 1 AO3 and 4: Students will make notes in workbooks and answer teacher and peer assessed exam questions (folders) in preparation for their mock and actual exam. Component 2 AO2: Internal assessed practical assessment AO2: For assessment, students must perform or create realised designs for a devised duologue or group piece informed by the work and methodologies of one of the prescribed theatre practitioners. Internally assessed written assessment AO1: For assessment, students must produce an individual Working notebook documenting their devising process and an analysis and evaluation of their contribution.	
How can parents help at home?		
<ul style="list-style-type: none"> • Support with research into the social, cultural and historical context of Hedda Gabler. • Facilitate timed sessions to answer questions. • Support rehearsals and preparation for the assessed performance. • Become an audience member for the assessed performance. 		
Helpful further reading/discussion (including Reading and Vocabulary Lists)		
Reading <ul style="list-style-type: none"> • AQA Drama and Theatre: A Level and AS (Fielder) • An Actor Prepares (Bloomsbury Revelations) by Constantin Stanislavski 	Vocabulary Lists Creative Overview Symbolism Motivation	
Subject	Year	Term
Drama	12	3
Topic		