

Subject	Year	Term																
Drama	12	3																
Topic																		
Component 2 Creating Original Drama: Internally Assessed																		
Content (Intent)																		
Prior Learning (Topic)	Component 1: Drama and Theatre: Hedda Gabler and Live Theatre Component 2 Creating Original Drama: Internally Assessed																	
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 1 Understanding Drama: The Glass Menagerie; Component 3 Making Theatre: Practical Exam																	
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)																	
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.	Assessment: Component 2: Internally 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?																		
- Support rehearsals and preparation for the assessed performance. - Become an audience member for the assessed performance. - Actively discuss their devised piece and the process.																		
Helpful further reading/discussion (including Reading and Vocabulary Lists)																		
Reading Research text linked to chosen practitioner. Students’ choice.	Vocabulary Lists <table><tr><td>Consonance</td><td>Refinement</td></tr><tr><td>Exceptional</td><td>Systematic</td></tr><tr><td>Stylistic Factors</td><td>Nationalism</td></tr><tr><td>Contextual Factors</td><td>Underclass</td></tr><tr><td></td><td>Anti Hero</td></tr><tr><td></td><td>Underclass</td></tr><tr><td></td><td>Hyperbolic</td></tr><tr><td></td><td>Quasi-religious</td></tr></table>		Consonance	Refinement	Exceptional	Systematic	Stylistic Factors	Nationalism	Contextual Factors	Underclass		Anti Hero		Underclass		Hyperbolic		Quasi-religious
Consonance	Refinement																	
Exceptional	Systematic																	
Stylistic Factors	Nationalism																	
Contextual Factors	Underclass																	
	Anti Hero																	
	Underclass																	
	Hyperbolic																	
	Quasi-religious																	